2025

IMPACT REPORT

CELEBRATING A DECADE OF TRANSFORMING
EDUCATION IN NIGERIA

THE EDUCATION PARTNERSHIP CENTRE

TEP
THE EDUCATION PARTNERSHIP
CENTRE
...Global standards for education partnerships

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Abbreviations

ACER - Australian Council for Educational Research
AII - Assessment-Informed Instruction
AML - Action for Maximum Learning
BESDA - Better Education Service Delivery for All
BMGF - Bill and Melinda Gates Foundation
CC Hub - Co-Creation Hub
CLAN - Citizen-led Household Assessment of Learning
CSACEFA - Civil Society Action Coalition on Education for All
CSR - Corporate Social Responsibility
DAI - Development Alternatives Incorporated
ECOWAS - Economic Community of West African States
EDMEETS - Education Meets Series
FCDO - Foreign, Commonwealth and Development Office
FCT - Federal Capital Territory, Abuja
FME - Federal Ministry of Education
FTF - Feed the Future
GPE - Global Partnership for Education
ICAN - International Common Assessment for Numeracy
ITCDP - Integrated Teacher Capacity Development Programme
KOYA - Zo Mu Koya Tare (Come Let's Learn Together)
LANLC - Lafarge Africa National Literacy Competition
LASUBEB - Lagos State Universal Basic Education Board
LEARNigeria - Let's Engage, Assess and Report Nigeria
LRP - LEARNigeria Remedial Programme
NAEC - National Annual Education Conference
NEDIS - Nigerian Education Innovation Summit
NERDC - Nigeria Educational Research and Development Council
NESG - Nigeria Economic Summit Group
NICE - National Innovation Collaboration for Education
NIPEP - Nigeria Partnership for Education Project
NMLA - Nigeria Monitoring Learning Assessment
OBF - Ovie Brume Foundation
PAL - People's Action for Learning

Abbreviations

PDG - Peace and Democratic Governance
PLANE - Partnership for Learning for All in Nigeria
PPP - Public-Private Partnership
PSIPSE - Partnership to Strengthen Innovation and Practice in Secondary Education
SBMC - School-Based Management Committee
SSDO - South Saharan Social Development Organization
SSS - Senior Secondary School
SUBEB - State Universal Basic Education Board
TEPCAN - TEP Centre Alumni and Associates Network
TEPLA - TEP Learning Academy
TVET - Technical and Vocational Education and Training
UBE - Universal Basic Education
UBEC - Universal Basic Education Commission
UKAID - United Kingdom Aid
UNESCO - United Nations Educational, Scientific and Cultural Organization
UNICEF - United Nations International Children's Emergency Fund
USAID - United States Agency for International Development

Executive Summary

Over the past decade, we at The Education Partnership (TEP) Centre have been driven by a simple but powerful belief: that every child, no matter their background, deserves the opportunity to learn, thrive, and shape their own future. When we began this journey in 2013, our vision was to reimagine how evidence, innovation, and collaboration could help transform education systems across Nigeria and beyond. Today, as I reflect on how far we have come, I am humbled by the impact we have made together with our partners, communities, and the thousands of educators who share our commitment to change.

In these ten years, we have reached over one million children directly and indirectly through programmes that improve foundational literacy and numeracy, engaged more than 100,000 households in driving better learning outcomes, and supported over 5,000 educators to teach with confidence and purpose. We have delivered more than 50 projects—each designed not just to fix a problem but to build stronger, more resilient education systems. Through platforms like the Nigerian Education Innovation Summit (NEDIS), EdMeets, and our monthly webinars, we have brought together thousands of voices—policymakers, teachers, researchers, development partners, and private sector leaders—to share ideas, challenge assumptions, and co-create solutions that last.

Executive Summary

Our work has always been grounded in evidence and inspired by the belief that lasting impact happens when we explore with curiosity, engage with openness, and execute with determination. From pioneering data initiatives like LEARNigeria and PLANE, to designing low-tech learning solutions for the most underserved communities, we have seen how the power of collaboration can unlock potential in places where many have lost hope.

As we look to the next decade, our aspirations are even more ambitious. We are committed to empowering five million learners with the skills they need for lifelong success, equipping 50,000 teachers to deliver high-quality instruction, and supporting 5,000 education fellows who will drive reforms and strengthen ecosystems across Africa. Together, we will continue to stand for education that is inclusive, equitable, and transformative. This is our collective mission—and I am deeply grateful to everyone who has walked this path with us. The journey is far from over, but with your partnership, we know the future of learning in Africa can be brighter than ever.

FROM THE FOUNDER

Impact Report 2025

DR MODUPE ADEFESO OLATEJU

Founding Managing Director
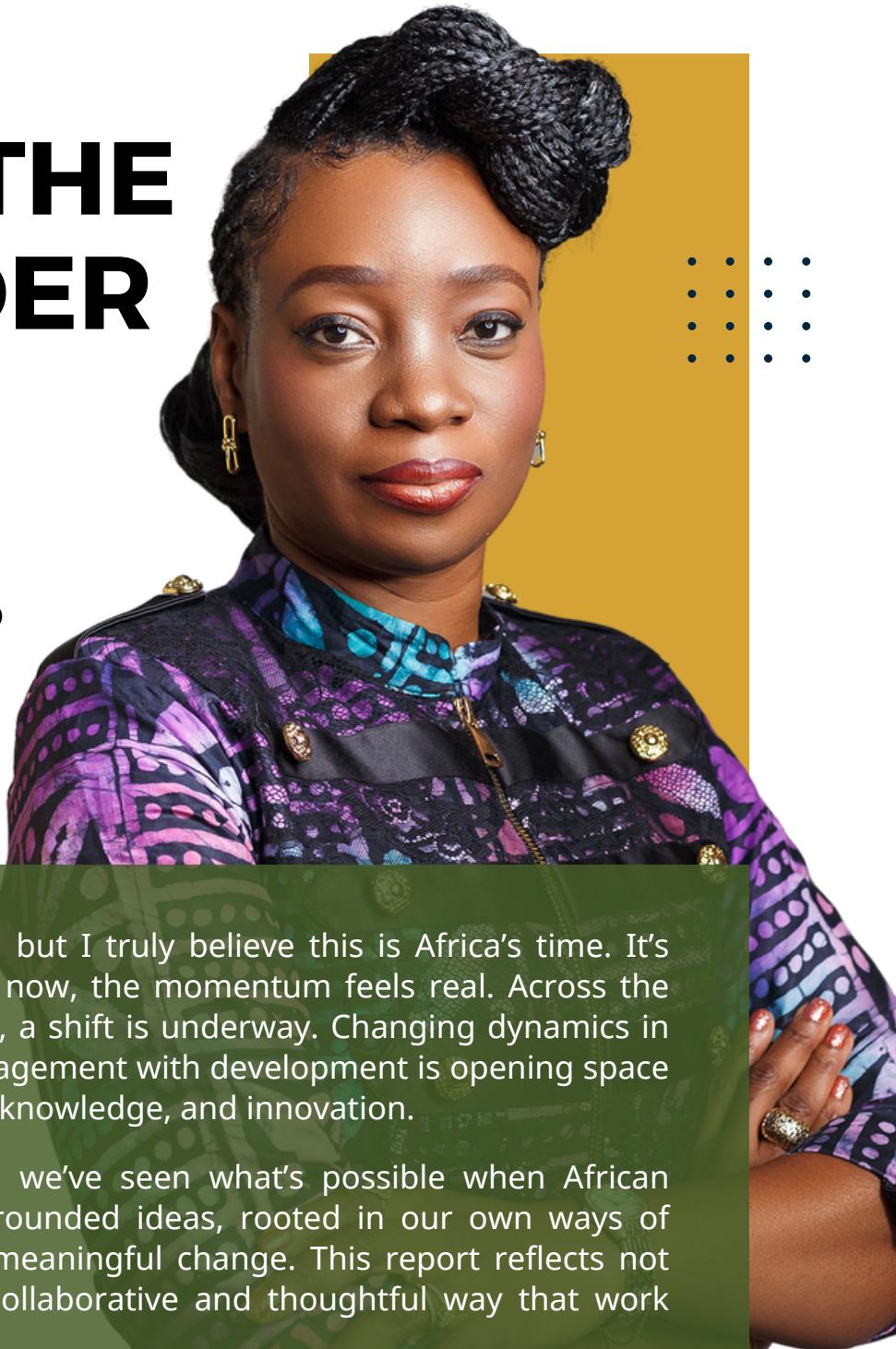
It may sound familiar, but I truly believe this is Africa's time. It's been said before, but now, the momentum feels real. Across the continent and globally, a shift is underway. Changing dynamics in the global North's engagement with development is opening space for African leadership, knowledge, and innovation.

