

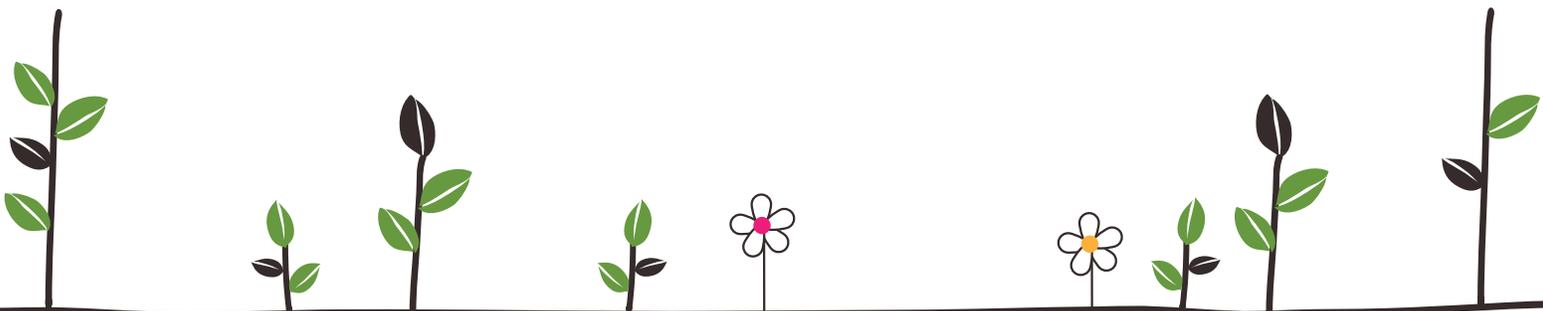
# EDUCATION FAST FORWARD

Education **Fast** » **Forward**



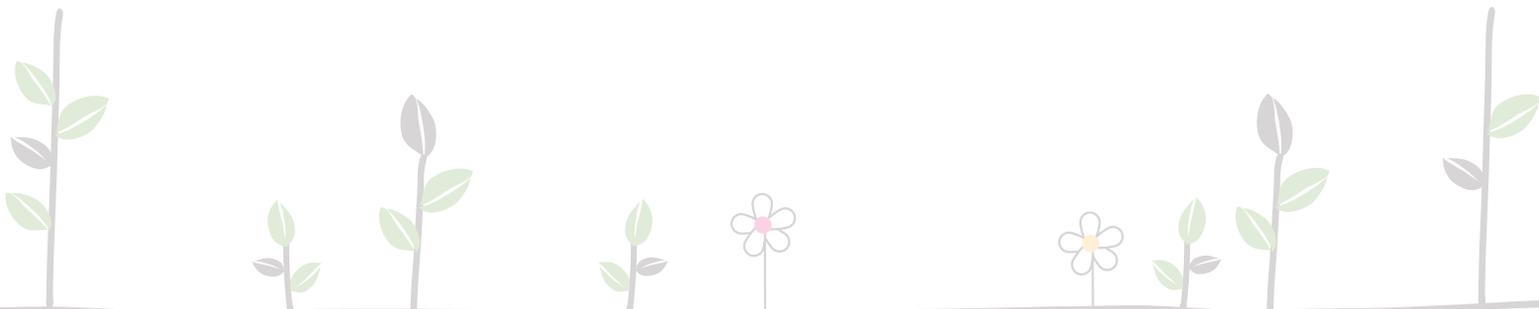
## **EFF Sprout Innovation Fund Report**

2014-2015



## | Table of Contents

Introduction .....	3
By the Numbers .....	3
Daniela Codjoe .....	4
Abayomi Sofolohan .....	6
Joseph Hindogbae Kposowa .....	9
Sikopo Pauline Nyambe .....	12
Pratyusha Jena .....	15
Stefan Alijevikj.....	17



## | Introduction

In 2014, TakingITGlobal (TIG) collaborated with Education Fast Forward (EFF) to offer 16 students from around the world the chance to participate in a Sprout E-course. The program offered a framework of support and training in essential skills for these young leaders to imagine, plan and develop social innovation projects to deal with the educational challenges they identified in their communities.

