

2024

ANNUAL REPORT



Acronyms and their meanings

TYIL	Teens and Youths in Leadership
YALS	Young Aspiring Leaders Scholar
PWDs	Person with Disabilities
SDGs	Sustainable Development Goals
TCE	TYIL Climate Education
GEC	Get Excellence Career

Table of Content

Overview.....	1
TYIL Fellowship.....	6
TCE - TYIL Climate Education.....	11
LeadSmart Project - The Gambia.....	15
LeadSmart Project - Nigeria.....	18
LeadSmart Project - Tanzania.....	22
YALS Program.....	26
TYIL Podcast.....	30
TYIL Newsletter.....	31
2025 Training Timelines.....	32

Overview

The need for high-quality leadership education in secondary and post-secondary schools has never been more critical, especially in light of rapid technological advancements and our vision to engage every African youth by 2050. In 2024, we invested a total of \$2,650 and 29 weeks in training 125 high school and 42 post-secondary students across five African countries—Nigeria, Tanzania, Uganda, Kenya, and the Gambia. This investment was aimed at equipping these young leaders with the essential leadership skills to navigate the challenges of an increasingly interconnected world and to become change agents in their societies. In this context, we are proud to present our 2024 Annual Report, marking the year we made a bold commitment to SCALE UP our efforts.

Looking ahead, we are excited to announce our 5-year goal for 2025-2030: the establishment of a Leadership Centre in an African country. This will serve as a hub for nurturing and developing future leaders across the continent. In 2025, we plan to maintain all existing programs while prioritising the securing of strategic partnerships and financial support to further scale the impacts we achieved in 2024. Our continued commitment to leadership education will empower African youth to become the transformative leaders of tomorrow, and we look forward to deepening our impact in the years to come.

Israel Oyedare
Founder & Executive Director

Mission

TYIL's mission is to educate African youth (secondary and post-secondary school students between 14 and 29 years old) in leadership and personal development and prepare them for present and future leadership responsibilities. This education is done both virtually and onsite, and through conferences, fellowship programs, webinars, and mass outreach.



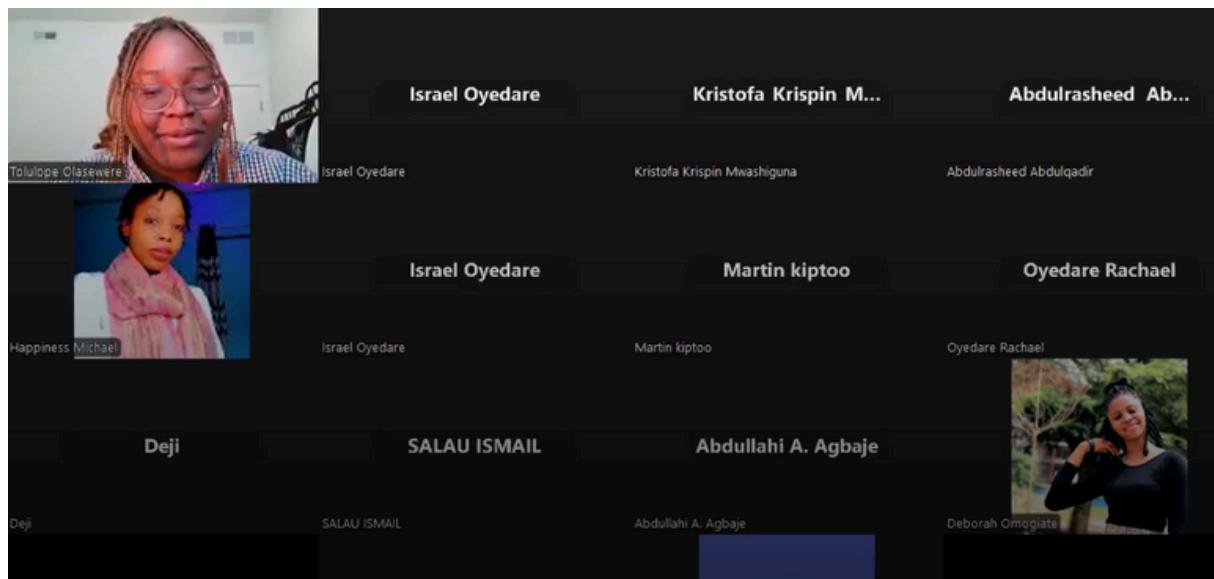
Vision

To raise young transformational leaders who would occupy every sector of Africa by 2050.

TYIL Projects & Programs '24

Raising Transformational Leaders

TYIL FELLOWSHIP



“Being a Change Agent” taught by one of our facilitators

Introduction:

The TYIL Fellowship is an initiative designed to train young Africans between the ages of 18 and 30 in the area of leadership, social change, and community development. The fellowship program provides opportunities for young leaders to learn the theoretical and practical aspects of leadership from leadership scholars and practitioners, work in groups, and develop ideas on how to promote leadership practices in Africa. The theme for the TYIL fellowship 2024 is “Scaling UP” in Africa.

The Strategic Goal:

The strategic goal for the TYIL Fellowship is to develop transformational leadership skills and competencies of African youth and prepare them for present and future leadership challenges.

1. To source for and train potential young leaders across Africa in the area of transformational leadership, community development, and social change.
2. To transfer and instill leadership culture and mindsets in participants.
3. To provide opportunities for collaboration and partnership with other young leaders.