Over the last decade, we've seen what's possible when African voices lead. Locally grounded ideas, rooted in our own ways of knowing, are driving meaningful change. This report reflects not just impact, but the collaborative and thoughtful way that work was done.

We now have a chance to build on that foundation. With nearly 60% of our population under 30, there is immense potential. But we must be intentional. Our role is not just to prepare young people for a global market, but to develop vibrant African economies and knowledge systems that speak to our
aspirations, and engage the world on our terms.

Technology, especially artificial intelligence, brings both opportunity and challenge. It compels us to ask: What should it do for us? What can it do? What will we let it do? These are ethical, practical, and governance questions, and how we answer them will shape our future.

What gives me hope is what this report shows: transformation is real when we center education, invest in people, and stay committed to equity. I've seen inspiring leadership from young people and educators across Africa.

Looking ahead, we must rethink education, confront power imbalances, and elevate voices often pushed aside, civil society, youth, people with disabilities. Our conceptual framework reflects our commitment to aligning vision with action and keeping African-led solutions at the center.

This report captures a decade of growth. May it also spark new resolve. The next chapter is ours to write.

DR MODUPE ADEFESO OLATEJU

FOUNDER, THE EDUCATION PARTNERSHIP (TEP) CENTRE

TEP's Conceptual Framework for Education Planning

Technology, especially artificial intelligence, brings both opportunity and challenge. It compels us to ask: What should it do for us? What can it do? What will we let it do? These are ethical, practical, and governance questions, and how we answer them will shape our future.

TEP's Conceptual framework for education planni
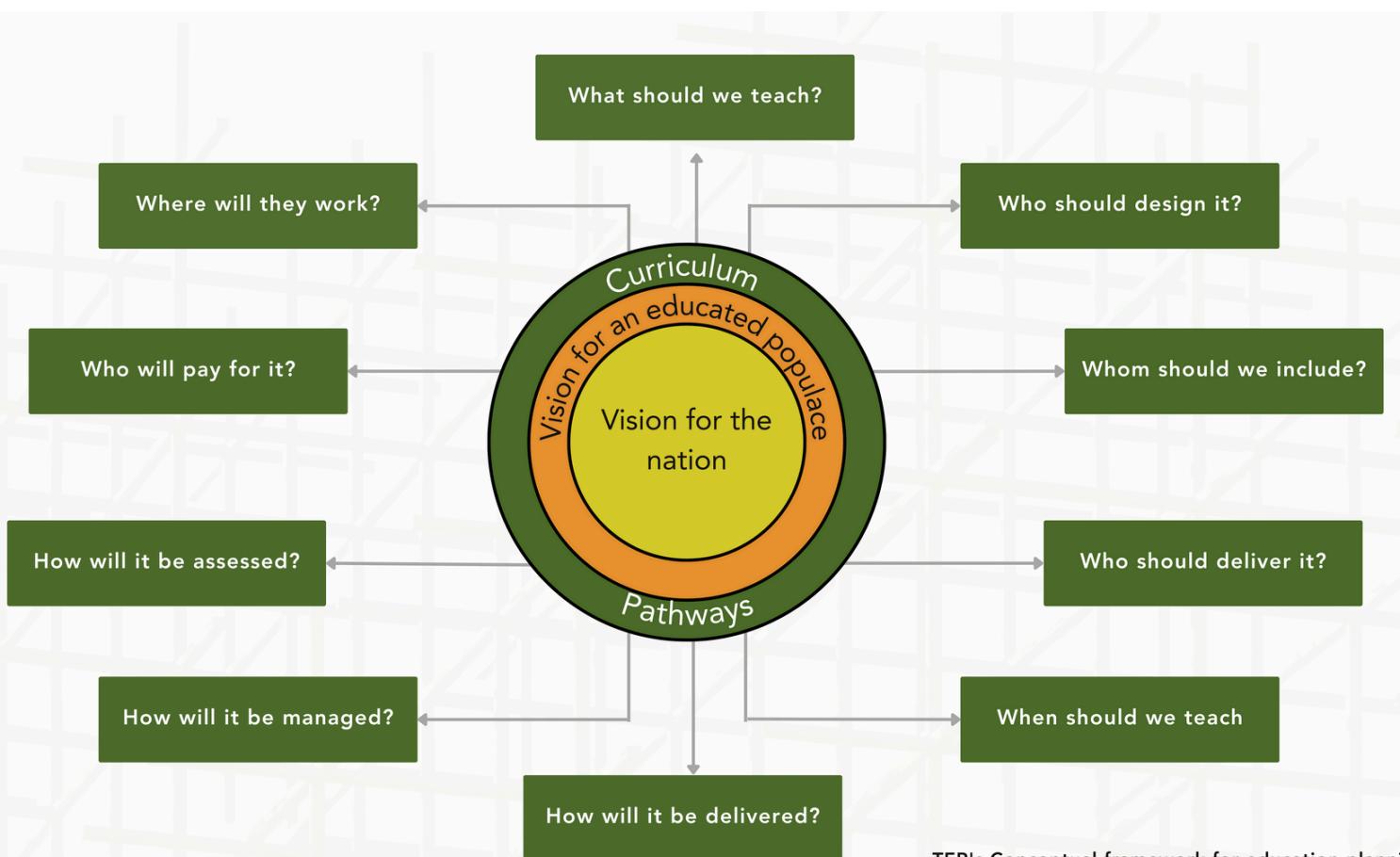
Vision

To create global education standards that empower every African child to thrive, regardless of their background

Mission

To institutionalize effective educational practices across West Africa. We aim to establish scalable models that improve teaching, learning outcomes, educational quality and educational relevance for all educators and learners in West Africa.