From those participants, six young change makers were selected for seed funding grants to assist in the launching of their innovations that tackle improvements of education and education systems. The 6 impact stories that are included in this report will capture the objectives, early stage accomplishments and plans for the future. These educational leaders range from 16 to 29, and hail from Ghana, Nigeria, Sierra Leone, Zambia, India and Macedonia.

## | By the Numbers

16

*Students Registered  
in the EFF Sprout  
E-Course*

11

*Countries represented  
by those students*

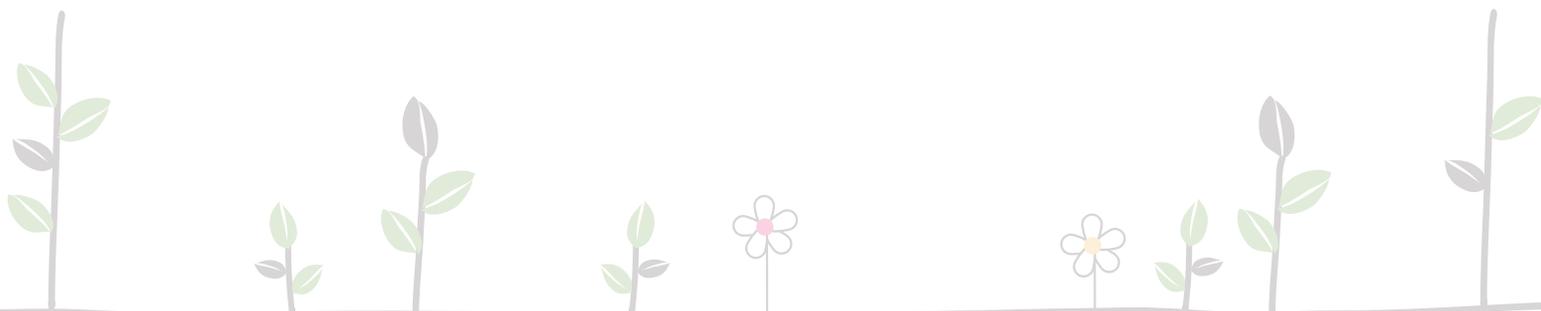
*(Canada, Macedonia, Nigeria,  
Nepal, Sierra Leone, Ghana,  
Zambia, Burundi, Kenya, India,  
and Cameroon)*

3

*Facilitators*

6

*Course Graduates  
selected to receive  
Seed Funding Grants  
and Coaching*





## | Daniela Codjoe

**Project:** Digital Edge Foundation (DEF)

**Age:** 16

**Country:** Ghana

**Bio:** Daniela Codjoe is the Project Director of Digital Edge Foundation. She is a student of Accra Girls Secondary School, in Accra, Ghana. She is in her second year of high school and will be 16 years of age by August 2015.



*"I am very grateful to TakingITGlobal. This gives me the confidence, that I will be able to raise the required funds, though, it will come with challenges."*

**- Daniela Codjoe**

Daniela Codjoe began conceptualizing and working on her project at the age of 15. Her dream is becoming a reality as she develops her own educational innovation, the Digital Edge Foundation (DEF). The mandate of DEF is to close the learning gap between privileged and underprivileged children in her home country of Ghana. DEF intends to begin tackling these issues by developing a web-based application that will run in three Ghanaian languages to improve digital literacy among underprivileged children. She ascertains that this will provide the most innovative solution, facilitating learning out of the classroom in an affordable way.

She envisions that this project can be replicated in most parts of Africa and the rest of the world. DEF's vision is to facilitate out-of-class learning across by the world by 2018. The finished product seeks to be accessible on all platforms that are able to connect to the internet.

The projects first step was to recruit a six-member project team and to begin the series of activities required to develop the first version of the web-based application for digital learning which will be complete by March 2016.

A one day stakeholder meeting was held in July 2015. 28 participants were present during the meeting, 23 of which were young people and students aged 11-30. One representative from a stakeholder Tech Uhuru were present. Tech Uhuru offered to provide advice and technical service as needed. Also, a three member team from Metro TV attended the meeting.