Sustainable Development Goals (SDGs)

The SDGs were formally adopted at the United Nations Sustainable Development Summit held from September 25-27, 2015, in New York.



"Movement towards Climate Change" taught by one of our facilitators

CASE STUDY SCENARIO I

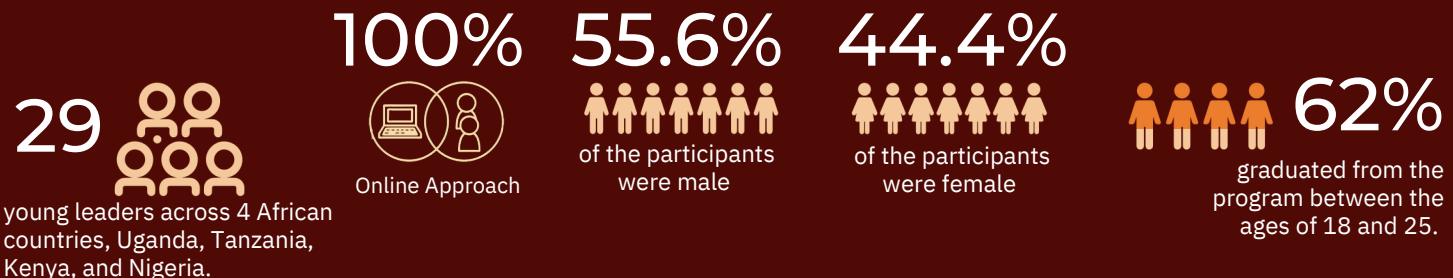
- Scenario:
 - Leading a beach clean-up project.
- Discussion:
 - How to use storytelling to engage volunteers.
 - Steps: Highlight the issue, share personal motivations, show the impact.



"The Act of Storytelling" taught by one of our facilitators



Disaggregated Data Of Beneficiaries



Past year's fellowship held physically

WHAT STOOD OUT FOR THE PARTICIPANTS?

(Qualitative Responses)

"It has made me think and reflect on things I could do to make a change in my community."

"This training has been the best so far; having leaders tell me their life experiences, the challenges they faced, and how they overcame them, and then relating that to my present situation, I think there's nothing more I'd ask for".

"I enjoyed the break-out sessions where we can all freely express what we learnt and how we can implement them to our daily life. Lastly, time consciousness was one thing that stood out for me, which didn't make any session a boring or tiring experience; I enjoyed every bit of TYIL fellowship."

"I used to have the fear of being a leader and taking up roles; being a part of this leadership cohort opened my eyes, and I believe I'm overcoming my fears."

"I loved how the facilitators taught every class and they were able to pass their message across. It felt like a great communication process for me because each facilitator came down to the Gen-Z level and every class was linked to a particular story or experience which was quite relatable."

WHAT QUESTIONS OR DECISIONS DID THE TYIL FELLOWSHIP INSPIRE IN YOU?

(Qualitative Responses)

"The number one question I've been asking myself since the beginning of the program is: how to become a good leader? However, the TYIL fellowship has inspired me to be a better follower. As I've been able to realise that being a follower goes a long way than I've imagined."

"The best decision is to be an agent of change."

"The questions TYIL Fellowship inspired in me were: How can I inspire, motivate the people around me, and become a change agent? The decision TYIL fellowship inspired in me were to always decide to be a leader and follower, to decide to be persistent in whatever I do, and to be a change agent."

"What can I be doing for the community?
How can I be a better change agent?
I must be a good leader and a better follower."

A snapshot of feedback from our participants

Key Outcome/Learnings/Recommendations

Empowered Leadership and Personal Growth:

Participants expressed a significant shift in their mindset, with many reflecting on their roles as leaders and change-makers in their communities. The fellowship inspired confidence, helping individuals confront fears of leadership and embrace their capacity to inspire and motivate others. Through relatable stories and shared experiences with seasoned leaders, participants found the courage to take on responsibilities and develop persistence in the face of challenges.



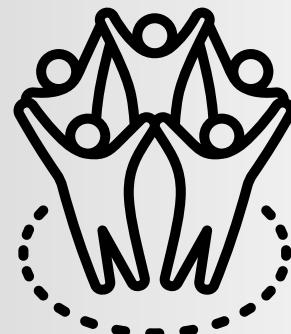
Future Aspirations for Growth:

Participants envisioned a broader reach for the fellowship, emphasizing the importance of expanding its scope to include leaders-in-training from outside Nigeria. Suggestions also included integrating assessments after weekly sessions to enhance knowledge retention and create structured opportunities for alumni to share insights with new cohorts. These recommendations highlight a shared commitment to continuous improvement and the program's scalability.



Impactful Learning and Communication:

The training was highly praised for its interactive and relatable approach. Facilitators skillfully tailored sessions to resonate with the Gen-Z audience, using stories and life experiences to reinforce key leadership lessons. This created an environment where participants could absorb knowledge effectively and relate it to their current realities. Participants particularly valued the breakout sessions, which fostered open discussions and enabled them to connect lessons learned to everyday life.



Community-Centric Inspiration:

The fellowship sparked crucial questions and decisions about participants' roles in driving change. Many began to explore ways to contribute meaningfully to their communities, asking themselves how they could inspire others and become agents of change. This focus on community impact shaped participants' aspirations to balance leadership with the humility of being effective followers, further enriching their leadership journey.