OUR CORE VALUES

P R I D E

PROFESSIONALISM

- Recently Built Platform & Website
- Strong Brand Image & Equity
- Good Quality of After Sales
- Very Relate to Society 5.0

RESPONSIVENESS & RESPECT

- Long Term Investment
- Product Insurance Costs are Raising
- High Level of Third Party Turnover Due
- Public Policies and Procedures

INTEGRITY

- Product Insurance Costs are Raising
- High Level of Third Party Turnover Due To Price Competition
- Public Policies and Procedures

Devotion (Loyalty)

- Product Insurance Costs are Raising
- High Level of Third Party Turnover Due To Price Competition
- Public Policies and Procedures

Excellence

- High Level of Employee Turn Over
- New Competitors From Other Country
- Impact of Climate Change

Our Journey So Far (2013-2023)

2013-2014

- Established TEP Centre
- Developed the inaugural Strategic and Action Plans for Oando Foundation

2015

- Piloted the LEARNigeria Citizen-Led Assessment, Advocacy and Action Programme

2016

- Implemented the USAID Youth Workforce Development Assessment and Project Design

2017

- Partnered with Federal and State Institutions to Implement Nigeria's Foundational Literacy and Numeracy programme; LEARNigeria

2018

- Launched and implemented the LEARNigeria Remedial Programme (LRP) in Kano and Akwa Ibom States

2019

- Launched EdMeets Series with flagship EdMeets:Tech

2020

- Partnered with Nigeria Economic Summit Group (NESG) to launch the Learning in Pandemic Report

2021

- Contracted University of Oxford to support our Integrated Teacher Capacity Development Project (ITCDP)

2022

- Conducted Socio-Demographic Survey of 7,500 Schools in Kano, Kaduna and Jigawa States.

2023

- Established Public-Private Partnership Forums in Kano, Kaduna and Jigawa States

10 YEARS OF TRANSFORMING EDUCATION IN NIGERIA

ABOUT TEP CENTRE

The Education Partnership (TEP) Centre is an organisation that is committed to providing access to quality and relevant education in Nigeria and across Africa through research and thought-leadership, innovative programme design and implementation, capacity development, advocacy and collaboration with state and non-state actors.

We are the pioneers of Nigeria's first Citizen-led assessment.

TEP Centre serves a broad range of education sector stakeholders including policymakers, corporate organisations and foundations, development agencies, donor funded and assisted programmes, civil society organisations, philanthropic organisations and educational institutions.

Over the years, TEP Centre has offered support to programmes funded, assisted or managed by the UK Department for International Development (DfID), World Bank, MacArthur Foundation, Hewlett Foundation, Bill and Melinda Gates Foundation, Google.Org, Oxford University, Ford Foundation, Dalberg, Misean Cara Irish Aid, British Council, USAID, the Lagos State Government, MDF Netherlands, UNICEF, UNESCO Institute of Statistics, PAL Network, Corona Schools Trust Council, Oando Foundation, Global Partnership for Education (GPE) and others.

NUMBERS THAT TELL OUR STORY

Over the past decade, TEP Centre has made a significant and measurable impact in the education sector, reaching diverse communities and empowering individuals worldwide. Below are some key figures that highlight our collective achievements

50+

5,000+

100,000+

100

Projects Delivered

Educators Reached

Households Engaged

Children Impacted (through direct and cascade programming)

