

Name of your Organisation:	Teach2Teach International
Name of the project TFN funded:	Community Volunteer Teacher Programme
Date Funded by TFN:	12-May-20
Were you able to undertake your project as planned?	Yes
If no, please outline how the project has changed.	
Can you describe and/or demonstrate the specific impact that TFN funding has had against your initial objectives?	T2T experienced exponential growth over the past 15 months, providing a stable institutional platform for delivering its commitments and ambitions. It has grown from comprising only two individuals to a whole team of experts. Recent milestones include: - Hiring a Monitoring, Evaluation and Learning expert; - Hiring an Expansion and Development Officer; - Hiring an IT consultant; - Hiring a Director of Finance and Development; - Hiring a Programmes and Partnerships Manager; - Hiring a Specialist Project Manager; - Hiring an Administrator and Engagement Officer - Promoting our general intern to Communications Officer - Producing a film featuring CVTs being trained; - Streamlining donor reporting; - Having a presence on Twitter; - Expanding our library of communication assets to include more graphics and case studies; - Improving accuracy of programme data; - Publishing periodic newsletters; - Refreshing our website; - Expanding the range of delivery beyond our core offer of the Community Volunteer Teacher Programme (CVTP) to include the Disability and Inclusion Programme (DIP), Adaptive Learning Programme (ALP), and the Teach4Health Programme (T4H); and - Preparing to launch a brand new initiative, T2T Radio (T2TR) in late 2021. In terms of programme activity, our 2019-20 cohort of CVTs graduated in December 2020, in spite of the pandemic. Through this successful CVT programme we can demonstrate: 1. Improved literacy and numeracy proficiency of primary school students: Notwithstanding school closures as a result of the pandemic which reduced our ability to operate, in only five months there was a 19% increase in literacy proficiency and 9% improvement in numeracy among primary school students in two districts;

	2. Increased school enrolment and attendance: Anecdotally, students' attitudes towards learning has changed, leading to increased school attendance: "Before T2T my friends would not come to school. But now, thanks to the T2T, we all enjoy coming to school because our teacher is friendly towards us." (Primary 5 student). Furthermore, the benefits of education for girls is increasingly recognised: "Girls now see me as a role model and look up to me for guidance. My presence in the classroom now gives hope to a lot of [otherwise] hopeless girls who felt education was for boys alone." (Female CVT). 3. Students remained engaged, being taught by our CVTs in adapted learning environments during school closures throughout the pandemic. T2T CVTs, who are residents in their local communities, were uniquely placed to help ensure learning continued through this period. Ghana Education Service teachers, who are rarely resident in the communities, were absent for almost a year. 4. Increased life chances for young people: All trained CVTs have continued to work as CVTs, or progressed further into tertiary education, training or employment, with their participation in the CVT programme given as a clear factor in this success. 60% of trained CVTs chose to stay in the education sector. Inclusion is a key priority: more than 75% of CVTs are women, and around 1 in 5 of them self-report some form of disability. By half-way through the programme, more than half the CVTs report increased employability skills and over three-quarters report increased patience, confidence, teaching ability and tolerance. 4. Increased community resilience to education and health-related emergencies: Nearly 70% of communities recognise the importance of continuing with children's education during the Covid-19 pandemic, for example by CVTs using T2T's adaptive learning approach and community-based lessons. Other key programmatic achievements include the development and introduction of our flagship CVT Programme, the Disability and Inclusion Programme (DIP), the Teach4Health Programme (T4H), and the Adaptive Learning Programme (ALP). The latter two evolved and were implemented as a response to the pandemic. Relevant highlights include: - 53 CVTs trained; - 40 CVTs deployed in 20 schools; - T2T CVT training manual written and updated twice to include the other three new programmes mentioned above;
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	- Senior management and Parent-Teacher Association members in 20 schools have become more active and engaged; - Refresher training delivered to build existing skills and expand teacher skillset; - All beneficiary schools supplied with a library of fiction and non-fiction reading materials for improved learning through collaboration with our partner Book Aid International; - All beneficiary schools supplied with literacy and numeracy learning materials, such as phonics and number bond charts; and - After-school Reading Clubs established in 15 of the 20 schools, leading to improved reading culture.
What portion of the project did TFN fund?	19%
How many direct beneficiaries did the TFN funded project reach?	12000
How many indirect beneficiaries did the TFN funded project reach?	60000
Were you able to leverage further funding as a result of TFN support?	Yes
If yes, how much were you able to raise?	Since October 2020, our fundraising team, partially as a result of TFN support, raised the following funds from the following donors: • British & Foreign School Society - GBP 50,701 • British & Foreign School Society - GBP 10,000 • Clifford Chance Foundation - GBP 3,657 • Craps Charitable Trust - GBP 5,000 • Didymus - GBP 2,500 • The Fore - GBP 22,500 • Schroder Charity Trust – GBP 3,000 • Sir Halley Stewart Trust - GBP 59,476 • Sir Halley Stewart Trust - GBP 9,600 • Souter Charitable Trust - GBP 3,000 • St James's Place Charitable Foundation - GBP 2,500 • WFH Foundation - GBP 20,000 TOTAL: GBP 173,934
Did you receive any pro-bono support, volunteer offers or introductions as a result of the event?	No