TCE – TYIL Climate Education



Participants of TCE at GEC Comprehensive College

Brief Description

The global climate crisis requires bold action, particularly in fostering sustainability education among younger generations. Children, especially those in underserved communities, often lack access to such knowledge. The TYIL Initiative aims to bridge this gap by teaching the principles of environmental sustainability and waste to wealth, empowering students to see waste as a resource and fostering a culture of environmental stewardship. The TYIL Climate Education Initiative addresses the urgent need for sustainability education at the grassroots level by equipping children with knowledge about climate change.

Objectives and Goals

Primary Goal: To educate children on environmental sustainability and the potential of waste-to-wealth practices, fostering their active participation in creating a sustainable future.

Specific Objectives:

- Deliver an interactive curriculum focused on climate change, sustainability, and waste-to-wealth practices.
- Inspire students to implement recycling and other sustainability practices in their communities.
- Promote awareness of environmental conservation and its importance for future generations.

Disaggregated Data of Beneficiaries

GEC Comprehensive College

📍 Lagos, Nigeria



45
Participants



52%
of the participants
were male



48%
of the participants
were female



100%
participants
successfully completed
the modules.



Participants of TCE at GEC Comprehensive College - Lecture



Participants of TCE at GEC Comprehensive College —Practical Sessions



Participants of TCE at GEC Comprehensive College

Key Outcome/Learnings/Recommendations

Empowering Youth for Climate Action:

The TYIL Climate Education Initiative has successfully fostered an understanding of sustainability among children in underserved communities. Through interactive sessions at GEC Comprehensive College, 45 students gained knowledge about climate change, environmental conservation, and waste-to-wealth practices. The program cultivated a sense of responsibility, encouraging students to see themselves as key players in addressing environmental challenges. Participants demonstrated an improved ability to engage in climate-related discussions and expressed enthusiasm for applying these lessons to their communities.

Shaping Perspectives on Environmental Responsibility:

The training instilled a mindset shift, inspiring students to perceive waste as a resource and actively participate in creating a sustainable future. By emphasizing the immediate and long-term risks of climate change, the program motivated participants to adopt proactive roles in community-based environmental initiatives. The willingness of students to utilize both traditional and social media for continued learning underscores the effectiveness of the program in sustaining engagement.

Sustainability and Expansion Goals:

The initiative has laid the foundation for long-term impact by empowering students to champion climate action. To scale its reach, future plans include extending the program to more schools, partnering with recycling companies, and integrating sustainability into school curriculums through teacher training. These efforts aim to create a broader network of environmentally conscious youth, reinforcing the importance of collective action in combating climate change.

Building Awareness and Practical Skills:

Students showed significant progress in understanding various aspects of climate action, from the risks of climate change to strategies for mitigation. Interactive activities such as recycling and composting deepened their engagement and comprehension. This hands-on approach not only enhanced retention but also motivated students to integrate sustainable practices into their daily lives. The survey results highlighted that most participants now feel confident holding conversations about climate action and advocating for environmental stewardship within and beyond their school.

Challenges and Lessons for Improvement:

While the program achieved remarkable success, certain challenges highlighted areas for enhancement. Students required repeated exposure to some complex concepts, suggesting the need for tailored teaching methods. Despite initial hesitations, many students embraced the training's vision, demonstrating that practical activities and relatable content can overcome skepticism and foster commitment to sustainability efforts. The importance of collaboration between schools and environmental organizations also emerged as a key lesson for amplifying the program's impact.

Recommendations for Future Impact:

The program's success highlights the value of grassroots sustainability education in fostering environmental responsibility. To build on this progress, stakeholders should advocate for the inclusion of waste-to-wealth concepts in national education policies, support the expansion of similar initiatives, and invest in projects that showcase innovative sustainability solutions. By doing so, the TYIL Climate Education Initiative can inspire a new generation of leaders dedicated to preserving the planet for future generations.

LeadSmart Project - The Gambia



Participants of LeadSmaart at Daddy Jobe Comprehensive College

Description

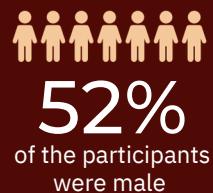
The LeadSmart Project is a transformative leadership training initiative launched by Teen and Youth in Leadership (TYIL) in The Gambia. Designed to empower high school students, this program aims to enhance their leadership skills through a structured curriculum emphasising self-discovery, situational leadership, and community engagement, among other societal influences. The project was implemented by co-leaders Sophie Manneh and Essa Sanneh, with assistance from Mariama Mendy.

The program spans six weeks, each with specific objectives and activities tailored to foster leadership qualities among participants from Daddy Jobe Comprehensive Senior Secondary School. In the first week, the focus was on orientation. This initial session set the stage for the program by introducing the 20 students to its goals and expectations. It aimed to create a supportive environment where students could feel comfortable engaging in the upcoming activities.

Disaggregated Data of Beneficiaries

Daddy Jobe Comprehensive Senior Secondary School

📍 The Gambia



Participants of LeadSmaart at Daddy Jobe Comprehensive College - Lectures

Key Outcome/Learnings/Recommendations

Fostering Leadership through Self-Discovery and Awareness:

The LeadSmart Project has been instrumental in equipping high school students with foundational leadership skills, beginning with self-discovery. Through reflective exercises and value-identification activities, participants clarified their goals and core principles. The emphasis on self-awareness and goal-setting using the SMART principle helped students align their aspirations with broader societal needs, creating a strong foundation for their leadership journey.