NUMBERS THAT TELL OUR STORY

30+

10+

50+

40+

Organisations on 5 continents

Countries (Rwanda, Kenya, Nigeria, Ghana, US, India, Ethiopia, UK) Reached

Education Workshops and Webinars Hosted

Articles/Reports Published
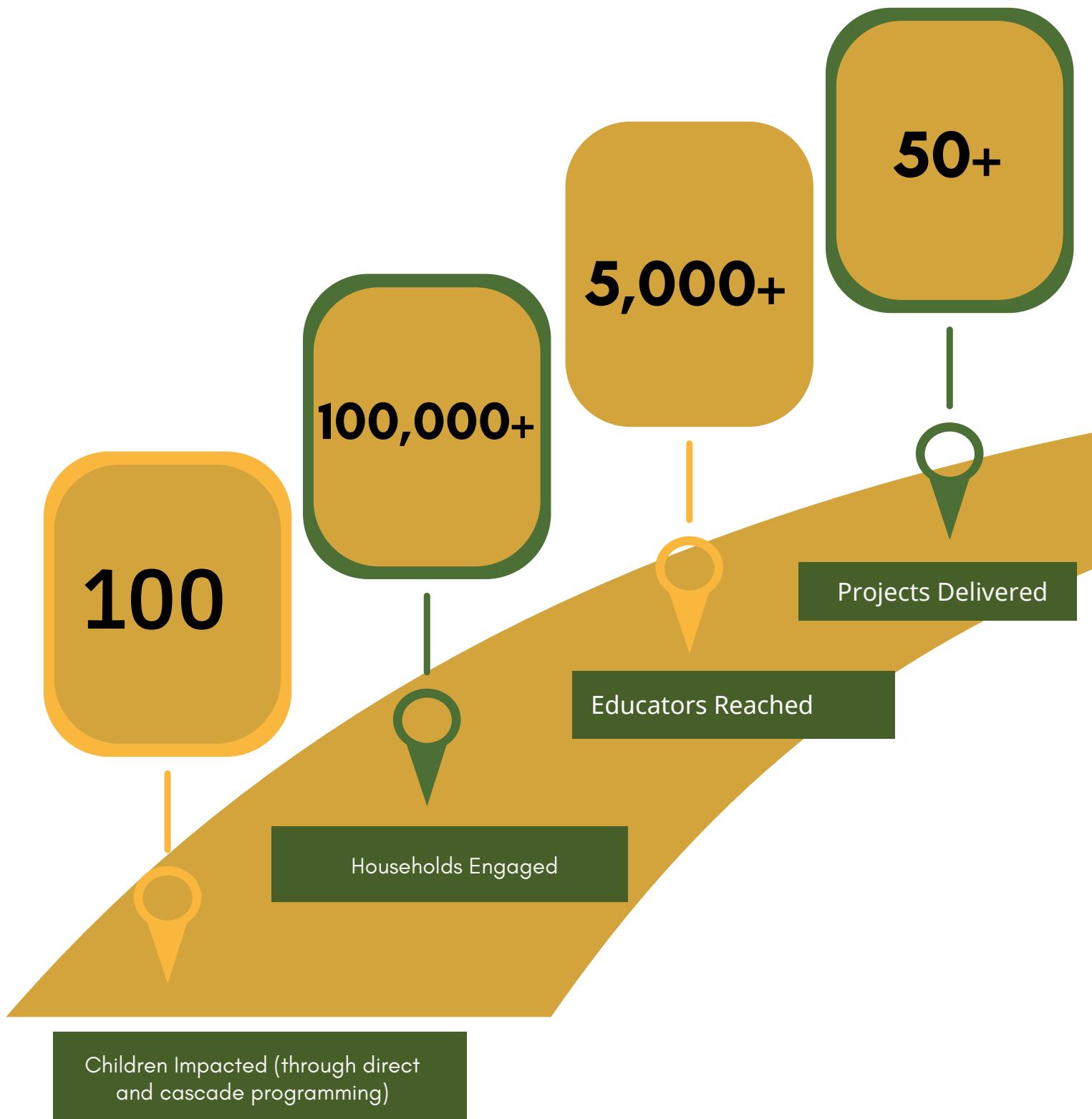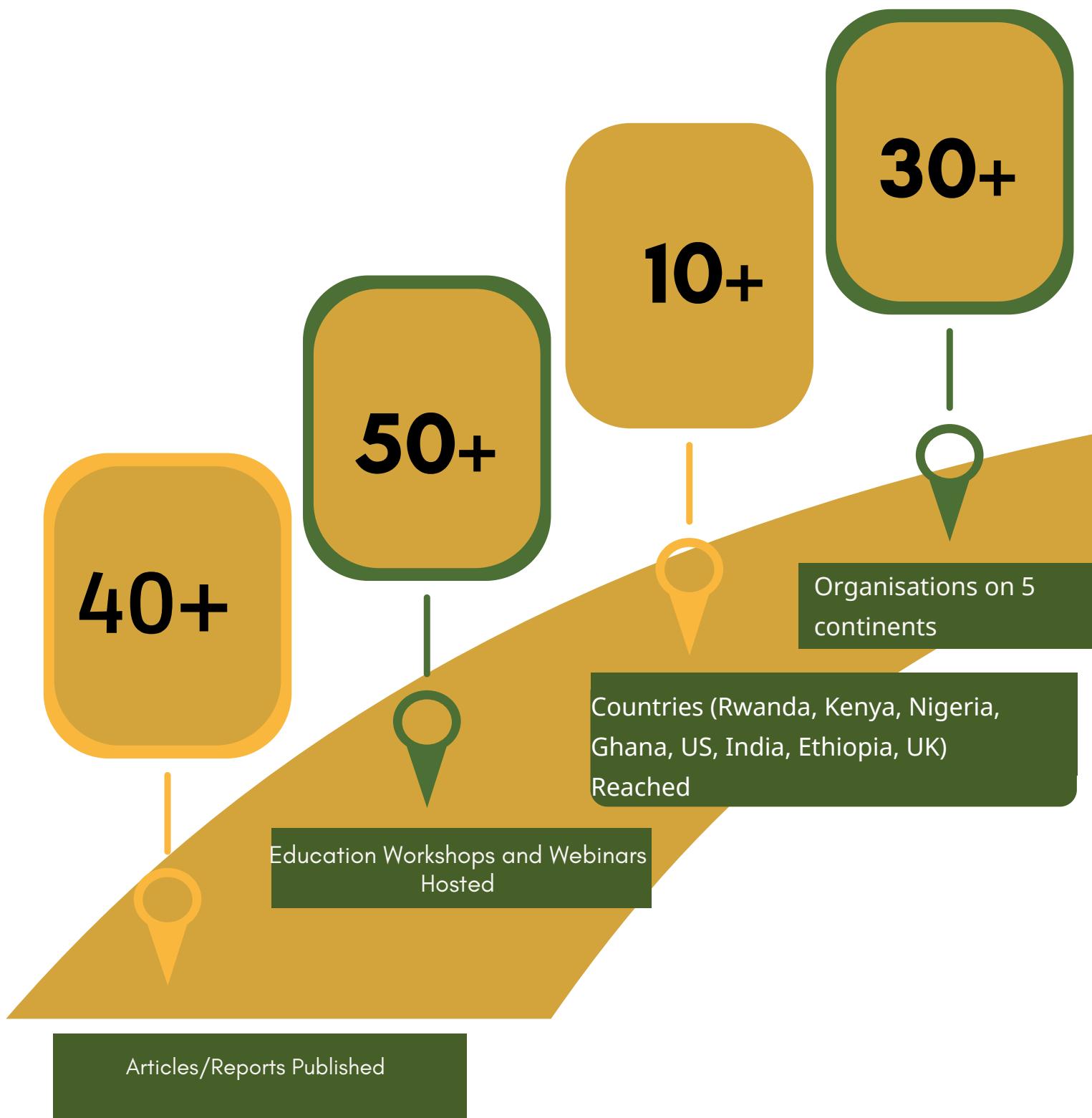
WHAT WE DO

We partner with the public, private, and non-state sectors to create strong systems that will ensure quality improvements in the education sector. We do this by exploring and generating evidence to decipher the specific issues in the system, engaging with the relevant stakeholders to develop solutions, and executing on these solutions to create lasting change.

Project Ideation and Execution

We collaborate with partners to design and implement impactful educational initiatives. This includes curriculum development tailored to local needs, comprehensive teacher training, and effective learner assessments. Our approach ensures that projects are sustainable and adaptable to evolving educational challenges. If you want to launch a CSR or Legacy project, all we need is your vision and we will bring it to reality for you.

Research and Data-Driven Solutions

We prioritise evidence-based research as the backbone of our work. Our studies provide insights that inform policy development and targeted interventions. Through our engagement in numerous research works, locally and internationally, we generate verifiable data and valuable insights that continue to shape Our research team comprises education experts with technical expertise, combined with academic, and pragmatic experience in leading different types of research in education and other other disciplines

Monitoring & Evaluation (M&E)

TEP Centre specialises in designing robust Monitoring and Evaluation (M&E) frameworks tailored to the needs of our clients or development partners. Our expertise lies in developing innovative tools and strategies that transform raw data into actionable insights, enabling decision-makers to address practical challenges effectively. By integrating real-time feedback mechanisms, we ensure programs remain adaptable, relevant, and impactful. Whether in education or other sectors, our M&E services empower partners to achieve measurable outcomes and drive sustainable change. Some of our tools include our LEARNigeria Assessment Test Tools and Monitoring and Evaluation Metrics for the ON-Nigeria Accountability Programme among others.

Capacity Development

We demonstrate strong competency in capacity development through tailored training programs for teachers, state and non-state actors, and key education stakeholders. Through our evidence-based approaches, TEP Centre continues to enhance skills, knowledge, and practices that improve educational outcomes. By fostering leadership, innovative pedagogy, and policy implementation capabilities, TEP Centre supports systemic improvements in education delivery and promotes sustainable impact across the sector. Through the TEP Learning Academy (TEPLA), we have empowered hundreds of teachers across different areas in the education ecosystem. To learn more about TEPLA, visit. https://teplearningacademy.com/
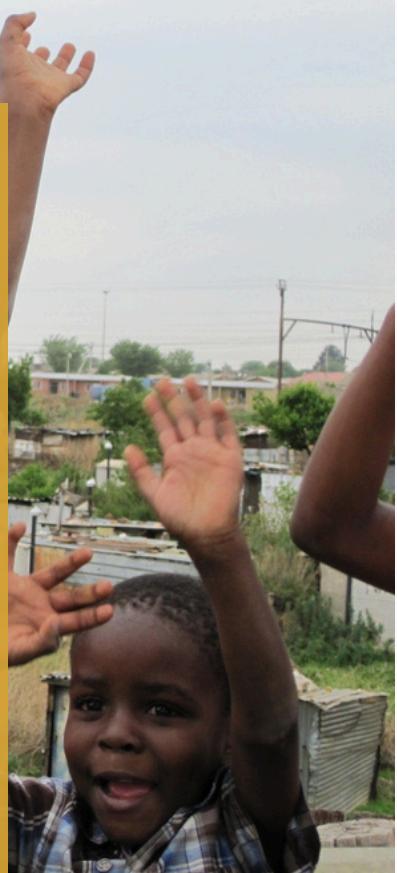
Advocacy and Stakeholder Engagement

We engage actively with government bodies, private sector stakeholders, and community leaders to drive educational reform. Our advocacy efforts raise awareness of critical issues and foster partnerships that amplify the impact of our initiatives. Sustained dialogue is key to overcoming the challenges in education. Through education convenings such as NEDIS, EdMeets and paper publications, action research as well as other speaking engagement locally and internationally, we continue to hold stakeholders accountable and advocate for equal, accessible, quality and inclusive education for all.

