



SCHOOL HEALTH AND WELLNESS PROGRAMME

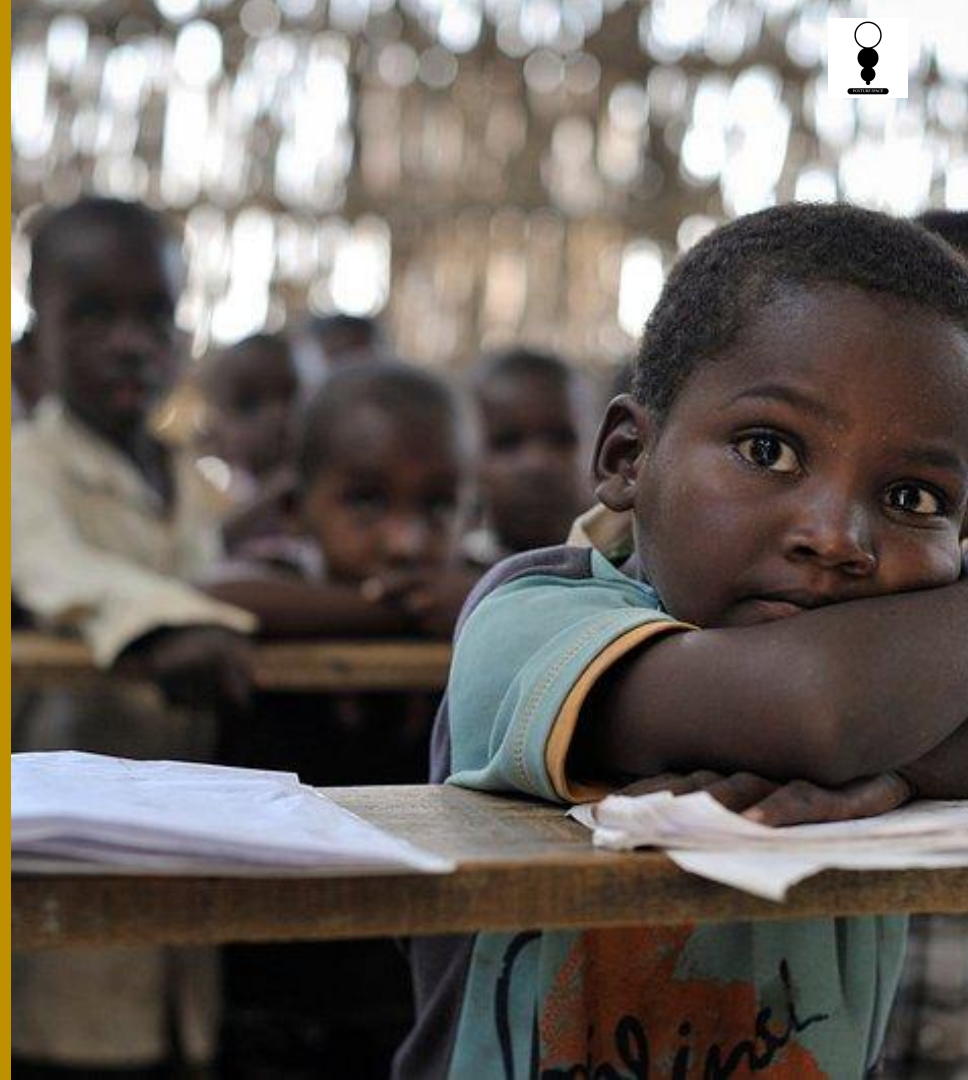
CAPACITY BUILDING OF MASTER TRAINERS

Program Business Case

Posture Space
9th June

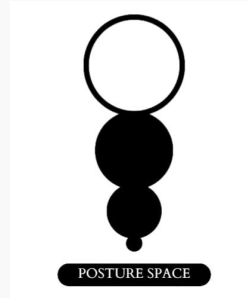
INSPIRED TEACHERS INSPIRE CHILDREN

This presentation is a call to action for teachers health
and wellness development intervention.



OUR MISSION

To enhance well-being of Nigerians, by delivering personalized, holistic wellness solutions that foster physical and mental health, while promoting sustainable practices for a healthier society



We are set to promote the wellness agenda worldwide by providing research-based resources and certified practitioners for individuals, school and organisation in Nigeria.