Experiential Learning through Civic Engagement:

A visit to The Gambia's National Assembly provided students with a hands-on experience of governance and youth advocacy. Observing the National Youth Parliament's 2024 sittings allowed them to witness young leaders shaping policies and addressing national issues. This immersive experience not only expanded their understanding of civic responsibilities but also inspired confidence in their capacity to contribute to policy-driven development. Networking opportunities with youth parliamentarians and assembly members reinforced their belief in the power of youth engagement in governance.

Enhancing Trust and Communication through Team-Building:

The inclusion of experiential activities, such as navigating an obstacle course blindfolded, underscored the importance of trust, communication, and teamwork in leadership. These exercises allowed participants to apply interpersonal skills in high-pressure scenarios, reinforcing the value of collaboration in achieving shared goals. The practical nature of these activities ensured that the lessons learned were deeply internalized and could be applied beyond the program.

Situational Leadership as a Practical Framework:

Introducing situational leadership through real-world examples significantly enhanced students' understanding of leadership dynamics. By analyzing the peaceful resolution of The Gambia's 2016 political impasse and learning from global leaders like Nelson Mandela, participants were exposed to the complexities of adaptive leadership. This approach bridged the gap between theory and practice, allowing students to engage deeply with the challenges and nuances of leadership in various contexts.

Developing Problem-Solving and Collaboration Skills:

The program effectively transitioned students from theoretical learning to practical application by challenging them to address community issues. Participants collaborated on proposals targeting real challenges, utilizing SMART principles and agenda-setting techniques. This process demonstrated their ability to analyze problems, develop actionable solutions, and work cohesively as a team. The quality and diversity of their proposals reflected their growth in problem-solving and their readiness to tackle societal issues.

Recommendations for Future Implementation:

Building on the program's success, future iterations of the LeadSmart Project could incorporate additional community-based projects to extend the practical application of leadership skills. Enhancing partnerships with civic institutions and youth organizations would provide broader exposure and mentorship opportunities. Expanding the curriculum to include digital tools for advocacy and leadership could further prepare students for modern challenges. The program's structured, experiential approach remains a robust model for nurturing proactive leaders capable of driving positive change in their communities.

LeadSmart Project - Nigeria



Participants of LeadSmaart at Onitolo Community Senior High School

Brief Description

A premier leadership and mentorship project initiative for senior secondary school students to raise smart, young, vibrant, and enthusiastic leaders in Nigeria.

Over four weeks, facilitators received weekly training sessions aimed at mastering the project's curriculum, increasing student engagement, and using storytelling techniques to simplify complex topics. This phase provided facilitators with the resources that they needed to effectively inspire and connect with their students.

Disaggregated Data of Beneficiaries

20 

participants
benefitted from the
project

38% 

of the participants
were male

62% 

of the participants
were female



Onitolo Community Senior High
School in Surulere Lagos,
Nigeria,



Physical approach



Participants of LeadSmaart at Onitolo Community Senior High School - Lectures



Participants of LeadSmaart at Onitolo Community Senior High School - Lectures



Key Outcome/Learnings/Recommendations

Empowering Facilitators for Effective Leadership Training:

The LeadSmart 2024 program emphasized a robust mentoring phase to prepare facilitators for impactful leadership training. Through a structured curriculum, facilitators underwent intensive professional courses, enabling them to internalize key leadership principles such as identity discovery, purpose-driven leadership, and achieving excellent results. This preparatory phase ensured that facilitators were well-equipped to engage secondary school students effectively, fostering deeper connections and inspiring transformative growth among participants.

Promoting Self-Awareness and Community Impact:

A recurring theme in the program was the emphasis on individual strengths and their role in community transformation. Sessions on identifying "superpowers" encouraged students to recognize their potential and envision positive societal contributions. The students displayed increased self-confidence, critical thinking, and a commitment to leadership, culminating in practical initiatives such as introducing waste baskets in classrooms. These outcomes reflect the program's success in fostering both personal growth and a sense of civic responsibility among participants.

Recommendations for Future Enhancement:

While the program achieved commendable outcomes, students highlighted opportunities for improvement, particularly in sustaining engagement post-training. They recommended periodic workshops to reinforce learning and a structured network to connect alumni with current participants. Establishing mentorship pairings between alumni and facilitators could provide ongoing support, ensuring that participants continue to develop and apply their leadership skills effectively. Expanding these efforts will enhance the program's long-term impact, nurturing a generation of leaders dedicated to community and societal advancement.

Engaging Students in Leadership Development:

The program's implementation phase in Nigeria highlighted a thoughtful approach to leadership education. Students from Onitolo Community Senior High School participated in a four-week curriculum designed to nurture self-discovery, critical thinking, and problem-solving. Facilitators employed interactive methods, including storytelling, group discussions, and real-world problem-solving scenarios. Students actively explored leadership concepts, identified personal strengths, and developed innovative strategies to address community challenges, such as creating solutions for littering in their school.

Impact and Quantitative Feedback:

Feedback from the students underscored the program's effectiveness. The majority expressed a heightened sense of inspiration, motivation, and readiness to embrace leadership roles. A significant proportion felt empowered to implement positive changes within their communities and develop their leadership skills further. The positive responses indicate the program's success in equipping participants with the tools and mindset to lead courageously and innovatively.