Supporting Leaders and Decision Makers

We work closely with leaders to align our initiatives with broader strategic goals, such as social impact and poverty alleviation. Our partnerships with organisations like the African Union, FCDO, UNICEF, and the Gates Foundation among tens of other organisations enhance the reach of our educational reforms. We help decision-makers create scalable solutions for challenges like teacher development and learning poverty. By providing evidence-based insights and facilitating collaborations, we enable leaders to make informed decisions that transform education in Nigeria and West Africa.

OUR APPROACH

WE EXPLORE

TEP Centre conducts rigorous research and evaluation to generate evidence that supports sound decision-making for non-state and public sector actors. We recognise the importance of using reliable data to form judgments, explore options, and allocate resources effectively. Through the development of practical tools, we address real challenges faced by decision-makers, transforming raw data into actionable insights that influence policy and drive impactful, evidence-based interventions.

WE ENGAGE

The non-state sector engages in education-focused CSR projects, but varying approaches and limited government support often lead to inconsistent outcomes. TEP Centre fosters collaboration between non-state actors and government bodies to align interventions with community needs and inform better policies. We analyse accountability ecosystems, facilitate partnerships, and lead advocacy efforts to drive positive change. Through initiatives like the NEDIS Education Innovation Summit, EdMeets Series, and Education Unscripted Podcast, we create platforms for dialogue, problem-solving, and impactful action in the education sector.

WE EXECUTE

Government and non-state actors seek to build sustainable education systems but often lack practical, actionable guidance. TEP Centre supports these efforts by creating structured learning systems that equip policymakers, administrators, and teachers with tools to improve learning outcomes. Through the TEP Learning Academy (TEPLA), we develop capacity for innovation, knowledge sharing, and evidence-based problem-solving to address complex challenges in the education sector.

Pioneering Focus on Data & Evidence Generation

As an organisation that facilitates sector learning and is itself a learning centre, we carry out research studies that enable the generation of evidence for the education sector Africa faces a critical education crisis, with the world's largest out-of-school population and over 70% of 10-year-olds lacking basic literacy and numeracy skills. However, these statistics often fail to reflect learning progress at local levels. TEP Centre identified this data gap and, over the last decade, has invested in generating locally-relevant evidence to inform education reforms through various initiatives.

TEP Centre | Impact Report 2025

LEARNigeria Citizen-led Household Assessment

Funded by MacArthur Foundation

In 2017, TEP Centre launched the Let's Engage, Assess and Report Nigeria (LEARNigeria) Campaign to generate learning data across all the six (6) Geo-political zones in Nigeria. It is a household assessment of early literacy and numeracy competencies. In partnership with the Federal and some State Ministries of Education (FME), Nigeria Education Research and Development Council (NERDC), National Bureau of Statistics, National Population Commission, TEP designed survey tools, foundational literacy and numeracy tools in four languages, (English, Hausa, Yoruba, Igbo) and implemented a household assessment and survey; mobilised, trained and monitored 1,200 enumerators, collecting data from 40,000 children in 21,600 households, as well as 2,000 schools across Nigeria and publishing State Report Cards. It was implemented in 6 States (Lagos, Akwa-Ibom, Kano, Kaduna, Jigawa and Ebonyi), each state representing the different geo-political zones that we have in Nigeria. The datasets are open-source and available for download at www.learnigeria.org.

Beyond data collection, LEARNigeria was used to drive community engagement and advocacy. We returned to locations where we have collected data and held townhall and debriefing sessions with parents, teachers, volunteer enumerators, community and religious groups, local politicians, local government education authorities. We also had roundtable discussions with senior policy makers and civil servants to distill key findings and strategize on evidence-informed policy making.

The LEARNigeria tools have been used by several organisations including the South Saharan Social Development Organisation (SSDO), Street Child, University of Buckingham, UNICEF, FCDO-funded programmes, state governments and many Non-Governmental Organisations.

Partnership for Learning for All in Nigeria (PLANE)

Funded by United Kingdom Foreign, Commonwealth and Development Office (FCDO)

The Partnership for Learning for All in Nigeria (PLANE) is a seven-year E95 million program funded by the UK Government, aimed at creating a more inclusive and effective education system in Nigeria. The goal of PLANE is to achieve the shared commitment of the Government of Nigeria and the United Kingdom Foreign, Commonwealth and Development Office (FCDO) to drive sustainable improvements in learning outcomes for Nigerian children.

The Education Partnership (TEP) Centre supports the research workstream on PLANE, including the design and management of results framework, monitoring and evaluation approaches, and tools, results management and learning. We have designed and implemented learning assessments and surveys to provide detailed evidence on literacy and numeracy at the household level, as well as insights into the non-state education sector.

As part of the consortium partner on PLANE, TEP Centre conducted a socio-demographic baseline survey in 7,500 schools in Northern Nigeria. TEP Centre conducted an assessment of unregistered non-state schools in three states in Northern Nigeria, Kano, Kaduna and Jigawa. We generated verifiable data on the total student population, categories of schools based on fee classification, registration status for state and national examination, and the role of School Based Management Committees (SBMC) in these states.

Findings from these surveys have informed policy actions by each state government in the surveyed states and have led to the establishment of different learning forums, education quality assessments, performance measurement and students safeguarding among others. To download the survey findings, click on the link for each states, (Kano, Kaduna and Jigawa) or visit Plane

Additionally, we assisted the Federal Government of Nigeria in developing Public Private Partnership (PPP) policies for the education sector. In 2023, we established public-private partnership (PPP) forums across these three states and these forums have created a dynamic platform where government officials, private sector leaders, civil society organisations, and beneficiary schools collaborate to improve education equity in these states. We developed a school self-graded assessment tool that empowers schools to identify areas for improvement in governance, infrastructure, and learning and teaching environments. This innovative tool, now adopted by the Kaduna state government, is promoting a data-driven approach to school improvement across the state.

ICAN 2022 Citizen-led Household Assessment of Learning (CLAN)

A PAL- Network Assessment

In conjunction with 12 other country-members of the People's Action for Learning (PAL) Network, TEP Centre co-designed and implemented the inaugural citizen-led household assessment of learning (CLAN) in Nigeria. This survey was implemented in one rural district in each country, with 60 rural communities randomly sampled for the assessment. In each surveyed community, 20 households were randomly sampled. With its team of enumerators and supervisors, TEP collected learning data of almost 20,000 children in the district of Ikorodu, Lagos State and is responsible for cleaning the data in preparation for analysis.

Collaborating with State and non-State Actors for Systemic Transformation

To facilitate partnership development in the education sector, we support our partners to interact with the broader education ecosystem in systematic and sustainable ways. TEP Centre collaborates with state and non-state actors to drive systemic transformation in education. By fostering partnerships, aligning efforts, and leveraging evidence-based insights, the Centre supports scalable interventions that improve learning outcomes and strengthen the education ecosystem.