TFN Impact Report

If yes, please can you provide details of the support you received?	
Has the training you received from TFN better prepared you in pitching your organisation to potential funders?	Yes
Has TFN increased your capacity to raise further funds?	Yes
How important was TFN funding in helping you achieve your objectives?	We would have found it difficult to achieve our objectives without TFN funding
Since presenting at TFN, has your organisation undergone any other significant changes?	1. Commencing later in 2021, T2T is using radio stations in Ghana to disperse our messaging around education. Radios are favoured media in the areas where we work and T2T hopes to promote awareness around the value of education through community stations. Our messaging will focus on our key areas; Disability & Inclusion and "Leave No Girl Behind", safeguarding and our Covid-19 Teach4Health programme. 2. In common with many other international development NGOs, one negative change is FCDO's suspension as one of T2T's most significant donors. This is a result of the UK Government recently cutting its overseas aid budget, and leaves a huge and unanticipated funding gap. We were expecting to run a further iteration of the CVT Programme this year, with the CVTs being trained and supported by T2T to operate both in the classroom and to participate in T2T Radio. T2T is otherwise poised and ready to run the CVTP and T2TR programmes, and we continue to work strenuously to close this significant funding gap. 3. Regarding wider business development activities, we have been liaising with a potential implantation partner in Cameroon, and are currently exploring the potential possibilities for T2T to work in Tanzania.
Do you have any other comments or feedback on the experience of the TFN process?	It was an incredible experience from inception to completion. T2T remains enormously grateful to The Funding Network for being chosen as one of three organisations to present to your Strategic Funding Group. The warmth and support we received from your professional team to help to prepare for the process is extraordinary and granular. The level of engagement, interest and passion to help is palpable among your funders.

	T2T was part of the first group that went through your process online. It was a little challenging to "reach beyond Zoom" to connect to the audience, particularly at a time when the pandemic meant that the focus was more firmly on people's needs closer to home. Having the opportunity to share an excerpt from one of our films really helped to bring the beneficiary into the picture. It gave your donors a sense of the people they were about to support and the change their donations would make in their lives. It was great to have to opportunity to "show, not tell". We hinted at that time that we were poised to begin training a second cohort of teachers and begin T2T Radio. We would warmly welcome the opportunity to return to The Funding Network and re-engage your Strategic Funding Group with these plans.
Can you tell us any personal stories to highlight the value of the project?	Personal story one: Alhassan Fuseina Alhassan Fuseina is from Kunbungu district. The CVT programme was not Fuseina's first experience of teaching. She spent some time teaching in a private school after graduating from senior high school, but found that she wasn't given much opportunity and support to develop her teaching skills there. When Fuseina saw the advertisement for the CVT programme and decided to apply, she had been out of work for a year. Being stuck at home was frustrating. Fuseina was desperate to find a new direction and gain more professional experience. During her time training as a CVT, Fuseina found that teaching in a Ghana Education Service (GES) school was so much more engaging than her previous experience. Inspired by daily interactions with the professional teachers, she is proud to call them her colleagues. Fuseina stresses that her qualified colleagues treat her as an equal, boosting her confidence in herself as a person and as a teacher. She thinks of these colleagues as role models and aspires to go on to further professional teacher training herself and emulate them in the future. Fuseina moved to the community of the school in which she was posted as a CVT. The community welcomed her, and she enjoyed living there so much she decided to stay after graduating from the CVT programme.

Just as her colleagues at school treated her with respect, Fuseina feels that her position as a CVT has earned her a great deal of respect in her new community, especially among the parents of her students.