LeadSmart Project - Tanzania



Participants of LeadSmaart at Viwege Secondary School

Brief Description

The LeadSmart Project benefitted 40 newly elected student leaders aged 12–18 from Viwege Secondary School, located in the local area of Ilala Municipal, Majoe Viweje Dar es Salaam, Tanzania. The group had a balanced gender representation and came from diverse socio-economic backgrounds, including families involved in local trades, small businesses, and agriculture. These students, both high achievers and those with varying academic performances, demonstrated strong motivation to learn and grow as leaders. The participants included a mix of students with prior leadership experience and those new to leadership roles, all from culturally diverse backgrounds. Their collective motivation and aspirations are aimed at positively impacting their communities and pursuing higher education and careers, creating a rich environment for fostering empowered, confident, and capable leaders.

Disaggregated Data of Beneficiaries

40 

participants
benefitted from the
project

48% 

of the participants
were male

52% 

of the participants
were female



Onitolo Community Senior High
School in Surulere Lagos,
Nigeria,



Physical approach



Participants of LeadSmaart at Viwege Secondary School



Participants of LeadSmaart at Viwege Secondary School



Participants of LeadSmaart at Viwege Secondary School

Key Outcome/Learnings/Recommendations

Building Leadership Foundations through Diverse Engagement:

The LeadSmart Project successfully engaged 40 newly elected student leaders from Viwege Secondary School in Ilala Municipal, Dar es Salaam, Tanzania. The program catered to a demographically diverse group of participants aged 12-18, with equal gender representation and varied socio-economic backgrounds. Students from families involved in local trades, small businesses, and agriculture demonstrated a shared commitment to leadership development. The program effectively provided these young leaders with a platform to explore and enhance their leadership potential while fostering aspirations for community impact and future academic and professional success.

Building Leadership Foundations through Diverse Engagement:

The program inspired notable behavioral shifts among participants. Students reported significant improvements in teamwork, communication, and attentive listening. One participant shared that they had learned to "listen attentively and hear what is not said," reflecting a deeper understanding of interpersonal dynamics. The program fostered greater accountability and a sense of responsibility among participants, with many expressing a commitment to apply their leadership skills to positively influence their schools and communities. For instance, a participant resolved to advise society on ethical practices, while another aspired to delegate responsibilities effectively as a leader.

Comprehensive Curriculum for Leadership Development:

Over four weeks, the project delivered a structured curriculum emphasizing self-discovery, leadership fundamentals, and personal development. In the first week, participants were introduced to the project's vision through onboarding sessions that set the tone for collaboration and mutual respect. The second week delved into leadership qualities, encouraging students to identify personal strengths, overcome limiting beliefs, and visualize their future successes. The third week focused on developing positive habits, integrating health and fitness into leadership practices, and assessing personal growth. The program culminated in a graduation ceremony, celebrating the students' accomplishments and their readiness to embrace leadership roles.

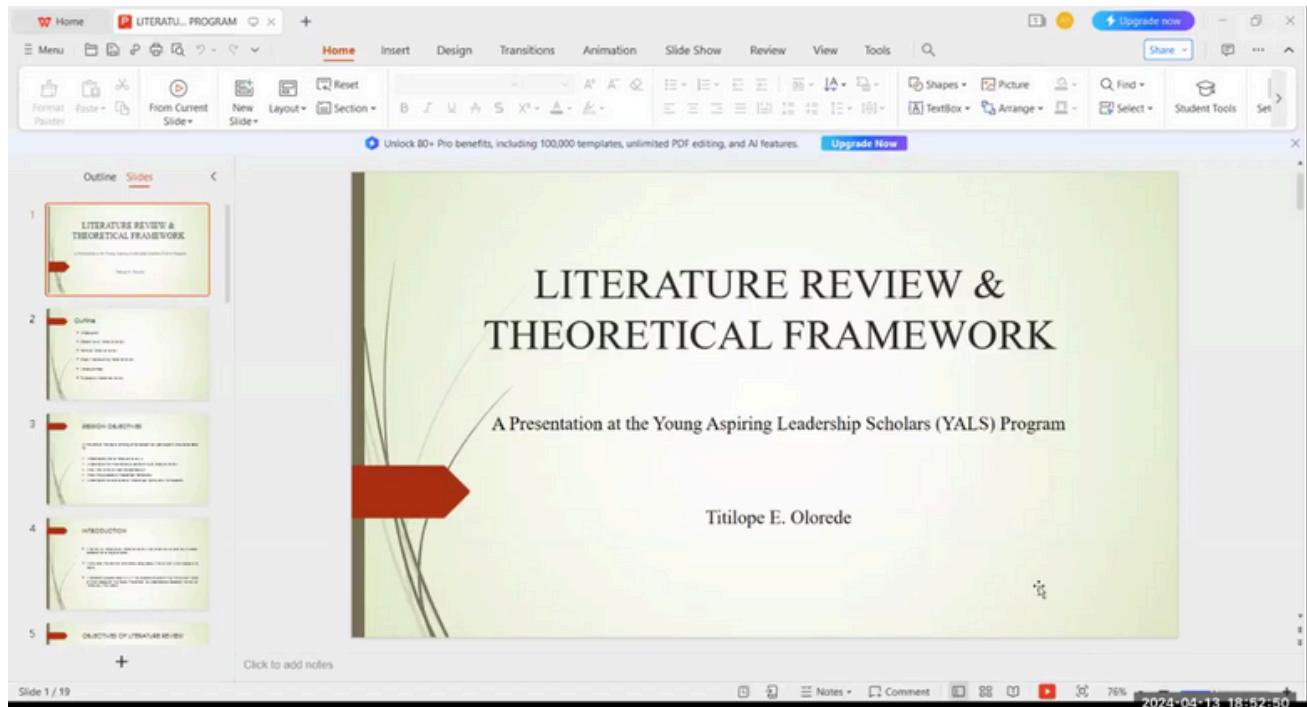
Feedback Emphasizing Sustainability and Broader Outreach:

Participants expressed overwhelming support for the program, with many highlighting the importance of continuity and broader outreach. They advocated for extending the initiative to more schools, enabling a greater number of students to benefit from the training. Feedback underscored the program's transformative impact, with calls for ongoing seminars to cultivate leadership potential in young people. Testimonials reflected a shared desire for sustained engagement to ensure the long-term development of future leaders.