Nigeria National Monitoring Learning Assessment (NMLA)

Funded by FME, Nigeria, through World Bank

TEP Centre supported the implementation of the Nigeria National Monitoring Learning Assessment (NMLA), a large-scale initiative to evaluate learning outcomes across the country. At the request of the Federal Ministry of Education, Nigeria, members of the TEP Centre team provided enumeration support, independent monitoring and coordination to the World Bank-funded BESDA project. With a team of 40 enumerators and coordinators spread across 36 states and the FCT, team members collected demographic, school-level and learning data from teachers, headteachers and learners in almost 350 schools across Nigeria in a nationally representative baseline assessment of children in Grades 4 and 8 and their teachers. TEP staff also monitored the field processes and developed and shared detailed reports with the Federal Ministry of Education in preparation for scale up in 2020. The findings informed policy decisions and interventions aimed at improving educational quality and equity in Nigeria.

Collaboration with the Lagos State Office of Special Advisor on the Code Lagos Initiative

Funded by Lagos State Government

TEP Centre collaborated with the Office of the Special Adviser on Education (OSAE) to support the Code Lagos initiative, a state-driven effort to equip Lagos State residents with coding skills for the digital age. As part of its involvement, TEP Centre developed a robust Monitoring and Evaluation (M&E) framework to track the project's implementation and assess its impact effectively.

The Centre facilitated multiple working sessions and capacity-building meetings with project implementers, providing hands-on guidance to ensure accurate and consistent data collection. These sessions focused on equipping stakeholders with the skills needed to monitor progress, identify challenges, and make data-informed decisions to enhance the programme's outcomes.

Through this partnership, TEP Centre helped establish a sustainable M&E structure, enabling Code Lagos to measure its success in expanding access to coding education and fostering digital literacy across the state.

Ogun Homegrown School Feeding Programme

MacArthur Foundation

TEP Centre as one of the grantees of the MacArthur Foundation On-Nigeria programme is tasked with the responsibility of providing capacity development support on monitoring and evaluation to active players within the programme thereby promoting transparency and accountability. Our beneficiaries include all the actors involved in monitoring and evaluating the programme at the state and local government levels. In the course of the year, TEP Centre provided capacity development support and hand-holding directly to a total of seventy-four officials across the twenty local government areas in the state. TEP Centre went ahead to develop a monitoring tool (observation checklist) which the protein monitors would use to monitor these aggregators. The observation checklist was shared with the veterinary and fisheries department teams.

UBEC-LAGSUBEB Counterpart Funding Tracking

MacArthur Foundation

As part of the MacArthur Foundation On-Nigeria programme, TEP Centre was saddled with the responsibility of promoting an atmosphere of accountability, transparency, and good governance in Nigeria by ensuring that evidence is produced on the efficiency, transparency and effectiveness of UBE intervention projects and strengthen the capacities of LagSUBEB to carry out routine tracking and monitoring of inputs, activities and results, in Lagos State. The ON-Nigeria UBE fund tracking exercise was carried out in 29 public schools (primary and junior secondary) across selected 9 local government areas (LGAs). TEP Centre monitored the UBE projects in these selected schools

Baseline Evaluation of the Nigeria Partnership for Education Project (NIPEP

Funded by The Global Partnership for Education

TEP Centre, led by our Founder, Dr. Modupe Adefeso-Olateju conducted the baseline evaluation for the Nigeria Partnership for Education Project (NIPEP), supported by the Global Partnership for Education (GPE). This evaluation laid the foundation for NIPEP by capturing key educational data on access, quality, and inclusivity in schools across Nigeria's target regions. TEP Centre utilised robust methodologies to identify critical challenges and baseline metrics, setting clear benchmarks that informed NIPEP's strategy and interventions. The insights provided by TEP Centre's evaluation have been essential for driving improvements in educational outcomes and fostering equitable access to quality education in Nigeria.

Improving Classroom Instruction and Learning Outcomes

Our commitment to the education sector is largely focused on results and ensuring that programmes, projects and initiatives that we support achieve meaningful outcomes. TEP Centre supports the improvement of classroom instruction and learning outcomes through evidence-based interventions, teacher training, and learner-centered strategies. By working with policymakers, educators, and development partners, TEP Centre designs and implements projects that enhance instructional practices, promote inclusive learning environments, and build teacher capacity, contributing to better learning experiences and improved educational outcomes for students across Nigeria. Through groundbreaking programmes like LEARNigeria Remedia Program (LRP), the Zo Mu Koya Tare initiative, Daara Innovation Fund Error Analysis Project among others, we have directly and indirectly empowered over 1 million children to improve their literacy and numeracy skills, bridging the education gap in underserved communities. With tailored interventions our impact is not just statistical; it's transformative. See highlights of some of the transformative education initiatives that we have executed at TEP Centre.

LEARNigeria Remedial Programme (LRP)

Funded by MacArthur Foundation

LRP is a remedial learning programme built on the LEARNigeria citizen-led household assessment data. The programme adapted from the Combined Activities for Maximised Learning (CAMaL) methodology, enables children who have fallen behind to acquire foundational literacy and numeracy skills. The methodology requires that teaching starts at the "level" of the child and as such the phrase 'teaching at the right level'. The approach has proven to improve the literacy and numeracy learning outcomes of children within a short period. LRP focuses on basic reading and numeracy skills, as these are the essential building blocks for better learning outcomes. The methodology puts the individual child at the center of learning; it is an effective, interactive programme which helps to bridge the literacy and numeracy skills gap of primary school children who are at least 7 years old. It encourages the use of locally available materials and teaching resources such as cut-out cardboard paper, carton boxes, empty plastic bottles, sticks, small stones for identification of numbers, sounds as well as rhymes, and learning games.

The LEARNigeria Remedial Programme was piloted in Akwa Ibom and Kano States in 2018, for over 600 children in Primary 3 to Primary 5. After over a month of intervention, the number of children unable to identify syllables dropped from 71% to 34% in Kano. Significant learning improvements were seen in Akwa Ibom with a 27% drop in syllable recognition.
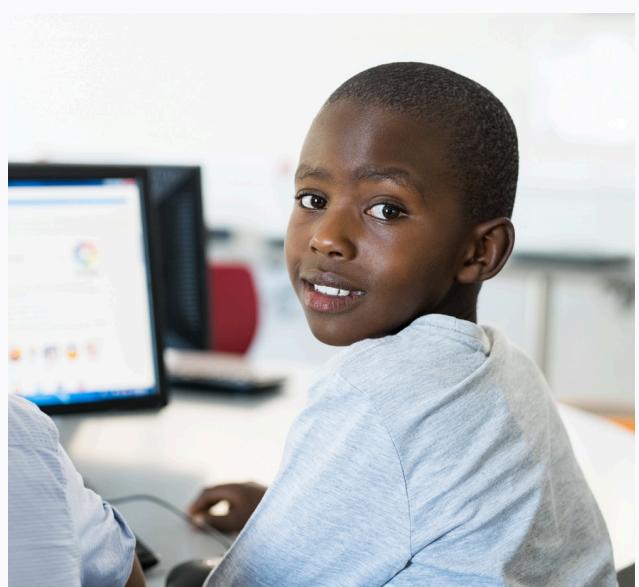
Zo Mu Koya Tare (Come Let's Learn Together) Project

Funded by MacArthur Foundation

In response to pandemic-induced teaching and learning gaps globally and especially in northern Nigeria with insights from our Learning in Pandemic Report, TEP Centre designed a low-tech remedial learning solution for foundational literacy and numeracy. Zo Mu Koya Tare, is a hausa expression which means 'come, let's learn together'. Our low-tech solution involves targeted SMS-delivered learning activities drawn from a customised syllabus adapted from TEP Centre's LEARNigeria Remedial Programme (LRP). This was delivered via basic feature phones and supplementary instructional workbooks with support from caregivers in the households.