EXECUTIVE SUMMARY



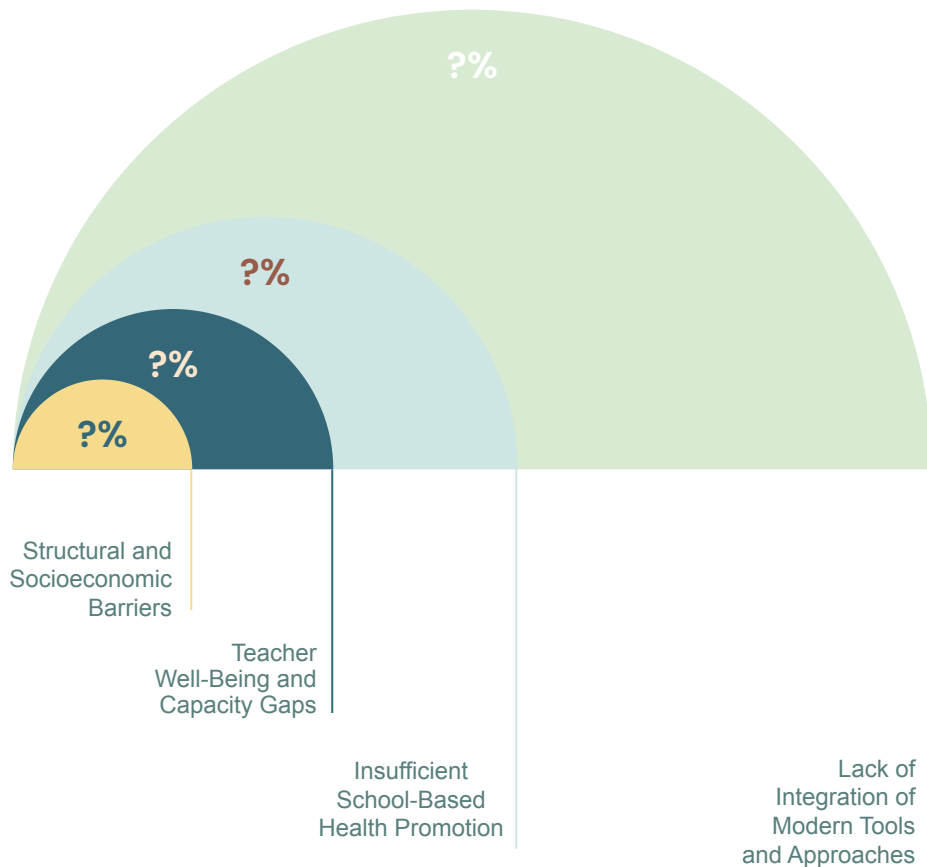
The health and wellness of teachers are fundamental to the success and well-being of the students they instruct. In Nigeria, where adolescents face a host of challenges including poverty, addictions, malnutrition, cultism, limited access to health information, and mental health issues, the role of teachers as both educators and role models is especially critical. Recent research and international best practices, such as the School Health and Wellness Programme (SHWP) implemented in India, demonstrate that empowering teachers through targeted wellness initiatives can have transformative effect on the entire educational ecosystem.

Activities such as financial education, emotional intelligence training, stress management, work-life balance, AI integration, and process optimization are essential components of a holistic teacher wellness program. The positive effects of these interventions extend directly to students. Adolescents taught by healthy, well-supported teachers benefit from a stable and encouraging learning environment. Such environments are proven to enhance academic performance, emotional resilience, and social skills. Teachers who model healthy behaviors and coping strategies also inspire their students to adopt similar habits, contributing to the overall well-being of the next generation.

In summary, investing in the health and wellness of Nigerian teachers through comprehensive, multi-faceted programs is a strategic imperative. This approach is essential for building a resilient, healthy, and educated youth population capable of driving Nigeria's sustainable development.






PROBLEM STATEMENT

Despite the recognized importance of adolescent health and the pivotal role of teachers, Nigeria faces a dual challenge: adolescence are not receiving the comprehensive health education and psychosocial support they need, and teachers are not adequately empowered or supported to deliver these services. This results in persistent poor health outcomes, social bullying, high rates of cultism and school dropout and limited life opportunities for Nigerian youth, especially in disadvantaged regions. Without targeted interventions to enhance teacher health, wellness, and capacity, the cycle of poor adolescent well-being will continue, undermining national development goals.