One of the challenges that have been identified by DEF is the difficulty with funding. Some of the potential long term funders are not willing to commit to the project until it is 50% complete. At this point, the project is about 15% complete.

At this point, DEF is working on completing a stakeholder meeting report and a presentation to propose the next action steps, request sponsorship and the budget to identified stakeholders. The project requires approximately six months for the application development and will be followed by the testing phase. Throughout this time, fundraising will continue to intensify. DEF is currently working on solidifying their partnership with SMS Ghana and other local mobile network companies in order to ensure the sustainability of the project.

For more information about the Digital Edge Foundation, please email [digitaledgefoundation2015@gmail.com](mailto:digitaledgefoundation2015@gmail.com)

*Photos from the Community Survey and DEF Meeting*



*“Young people from various communities in Accra attended the stakeholder meeting. Some communities of participant’s destination included; Latebiokorshie, Bubuashie, North Kaneshie, Mamprobi, Shukura, Town Council Line, Brigade Quarters and First Light. After the meeting, some of [the] potential beneficiaries expressed their hope to learn again in the absence of exorbitant tuitions fees. They expressed their appreciation and saw the application as an opportunity to pursue professional carriers in various facets of Information Technology when completed. ... A 19 year old student requested the need to make the application capable of improving Teacher-Student working relationship by way of a login-logout technology. This, to me, when done, will resemble the kind of impact Taking It Global’s on-line class room provides.”*

**- Daniela Codjoe**



## | Abayomi Sofolahan

**Project:** School Unusual

**Age:** 29

**Country:** Nigeria

**Bio:** Abayomi Sofolahan is an impact-driven entrepreneur, a computer science educator, a technology coach and a software developer. He is the program manager of Project School Unusual. He is dedicated to empowering young people with information technology and entrepreneurial leadership. He is the founder of Technology Media Lab ([technologymedialab.com](http://technologymedialab.com)) and AES Concept.



*“This process has really helped me to realize that sometimes, action plans don’t work as planned and hence the need to also create a contingency plan. It has built my confidence in problem solving and to overcome challenges in program implementation. I have learnt a lot from the project and have also been amazed by the impact.”*

**- Abayomi Sofolahan**

School Unusual seeks to build digital creativity and computing skills for youth learners, aged 13-19, in order to increase enrolment in IT education at tertiary level and to build a innovative and creative culture for young people. By creating a space to inspire making (also known as a “maker-space”) in and out of schools and providing necessary tools and opportunities, it is possible to increase the number of people that are creating digital technologies and software innovations in Nigeria. The approach is to motivate youth early, to activate their creative minds from a young age and to preserve their interest. School Unusual aims to provide the space, tools and opportunities for children to learn how to create computer technology, robots, digital media and computer games.

The project works by creating “maker-spaces” in and out of schools where young innovators can prototype and create their project ideas and collaborate with others. This will develop a “maker culture” for young people and will create a community of digital creators. The activities include organizing maker camps at various high schools in Lagos where young makers (aged 13-19) are provided with tools and maker spaces for experiential learning with software and hardware tools including Makey Makey, Raspberry Pi kit, Arduino, Alice 3D software, and App Inventor.

A total number of 25 young innovators participated in two Maker Camps across two different schools held on the 13th and 14th of July. Youth at these camps participated in the development of computer games, mobile applications, 3D games, Raspberry Pi applications and sensors.

Furthermore, 25 students from Somolu Senior High School participated in a program held in partnership with Ebi Initiatives to train high school graduates in graphic design and document production in May 2015 as a part of this project.

School Unusual has faced challenges in the areas of participant recruitment, delivery of ordered camp kits and publicity. An additional cost of \$200 was incurred on the budget to balance cost of promotional materials and hardware kits. The contingency plan that was developed through the Sprout e-Course was used. The opportunities and strengths of the project were evaluated and emphasized in order to overcome these obstacles.