In 2021, we piloted this project in a community each for the two LGAs (Gaya and Gwarzo) in Kano state and scaled up in the same year to 15 communities in 4 LGAs (Gwale, Ungogo, Gaya and Fagge). Our partnership with the Kano State Universal Basic Education Board (SUBEB), granted us access to all the LGAs selected for the KOYA scale-up programme.

The variables considered in the selection of these LGAs were proximity to and within the Kano metropolis with urban and rural characteristics. The communities considered to be urban were those in Dala, Fagge and Gwale LGAs, while Ungogo is considered to be rural.

The program recorded a 6 to 15% increase in learning outcomes. Also provided evidence that home-based learning, using low-tech solutions should be explored and scaled to provide educational support for improving learning outcomes. At the baseline out of 3,134 pupils enrolled, 1050 of the pupils were able to move from beginner to other levels representing a 33.5% improvement in the pupil's literacy level at the end line.

Error Analysis in Numeracy, a Daara Innovation Fund Project

Funded by Bill and Melinda Gates Foundation

This project was designed and implemented in partnership with Daara member organisations in 3 countries (Nigeria, Kenya and South Africa). TEP The main objective of the Error Analysis project is to address two critical challenges in early grade education: the persistently low numeracy outcomes among learners and the difficulty teachers face in sustaining new instructional practices without continuous support. Error Analysis is a transformative approach that identifies and examines students' mistakes to understand their thought processes and learning gaps. This insight allows teachers to tailor their instruction to address specific challenges, turning errors into opportunities for growth and deeper comprehension of numerical concepts.

The project specifically targets early grade math teachers, equipping them with tools and strategies to effectively utilise formative assessment data in numeracy instruction. A key resource from this project would be a comprehensive how-to guide for teachers, supporting the integration of Error Analysis into their teaching methods.

Post-training analysis shows that fewer than 20% of teachers continue to use locally available teaching materials (e.g., stones, bottle caps, and sticks) to illustrate numeracy concepts, highlighting the need for sustained support. Therefore, the first phase of the Error Analysis project focused on delivery, which is identifying and refining lesson plans and instructional practices that effectively address common errors children make in early numeracy.

By empowering teachers with innovative strategies and shifting the perception of mistakes as learning opportunities, the project has enhanced numeracy outcomes for learners and foster sustainable teaching practices. The initiative has advanced numerical fluency, resilience, and mastery, benefiting both students and educators alike.

The Integrated Teachers Capacity Development Programme (ITCDP)

Funded by Open Society Foundations and implemented in partnership with Oxford University.

It assessed the needs of teachers and their professional growth. ITCDP used data to monitor children's learning and also design strategies to support learning development. Consequently, the programme introduced a process where teachers learn about deficiencies in student learning through authentic data on learning, collective reflection within the school on what the problems might be, plan strategies on how to tackle the problems, implement those plans, and examine the next cycle of data to evaluate how successful the strategies were to improving children's learning.

The ITCDP was implemented in Ikot-Ekpene and Eket LGAs in Akwa Ibom and Kajuru and Kaduna South LGAs of Kaduna State in 2 phases, in 2018 and 2019. The process design required 3 cycles of Training; In Akwa-Ibom state, the programme was fully executed over 3 cycles. A total of 746 teachers were trained across 80 schools in both target states

At the end of the project, 90% of teacher-participants had learnt how to use assessment data to identify student learning gaps and track improvements or declines in student performances over time. They also learnt how to interpret the individual student data and present it in statistically illustrated form. They engaged with fellow teachers in peer-reflecting on the factors underlying learning gaps and designed/modified and implemented customised action plans to enhance learning outcomes. Ultimately, the average mathematics and reading achievement levels of the target students in Akwa Ibom progressed in literacy by 79.1 points (scaled scores), while students in Kaduna progressed by 43.1 points (scaled scores).

Assessment Informed Instruction (AII)

Funded by Bill and Melinda Gates Foundation

In 2023, TEP Centre pioneered a new instruction model in Nigeria known as Assessment-Informed Instruction (A-I-I). This evidence-based approach leverages the science of teaching and learning to optimise teachers' instructional practices. Funded by the Bill and Melinda Gates Foundation, A-I-I offers a framework that is both contextually relevant and globally applicable for improving teaching and learning in sub-Saharan Africa. The study explored the limitations of traditional classroom instruction and the utility of formative assessments. It also examined how assessment-informed instruction can enhance pedagogical methods such as differentiation and child-centred instruction.

TEP Centre adopted observation and interview methods to gain insights into how teachers use assessment of learners to inform changes in their teaching patterns and also how learners engage with learning materials and collaborate with other learners. Observations highlighted students' interactions with the materials, showing which resources they found easy to use or challenging, and revealed patterns in how they sought help or supported each other.

We also conducted interviews, where teachers and students openly shared how they approach tasks, their understanding of key concepts, and how they apply new skills to solve problems. These qualitative insights are proving valuable in identifying where adjustments can be made to better support learners and foster a more collaborative, effective learning environment.

Driving Advocacy and Senior Stakeholder Engagement through Quality Education Convenings

Our work extends beyond classrooms to the halls of government and global forums. Platforms like the National Innovation Coalition for Education (NICE), the Nigerian Education Innovation Summit (NEDIS), and the EdMeets Series convene hundreds of stakeholders annually, fostering partnerships and ensuring that education remains central to national development strategies.

The NEDIS Education Innovation Summit

The NEDIS Education Innovation Summit by TEP Centre is a leading platform for advancing education innovation and fostering high-impact partnerships. Over the past eight years, the summit has convened over 2,500 stakeholders from government, academia, development organisations, corporations, and civil society. It has also hosted more than 70 expert speakers, showcasing innovative solutions that enhance education accessibility and quality. Through policy advocacy, research insights, and strategic collaborations, NEDIS continues to shape Africa's education landscape by strengthening partnerships and driving sustainable impact. Learn more at www.tepcentre.com/nedis.

The EDMEETS Series

The EdMeets Series by TEP Centre is a platform that fosters collaboration between education and industry stakeholders to develop scalable solutions for education challenges. Launched in 2021 with EdMeets: Technology, the series has expanded to include EdMeets: Foundation Learning and EdMeets: Climate Change. Each edition brings together experts and thought leaders to engage in solution-driven conversations on how education can drive sustainable development across various industries. Through EdMeets, TEP Centre sets agendas, mobilises educators, and fosters partnerships that shape impactful education policies and practices.