When the pandemic forced GES schools to close, Fuseina decided to stay in her new community. None of the professional teachers lived in the school's immediate community, and so she and the other CVTs took it upon themselves to educate their students on health resilience strategies and provide some academic teaching under COVID-safe conditions. She found that T2T's WhatsApp platform, set up to facilitate contact and information exchange between all the CVTs and T2T staff, was invaluable in learning how to teach safely under these conditions.

Fuseina says that without the CVT programme, she doesn't know what she would be doing. She thinks that it's possible that she may still be at home, or in the capital Accra working as a Kayayei along with thousands of other women from rural communities.

Fuseina's training and work as a CVT has given her a new sense of purpose in life and a clear focus. She has worked tirelessly to promote the importance of education and healthy resilience in her community. Indeed, her community rewarded her with respect and gratitude.

Further, Fuseina studied to improve her high school grades, resat various examinations and was awarded a place at university. Through the generosity of a UK-based private donor, Fusiena was able to pay the fees which would otherwise be unmanageable and is on the pathway to becoming a fully qualified teacher. Her distance-learning studies will enable her to remain in post in her school, working as a CVT while she studies for her professional teacher qualifications.

Personal story two: Atua Akanki Cudjoe

Atua Akanki Cudjoe is from Tolon district. Before seeing an advertisement for the CVT programme and deciding to apply, Cudjoe hadn't thought of teaching as a career. He'd considered the possibility of law, but following completion of high school he found himself struggling to make ends meet through various small business ventures. He worked for a time as a barber.

Greatly enthused, Cudjoe jumped at the chance to join the CVT programme when he first heard about it, seeing it as a route into a meaningful and rewarding line of work. His family were excited by the opportunity and encouraged him to apply.

	Cudjoe was delighted to discover that his expectations for teaching and the CVT programme were justified. He found that he had a genuine passion for teaching and was immediately engaged by the challenge of figuring out how best to communicate with his students in the classroom. Cudjoe feels that the programme has had a huge impact on his ability as a communicator. This extends beyond the classroom; he feels more confident in his own abilities, more assertive in professional situations, and more willing to make his voice heard. Cudjoe shares that his most valuable tools in the classroom are patience and tolerance. He always tries to bear in mind that every child in his class comes from a different family and thinks and learns in an individual way. Each student will have their own ideas and questions, and it is essential to ensure that every student's individual needs are met. Cudjoe says that it wasn't until the Government of Ghana announced the closure of schools that he realised the seriousness of the COVID-19 crisis. The situation has been extremely difficult for him, his fellow CVTs, and all their students. Although there was an inevitable interruption to the educational progress that Cudjoe was working so hard to facilitate for his students, Cudjoe was determined not to lose momentum. He soon returned to his school's village and started teaching his students outdoors in COVID-safe conditions. Guided by the health resilience strategies in T2T's Teach4Health programme, he taught his students about the importance of hand washing and social distancing. He worked proactively in the community to emphasise the importance of education and encouraged parents to continue sending their children to outdoor lessons. Cudjoe wants to build on the passion he has found for teaching and the valuable skills he developed on the CVT programme. He has applied and been accepted for further teacher training at nearby University for Development Studies in Tamale. Now that he has graduated from the CVT programme, Cudjoe plans to return to barbering to support himself. Schools in Ghana have reopened, and Cudjoe continues to teach at the same school. He is determined to help his student to continue their progress. Personal story three: Ian Glover Until recently, T2T operated with a small team of professional contractors and volunteer Trustees, relying on pro-bono Trustee Ian
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	Glover, a Chartered Accountant with more than 30 years of experience. His was key role for T2T, acting as Chief Finance Officer. In October 2020, Ian's wife was diagnosed with terminal cancer, causing Ian to step back immediately from future duties and hand over his current duties. Supported by some of the funding from TFN, T2T hired a Director of Finance and Development, a paid contractor, for one day per week. Professionalising the post of Director of Finance and Development was transformational for T2T in terms of growth and the rate and range of activities we have been able to engage with. The organisation is now much better poised for a positive "gear change" in its development as we emerge from the pandemic. Tragically, in April 2021, some six months or so after her diagnosis, Ian's wife very sadly died of pancreatic cancer. Teach2Teach International is therefore tremendously grateful to The Funding Network for your generous financial contribution towards the costs of employing the Director of Finance and Development and other professionals as summarised above. Thank you very much. Beyond doubt, your grant hugely assisted our fundraising and other strategic growth initiatives in the face of a number of direct challenges. However, in spite of these challenges, we are pleased to report that we are currently commencing our T2T Radio initiative in Ghana, and are continuing to raise sufficient funds to commence our next CVT Programme in early 2022.
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