*“I now know what it takes to build a game and not just play it. It take[s] effort but it’s quite fun and I can do it.”*

**- Adesola (King David Secondary School, Maker Camp participant)**

*“As a social innovator, I have learnt [how] to make use of the available resources and to focus on set[ting] goals in the midst of challenges. I have also learnt to be open minded when designing social impact solutions.”*

**- Abayomi Sofolohan**





*“Building [a] Maker Culture for young people in my community builds their confidence and helps them transform their ideas to reality. In the digital age, children seem to be growing out of creativity as they grow older. This project is helping to reinvent child’s play, to foster curiosity and spark imagination, and to build a culture for young makers and innovators through digital tools.”*

**- Abayomi Sofolahan**

School Unusual will continue to implement programs to achieve the project’s goals and mission of building a Maker Culture for young people through digital tools. The project is working towards setting up Maker Spaces in 20 schools across Lagos by June 2016. In the near future, the plan is to establish a central innovation lab for young innovators.

For more information about School Unusual or to stay updated, please visit: [www.schoolunusual.org](http://www.schoolunusual.org) or [www.facebook.com/schoolunusual](https://www.facebook.com/schoolunusual)

#### *Pictures from School Unusual Program Event*





## | Joseph Hindogbae Kposowa

**Project:** Education for Sanitation and Disease Prevention

**Age:** 25

**Country:** Sierra Leone

**Bio:** Joseph Hindogbae Kposowa is the founder of the Global Education and Justice Network in Sierra Leone. He has coordinated exchange activities with schools in the USA and schools in Sierra Leone. He facilitated workshops on HIV/AIDS, Waste Management Control (funded by TIG and Global-giving) and Student Centered Learning. He is a volunteer at the Kposowa Foundation and has participated in international debates via Cisco systems in Lagos, Nigeria and Nairobi, Kenya.



*"[The EFF Sprout E-course] has given me additional inspiration and value to accomplish the project goals and I've also learnt a lot from the participants as to how to reach a 100% project goal"*

**- Joseph Hindogbae  
Kposowa**

The Ebola outbreak in Sierra Leone had an enormous amount of confirmed cases and resulting deaths. Bumpe Ngao Chiefdom, one of the chiefdoms in Bo District in Southern Sierra Leone, recorded 58 confirmed cases and 39 deaths. This devastating outbreak was a result of poor sanitation and a lack of education on how to prevent the spread of disease. The need for greater awareness regarding sanitation education, especially at the grassroots level which reaches the most vulnerable groups, needs to be addressed.

This project aims to provide a sustainable education program regarding sanitation and disease prevention to people from the villages of the Bumpe Ngao Chiefdom. Community Health Workers, Chiefs and teachers will work collaboratively to prevent the future spread of Ebola, Malaria, typhoid and cholera in the Bumpe Ngao Chiefdom.

The teaching program focuses mostly on how to keep the body healthy and safe from diseases, how to keep the surrounding environment clean, how to understand the signs and causes of certain kinds of diseases and how to secure and maintain safe drinking water.



The overarching objectives of this project are to equip and inform chiefs and volunteers on sanitation and Ebola safety remedies available locally, to educate 48,000 people on sustainable sanitation, Ebola, malaria, cholera and typhoid safety remedies in 232 villages within the Bumpé Ngao Chiefdom, and to create by-laws binding all villages to ensure sanitation.

The project distributed letters to chiefs and other community stakeholders about the project goal and objectives from June 15th to July 15th, 2015. On July 25th, meetings were held with chiefs, health workers and youths to discuss the project goals and feasibility. There were 26 participants present at this launch meeting.

During the meeting, Chief Jay Jay stated that “this task will aid many [of] us to remain healthy and keep the environment safe, because 95% of us in this chiefdom cannot read and write.”

Jodi Jusu, a 20 year old student of Bumpé High School who also attended the meeting added that “we, the youths of this chiefdom, will surely continue to be part of this as we are future leaders and I am interested in participating in the Sprout e-Course.”

Mr. Conteh, a community health officer, expressed that “for the past five years I have been working in this chiefdom, myself and other health workers have been worrying a lot [about] how we can adopt measures to limit the death rates in this chiefdom coupled with malaria, typhoid, cholera and many others. It is really certain, Hindo, that educating people will limit a lot of frivolous deaths [that we] encounter [at] various health centers in this chiefdom.”