TEP Monthly Webinar Series

Every month, in the past three years, TEP Centre gathers education stakeholders including classroom teachers, school leaders, policy makers, education consultants, researchers, publishers, curriculum developers, development experts, as well as state and non-state actors to discuss topical issues in Nigeria's and Africa's education system. We feature veteran educators and subject matter experts to dissect, discuss, strategise and share insights to tackle critical issues.More than 30 Editions of this webinar series have been organised and have featured more than 50 experts across more than 15 African countries. Over 1,000 participants from across the world, but mostly African have benefited from the webinar series.

Publications

TEP Centre has an extensive portfolio of published works that include white papers, action papers, working papers, research findings, expert articles, policy documents, and thought leadership publications among several others. In addition, we have carefully documented communique and reports from our programmes, interventions or conferences that we host. These resources address a wide range of topical issues within the educational sector, providing valuable insights and practical recommendations. Through these publications, TEP Centre continues to drive evidence-based dialogues and contribute to policy developments and innovation in education across Africa. To read some of our publications, visit www.tepcentre.com/publications

Our Goal for the Next Decade

As we look ahead to the next decade, we are scaling our impact through ambitious goals designed to empower learners, equip educators, and strengthen education systems continent-wide. Our key objectives include:

- **Empowering 5 Million Learners** with foundational skills essential for lifelong success.
- **Equipping 50,000 Teachers** with the tools and resources needed to deliver high-quality instruction.
- **Supporting 5,000 Education Fellows** to drive sustainable education reform and ecosystem strengthening.
- **Expanding Across Africa** to scale interventions that improve education outcomes at a systemic level.
- **Scaling Innovations** to shape policy and practice through transformative education models.

5M	EEmpowering 5 million Learners	→
50,000	Equipping 50,000 Teachers	→
5,000	Supporting 5,000 Education fellows	→

These commitments build on our legacy of driving education access, quality, and inclusion, ensuring that every child—regardless of background—has the opportunity to learn, thrive, and contribute to a brighter future.

As we embark on this next chapter, we remain dedicated to fostering collaboration, leveraging data-driven insights, and advocating for policies that create lasting impact. Join us as we continue to shape the future of education in Africa.

OUR TEAM

meet our diverse and world class team driving the work that we do
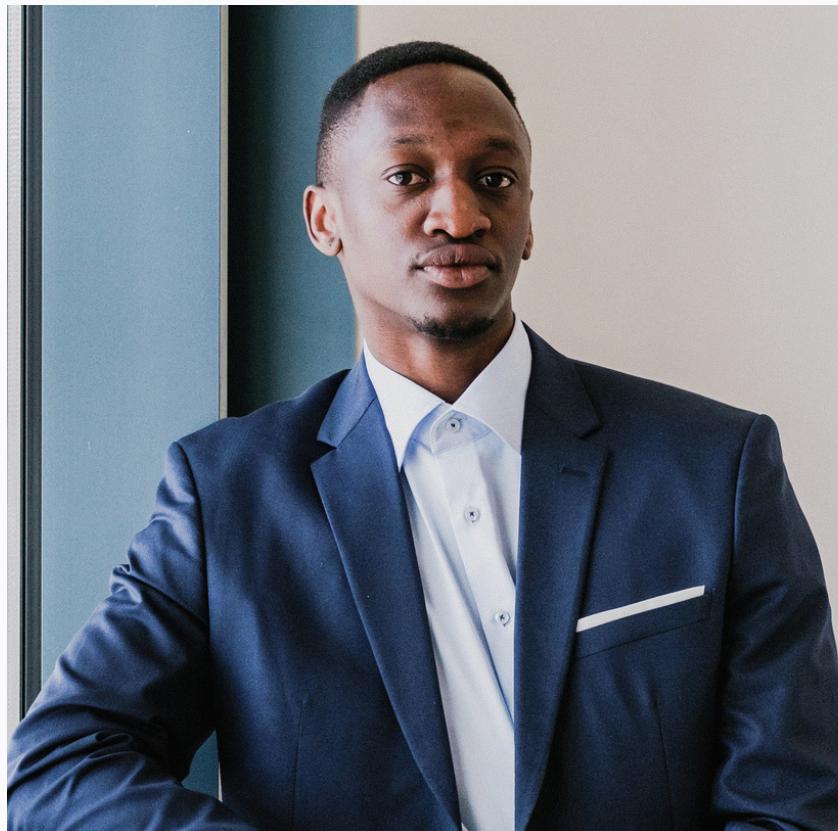
CHINEYE AGWUNCHA
HR BUSINESS MANAGER

SEKINAT OJENIYI
COMMUNICATIONS LEAD

EZIOMA AKAKIBE
ASESSMENT AND LEARNING LEAD

KATRINA WEBSTER
Business Investment
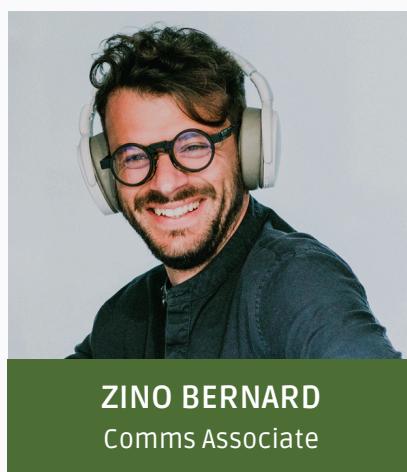
ZINO BERNARD
Comms Associate
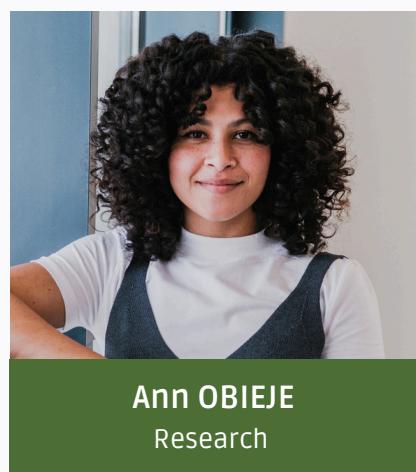
Ann OBIEJE
Research

JOIN OUR TEPCAN COMMUNITY

TEP Centre Associate Network (TEPCAN), a groundbreaking initiative designed to strengthen and expand our institutional framework. This network aims to harness the exceptional capabilities of our associates and alumni, ensuring that we continue to provide world-class services to our clients.At TEP Centre, we believe that every associate is a valuable asset to Nigeria. The creation of TEPCAN is a testament to our commitment to maintaining and enhancing our knowledge base and capabilities. By leveraging our world-class human capital resources, we aim to foster a collaborative environment that supports continuous growth and innovation.

The primary goal of TEPCAN is to develop an inclusive institutional structure that can harness the capabilities of our associates and alumni, from which TEP Centre may leverage increased support. This network will not only help us retain and nurture top talent but also ensure that we remain at the forefront of educational development and consultancy in the region.

Join us as we embark on this exciting journey to strengthen our community and drive impactful change in the education sector. Stay tuned for more updates and opportunities to get involved with TEPCAN. Together, we can make a lasting difference.

PARTNER WITH US

We are committed to creating a future where every African child has access to quality education. Your involvement today has the potential to transform millions of lives. Whether through financial investment or strategic guidance, there is a vital role for anyone passionate about education.

We seek partnerships and funding to support the training and development of over 5 million students and 10,000 educators across sub-Saharan Africa.

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WE THANK YOU
FOR YOUR CONTINUED PARTNERSHIP