Recommendations for Future Enhancement:

To maximize its impact, the LeadSmart Project should consider scaling its efforts to include more schools and participants. Establishing a network for alumni could facilitate ongoing mentorship and collaboration, reinforcing the principles learned during the program. Periodic follow-up sessions and workshops would maintain the momentum of learning and provide continuous support. Additionally, incorporating localized success stories and practical applications of leadership could further deepen participants' understanding and engagement. These measures will ensure that the program not only nurtures individual growth but also contributes to the broader goal of cultivating visionary leaders for tomorrow.

Young Aspiring Leadership Scholars (YALS) Program



The screenshot shows a Microsoft PowerPoint slide titled "LITERATURE REVIEW & THEORETICAL FRAMEWORK". The slide features a green background with a large red arrow pointing to the right. The title is centered at the top. Below the title, the subtitle "A Presentation at the Young Aspiring Leadership Scholars (YALS) Program" is displayed. The author's name, "Titilope E. Oloredede", is listed at the bottom right. On the left side, there is a navigation bar showing five slides: 1. LITERATURE REVIEW & THEORETICAL FRAMEWORK (selected), 2. DESIGN CRITIQUE, 3. INTRODUCTION, 4. OBJECTIVES OF LITERATURE REVIEW, and 5. +. The status bar at the bottom indicates "Slide 1 / 19" and the date "2024-04-13 18:52:50".

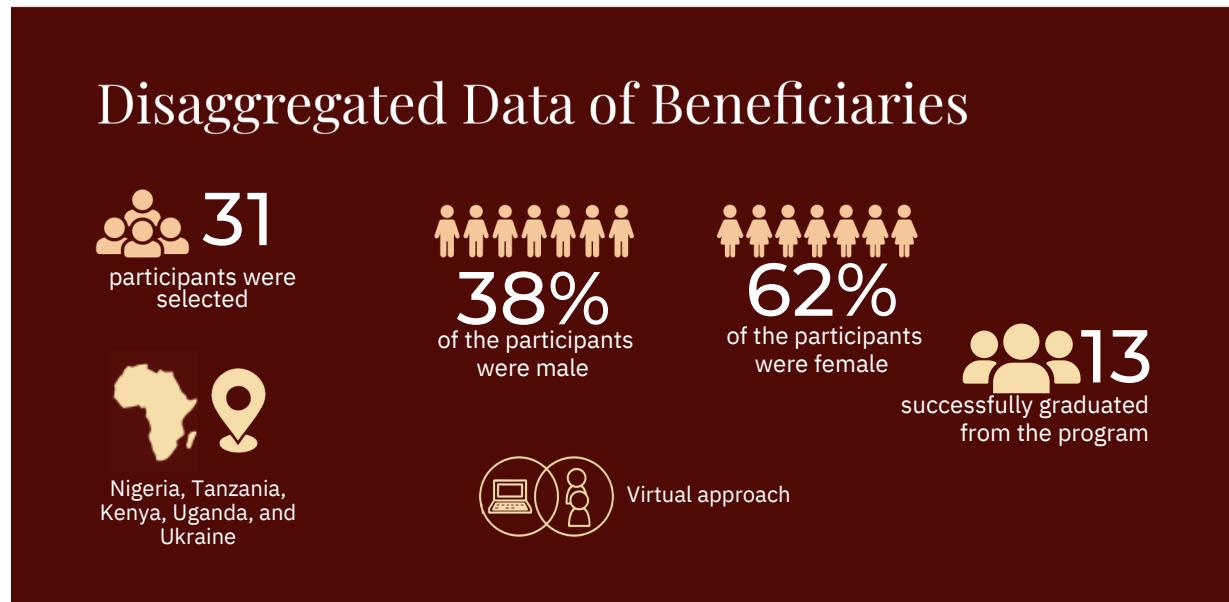
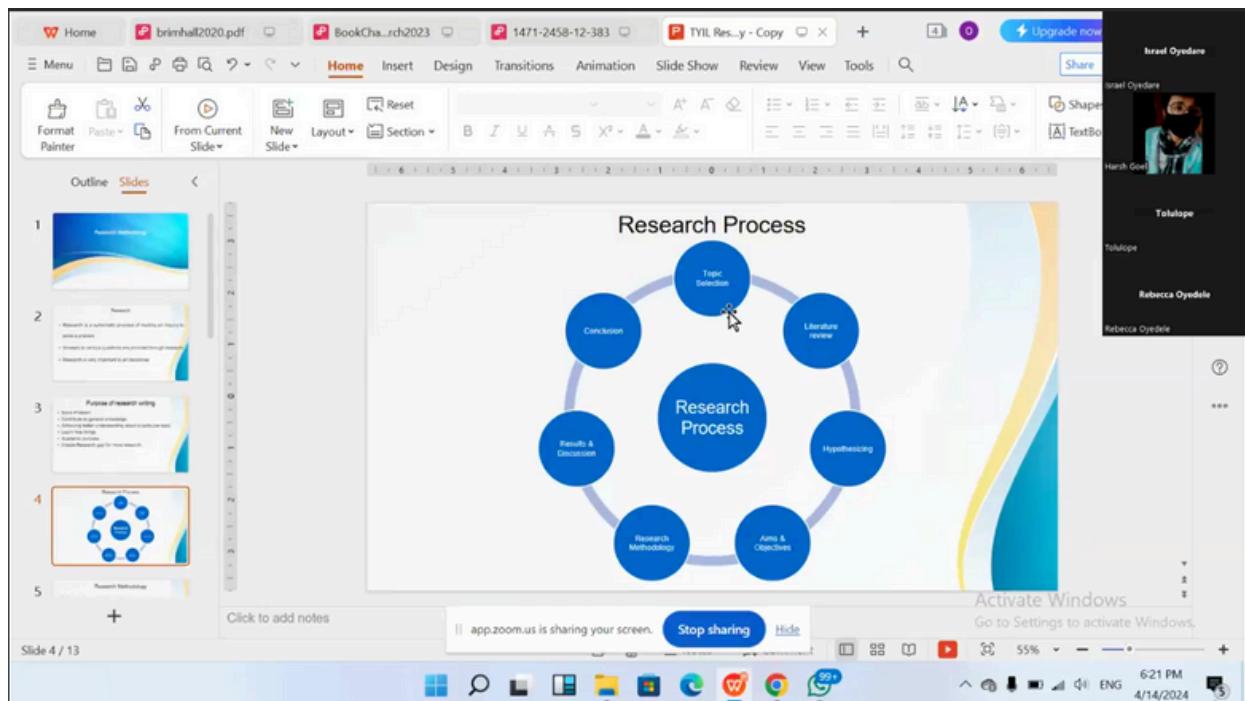
During the virtual session by one of our facilitators.