*“[This project] is helping [more] than I thought! It will keep the communities clean and limited deaths from minor disease. This project has already created awareness in the minds of 20 participants who are inspired and are ready to take the lead. This project has further created the [emergence] of Sprout innovators in making the world a better place and many youths are already inspired to be part of the young innovators lead to bring what is positively missing in our society.”*

**- Joseph Hindogbae  
Kposowa**

This project is currently working on training, empowering and inspiring volunteers and Community Health Workers (CHW) to continue the project's implementation. Meetings in each of the ten community sections will be held with the Section Chiefs and Town Chiefs to explain the duties and responsibilities of the volunteers that represent that area.

For more information about Education for Sanitation and Disease Prevention, please email: [itsjhindo@gmail.com](mailto:itsjhindo@gmail.com)

*Pictures from the Sanitation Project Clean-Up*





## | Sikopo Pauline Nyambe

**Project:** YouthED!

**Age:** 27

**Country:** Zambia

**Bio:** Sikopo Pauline Nyambe is the founder of Youth for Youth and creator of YouthED! She is a Masters student in Child & Adolescent Psychology and a Student Psychotherapist at the University Teaching Hospital, Psychiatry Clinic. Her major interests lie in Community Psychology and Youth Action. She is interested in how young people can pave the way towards societal awareness, development and change.



*“Being able to start the process has given me insight into the various possibilities and challenges I may face as I set towards my goal.”*

**- Sikopo Pauline Nyambe**

YouthED! is the core program under Youth for Youth, a youth led Non-Governmental Organization in Lusaka, Zambia. The aim of the project is to create and engage a network of young people, communities and professionals willing to work together towards creating a more informed, socially inclusive and proactive society by placing a sense of responsibility in the youth as capable agents of change. This project will work to empower youth with information and work with them towards developing sustainable solutions at the grassroots level.

Nyambe emphasizes that an Integral part of the overall program is the hands-on involvement of young people within the community. As a result, a variety of youth volunteers have been recruited and inspired to work on this program. The objective is to provide the participants a valuable experience in their involvement in YouthED!. The youth are encouraged to create community service projects in teams.

YouthED! has been able to pay for office space for the next three months and to pay the annual fee to register the NGO as an Award Unit under the Duke of Edinburgh International Youth Award ([www.awardzambia.com](http://www.awardzambia.com)). This award provides incentive for the youth to participate in the community service activities.

On July 22nd 2015, a meeting was held to discuss the community service projects. A great amount of interest to participate in the current projects and to receive the award was shown. As well, the youth gave feedback and shared ideas for potential future projects.

Currently, a project at the Chichetekelo School of Arts & Science offers support to the school through donations, and activities that contribute social and educational support. The second current project is the Munali Substance Abuse Peer Education Program which targets the social inclusion of students who are deaf. These students are taught alongside their hearing-abled peers on issues of substance abuse.

The upcoming projects include the Go Clean Campaign, the Kapiri Village Schools Project, Lilanda Sport Centre and Voter Awareness. The Go Clean Campaign will focus on cleaning up the country. Activities include fundraising, awareness and clean-up actions that will allow youth to get their hands dirty. The project in the Kapiri Village Schools will offer donations and support for renovations and educational activities. The Lilanda Sport Centre project will help the youth in Lilanda renovate their sports centre. Finally, the Voter Awareness project will educate voters on democracy, voting, politics and their rights.



*“Seed funding is hard to come by when starting a social innovation. The funds have helped move the project forward and motivated me to keep moving forward. All community service projects directly assist the community and create awareness to the noted challenges. Young people gain a platform towards community change through discussion and action. [This experience has allowed me to be] a role model [by] speaking to youth in my community about their responsibility and the opportunities they open themselves to by being the change.”*

**- Sikopo Pauline Nyambe**



*Photographs from the  
YouthED! July 2015 Meeting*



YouthED! is inspiring youth to take action within their community and many suggestions for new projects have been put forth. These ideas are in the process of being implemented and include:

- A project for Promoting Reading Culture (that will encourage children to read by engaging them with storytellers, encouraging story writing and teach literacy),
- A project to Teach Sign Language (which will be aimed at parents and role models as a way to support those who are deaf and to remove the stigma around deafness),
- The Kumani Kitchen project (a hot soup kitchen for vulnerable children during the winter),
- A project at Matero After Care, Home for the Aged (to offer support and bring awareness to the home),
- A Tree Planting project (to take action against deforestation and to raise awareness of its effects),
- A Mental Health Care Project at Chainama Hospital (to give support to the patients and raise awareness on mental health issues),
- A project to Inspire Young People (by making presentations and hosting activities for youth in community schools),
- A Science and Technology (to encourage students to take an interest in science and technology).

For more information about YouthED!, please visit: [www.campaignpage.info/youthed](http://www.campaignpage.info/youthed) or [www.facebook.com/y.four.y](http://www.facebook.com/y.four.y) or email: [y4yzambia@gmail.com](mailto:y4yzambia@gmail.com)



## | Pratyusha Jena

**Project:** Literacy School for Children

**Age:** 18

**Country:** India

**Bio:** Pratyusha Jena is a child activist. She is the founder and director of the Literacy School for Children program in Kendrapara District of Odisha, India.



*“This process helped me personally [be able] to serve the reading-disabled children in rural areas. Thanks to TakingITGlobal.”*

**- Pratyusha Jena**

In her initial research, Pratyusha Jena learned that one in four children left school before reaching Grade 5 in her community and that 90 percent of children in the seventh grade were unable to read fluently. She identified that the education students were receiving was of poor quality and that there were high drop-out rates, especially among girls and children belonging to other marginalized groups. In some schools, there was only one teacher for 100 students, the infrastructure was poor, and The Minimum Level of learning (MLL) was not being achieved by students. She felt strongly about the need to address these issues.

As a result, Pratyusha Jena designed a project to promote literacy among primary school children in marginalized areas of her community. Her project, Literacy School for Children, aims to improve the reading abilities of low-achieving elementary school students and to help prevent students from being unable to remain in their regular classrooms. The Literacy School for Children project will work with children from diverse situations and schools in the Kendrapara District in India to help them reach the minimum level of learning before they finish primary education by December 2015. By implementing an afterschool literacy program, the project strives to raise the average achievement levels of children participants and to reduce the overall primary drop-out rates. The project is developing a program that involves parents, village education committee members, volunteers, and stakeholders.

Ten literacy centres were established as a pilot starting on July 30th, 2015. Students who are at-risk or demonstrating slow learning are identified and ways to address this gap and the creative needs of the children are determined. The project began by recruiting and training volunteers, by conducting a baseline survey, and administering an entry level assessment of the participating children. Learning materials are provided for the afterschool program. There will also be an annual reading association conference held for the children. Quarterly participatory evaluations will be conducted as well as marketing and fundraising activities throughout. Feedback will be collected from parents and the community to ensure that the project is on track and that the children are engaged in a joyful learning experience.



*“This is the starting [point] and community involvement [is] gradually growing.”*

**- Pratyusha Jena**

While there have been some challenges with ensuring sustainability and scalability of the program, Pratyusha Jena is confident that the project will overcome these.

For more information about Literacy School for Children, please email: [jyotirmayee2000@yahoo.co.in](mailto:jyotirmayee2000@yahoo.co.in)

*Pictures from the Literacy School for Children*





## | Stefan Alijevikj

**Project:** Career Youth Navigator

**Age:** 22

**Country:** Macedonia

**Bio:** Stefan Alijevikj was born in Gevgelija, Macedonia which was the southern-most point of the former Yugoslavia. He moved to Skopje for his university studies and completed a BA in General and Comparative Literature with English Language and Literature. His interests moved from literature, to cultural studies, anthropology, languages, and journalism. As of 2012 he is part of the core team at Mladiinfo International as an editor, content manager and marketing manager. This is an initiative which creates an on-line hub of free opportunities for youth to advance their educational and career growth. His work is also affiliated with the global youth think-DO-tank Challenge:Future where he is the Vice President of Community within the Management board.



*“The overall experience as EFF Sprout Alumnus have helped me think more holistically. I have earlier tended to think only to several aspects when it comes down to some project, however when you are to run things on your own, I have taken the minute to conclude that you have to have insights in everything that is happening: from building your brand to marketing, to crafting the budget, to looking forward and launching campaign.”*

**– Stefan Alijevikj**

The Career Youth Navigator recognizes there are significant problems with youth unemployment in the region of South East Europe. The Career Youth Navigators aims to strengthen the capacities of youth by identifying how their career profiles can be improved, and by providing skills and strategies for job-hunting, employability, career growth and navigation.

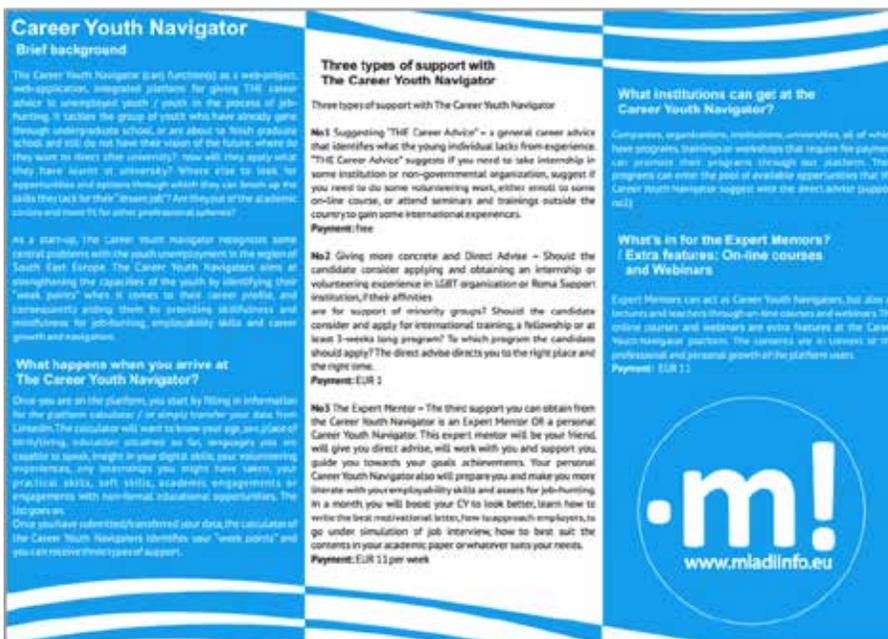
The Career Youth Navigator is as a web-based project. The web-application offers an integrated platform to give career advice to unemployed youth and youth who are in the process of searching for jobs. It tackles the group of youth who have already completed tertiary education, or who are about to finish their studies yet struggle with envisioning their future. For many youth, it is a challenge to apply their education in the job market. Young people are struggling to find opportunities which is why Career Youth Navigator has been created.

The aforementioned issues will be addressed by the services offered through the Career Youth Navigator. Users can access “The Career Advise” section and can receive support through Expert Mentorships, webinars, and online courses.

The web-domain, wenavigate.eu, was bought and a web designer was found in July 2015. The promotion brochure for potential funders has been created and the web administrator who will maintain the platform has been identified. Soon the Career Youth Navigator will have a physical space in the Center for NGOs and youth which is administrated in the municipality of Gazi Baba in Skopje, Macedonia. Further next steps are to continue to maintain the platform and to search for sustainable donors.

For more information about Career Youth Navigator, please email: [stefan@mladiinfo.com](mailto:stefan@mladiinfo.com)

*Photograph of the Promotion Brochure*



*“People are coming to me and asking me for jobs they can apply [to] or if there are some training programs available for them, because they have recognized me as a person who has the knowledge. I think that a place where we can put all this knowledge, not only me, but hopefully other collaborators who will make authentic online sphere as the Career Youth Navigator, WILL make a meaningful impact to the community. Creating [a] user-friendly platform for career guidance is something that the local youth (and regionally in Balkans and beyond) has been missing, so I think this will be adding a piece to the puzzle, as a true ‘compass’ for all those sailors (youth looking for jobs) who ‘have lost their way in the sea.”*

**- Stefan Alijevikj**

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