Brief Description

The YALS program is targeted at equipping Nigerian undergraduates with research tools required to make strategic leadership impact both in theory and practice. This program is intended to close the gap in leadership literature among Nigerian academia.

Learning Objectives

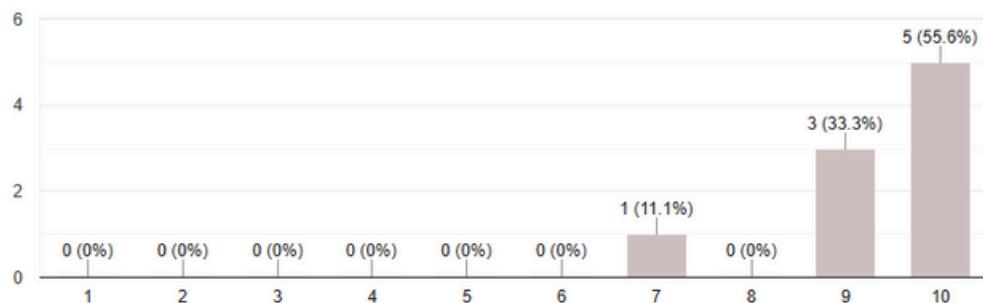
- Upon successful completion of the program, participants will be able to:
- Gain knowledge of core leadership theories and principles.
- Identify and analyse leadership materials, research, and journal papers.
- Develop and present leadership mini-papers.
- Work with teams on research projects and assignments.

During the virtual session by one of our facilitators.

How would you rate the second Session on "Citation and Referencing"?

9 responses



Any Comment?

3 responses

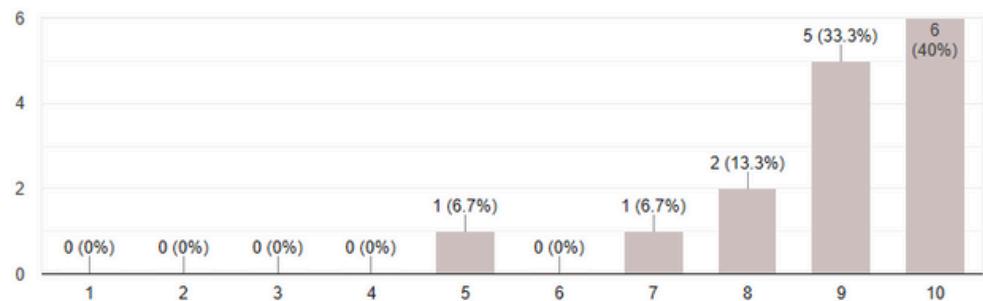
Best ever

I really understood the context

Provided a clear explanation of the citation styles and referencing styles especially APA style

How would you rate the first Session on "Introduction to Leadership Research and Theories"?

15 responses



Any Comment?

5 responses

The leadership theories were really explained well

Practicing the insightful training at work place

It's quite interesting and amazing session !

It was an eye opener, the tutor did justice to the topic

A snippet of the feedback collected from the participants

Key Outcome/Learnings/Recommendations

1. Strengthening Research Skills through Structured Training:

The YALS 2024 program demonstrated significant success in equipping participants with foundational research skills. Through expert-led sessions by academic professors and researchers, participants gained comprehensive insights into writing effective introductions, maintaining research integrity, conducting quality literature reviews, and mastering references and citations. Feedback revealed a marked improvement in participants' understanding and application of research methodologies, with many acknowledging that these skills were previously beyond their grasp. The availability of pre- and post-session materials and recordings enhanced accessibility and comprehension, fostering an engaging and impactful learning experience.

3. Enhancing Career Prospects through Mentorship and Support:

The post-training phase extended the program's impact by offering mentorship on graduate school applications and hosting article review meetings. This phase addressed participants' aspirations for academic and professional growth, equipping them with guidance and resources to navigate future opportunities. The mentorship component underscored the program's commitment to holistic development, ensuring participants could translate their learning into actionable career paths.

2. Practical Application and Collaborative Research Projects:

The inclusion of a project phase allowed participants to transition from theoretical knowledge to practical application. Divided into two groups, participants undertook research projects, practicing the skills acquired during the training phase. This hands-on approach not only solidified their understanding but also culminated in tangible outcomes, including the publication of their research on ResearchGate. This milestone provided participants with valuable exposure to academic publishing and collaborative research processes, strengthening their readiness for advanced academic endeavors.

4. Recommendations for Future Growth:

Building on its achievements, the YALS program can further support participants by fostering connections with reputable journal outlets to expand publication opportunities. Additionally, integrating diverse research areas and interdisciplinary collaboration could enrich participants' academic portfolios. As the program continues to grow, its scalable model can inspire a larger cohort of aspiring scholars across Africa and beyond, amplifying its impact on research capacity-building.



TYIL Podcast



THE **FUTURE OF LEADERSHIP**



Showing TYIL's major podcast for 2024.



TYIL Newsletters

Search Mailchimp

All campaigns

Campaign	Sent	To	Open Rate	Click Rate
The Future of Leadership Podcast and Exclusive Leadership Courses! ✉ Regular email - Legacy builder Last edited Mon August 19, 2024 8:32 am by Israel Oyedare	Mon August 19, 2024 8:32 am	Gibbor Youth Foundat... 348 recipients	27.4%	2.3%
Exciting News from TYIL – Happy New Month and a New Lead Smart Project! ✉ Regular email - Legacy builder Last edited Mon August 5, 2024 8:03 am by Israel Oyedare	Mon August 5, 2024 8:03 am	Gibbor Youth Foundat... 349 recipients	27.8%	0.3%
Celebrating Our TYIL Fellows: Scaling Up Leadership Across Africa! ✉ Regular email - Legacy builder Last edited Mon July 22, 2024 9:03 am by Israel Oyedare	Mon July 22, 2024 9:03 am	Gibbor Youth Foundat... 349 recipients	29.5%	0.6%
Effective Leadership for Small Teams ✉ Regular email - Legacy builder Last edited Mon July 15, 2024 8:47 am by Israel Oyedare	Mon July 15, 2024 8:47 am	Gibbor Youth Foundat... 349 recipients	31.2%	0.9%
TYIL Partnership: Apply for the Soft Skills Training 9th Edition by KFSDI ✉ Regular email - Legacy builder Last edited Wed June 19, 2024 8:07 am by Israel Oyedare	Wed June 19, 2024 8:07 am	Gibbor Youth Foundat... 352 recipients	40.3%	9.4%
Congratulations, and Welcome to TYIL Fellowship '24 ✉ Regular email - Legacy builder Last edited Fri May 24, 2024 3:18 pm by Israel Oyedare	Fri May 24, 2024 3:18 pm	Gibbor Youth Foundat... Tags: TYIL FELLOWS 2... 35 recipients	82.9%	80.0%

A snippet of TYIL's campaigns.

Brief Description

The TYIL Newsletter 2024 has been instrumental in engaging the community and promoting leadership development. Key highlights include:

- Content: Leadership insights, updates on the LeadSmart Project, and partnerships, including the podcast The Future of Leadership.
- Resources: Free online leadership courses and interactive sections to foster learning and collaboration.
- Impact: Expanded reach and positive engagement, inspiring youth leaders across Africa.

Planned improvements include more grassroots stories, interactive features, and regular updates on TYIL's impact. The newsletter continues to strengthen community connections and advance TYIL's mission.



Program Timeline for Year 2025

Programs	Target Audience	Timelines
YALS Program	Post-Secondary Youth	March-April 2025
TYIL Fellowship	Post-Secondary Youth	June-July 2025
LeadSmart, Tanzania	Secondary School Youth	March-May 2025
LeadSmart, Nigeria	Secondary School Youth	March-May 2025
LeadSmart, The Gambia	Secondary School Youth	August-October 2025
Climate Awareness Project	Secondary School Youth	August-October 2025

5-Year Goal (2025-2030)

We aim to build leadership development centres for secondary school students in Nigeria and The Gambia by 2030. The goal of this centre will be to empower, mentor, and educate youth and prepare them for impactful leadership roles in business, governance, social enterprises, and non-governmental organizations. For 2025, we are raising the sum of \$15,000 (fifteen thousand dollars) to purchase the spaces where these centres will be located and begin foundational building. Don't hesitate to get in touch with us via tyilcommunity@gmail.com to donate to this cause.



7, Otunba Abejo Street,

Ipaja, Lagos, Nigeria

Tel: +(234) 8162012505

Email: tyilcommunity@gmail.com

Website: <https://tyil.org.ng/>

Publication Name: 2024 TYIL Africa Annual Report

Publication Number: Impact/01/2024

Developed by: Communications Lead