GAP ANALYSIS



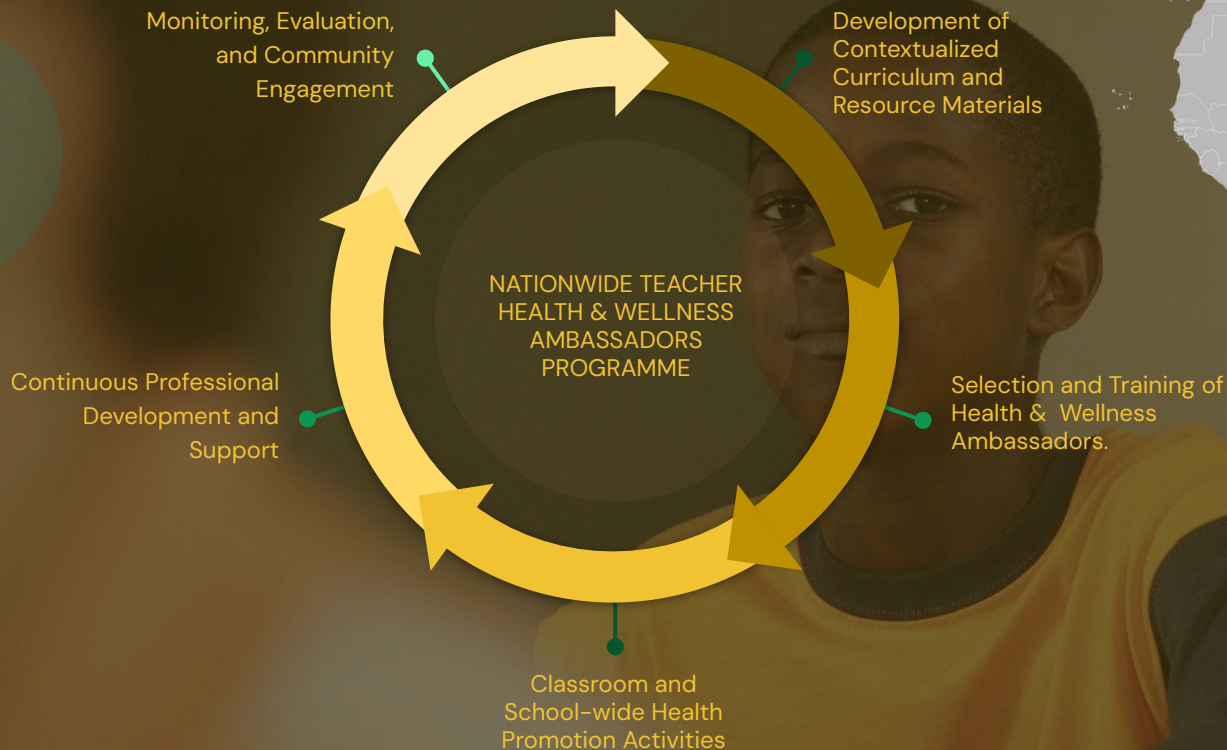
| | <u>Current Status</u> | <u>Desired Status</u> |
|---|--|---|
|  | Financial Education Limited financial literacy among teachers; high financial stress and insecurity. | Teachers are financially literate, stable and able to plan/manage personal finances effectively |
|  | Emotional Intelligence Few teachers receive formal EI training; limited ability to manage emotions or support students emotional needs | Teachers are trained in EI, able to manage emotions, and foster emotionally safe classrooms. |
|  | School Health Programmes Few schools have structured health and wellness programs; limited teacher involvement in student health promotion | All schools implement structured health and wellness programmes with active teacher/student wellness ambassadors. |
|  | Work-Life Balance Heavy workloads, long hours, and administrative burdens; poor work-life balance | Reasonable workloads, institutional support for work-life balance, and flexible policies. |
|  | AI Integration Minimal use of AI or digital tools in teaching and administration, especially outside urban centers. | Teachers proficient in AI and digital tools; AI used to personalize learning and streamline tasks. |



SOLUTION OPTIONS

| SOLUTIONS | FINANCIAL ANALYSIS | PROS | CONS | OUTCOME |
|--|---|---|---|---|
| NATIONWIDE TEACHER HEALTH & WELLNESS AMBASSADORS PROGRAMME | <ul style="list-style-type: none"> Initial Costs – Moderate Includes development of training curriculum, nationwide “train-the-trainer” workshops, training materials, and stipends for ambassadors | <ul style="list-style-type: none"> Empowers teachers directly, fostering peer learning Adaptable for regional needs and resource levels. Builds local ownership and sustainability. | <ul style="list-style-type: none"> Requires strong initial coordination and monitoring. Success depends on the selection and motivation of ambassadors Risk of uneven implementation if not well-supervised. | <ul style="list-style-type: none"> Enhanced classroom climate and student support. Measurable improvements in adolescent knowledge, behavior and resilience. Improved teacher’s well-being |
| REGIONAL TEACHER WELLNESS AND DIGITAL INNOVATION HUBS | <ul style="list-style-type: none"> Initial Costs – High Investment in physical hubs, digital infrastructure, and regional staff. Ongoing Cost– Moderate. Maintenance, ongoing training, and technology updates | <ul style="list-style-type: none"> Provides ongoing, in-person and virtual support. Foster peer networking Addresses regional disparities and context-specific needs. | <ul style="list-style-type: none"> High upfront investment; may be slow to launch Accessibility challenges for remote or rural teachers. Risk of underutilization if not well-publicized or supported | <ul style="list-style-type: none"> Regional improvements in teacher digital literacy and wellness. Stronger professional networks and innovation culture. |
| INTEGRATED SCHOOL HEALTH AND TEACHER SUPPORT POLICY | <ul style="list-style-type: none"> Initial Costs: Low to moderate. Policy development, advocacy and initial rollout. Ongoing Costs: Variable. Depends on government funding and enforcement. | <ul style="list-style-type: none"> Institutionalized teacher wellness as a national priority. Enables standardized monitoring and accountability Can leverage donor and government funding | <ul style="list-style-type: none"> Policy change and implementation can be slow Risk of weak enforcement or “paper policy” without real change Requires sustained advocacy and political will | <ul style="list-style-type: none"> System-wide improvements in teacher and student well-being Greater equity and consistency across regions. Potential for integration with broader education and health reforms |

KEY INITIATIVES



2 Wellness Ambassadors, 1 School



Inspired by SHWP

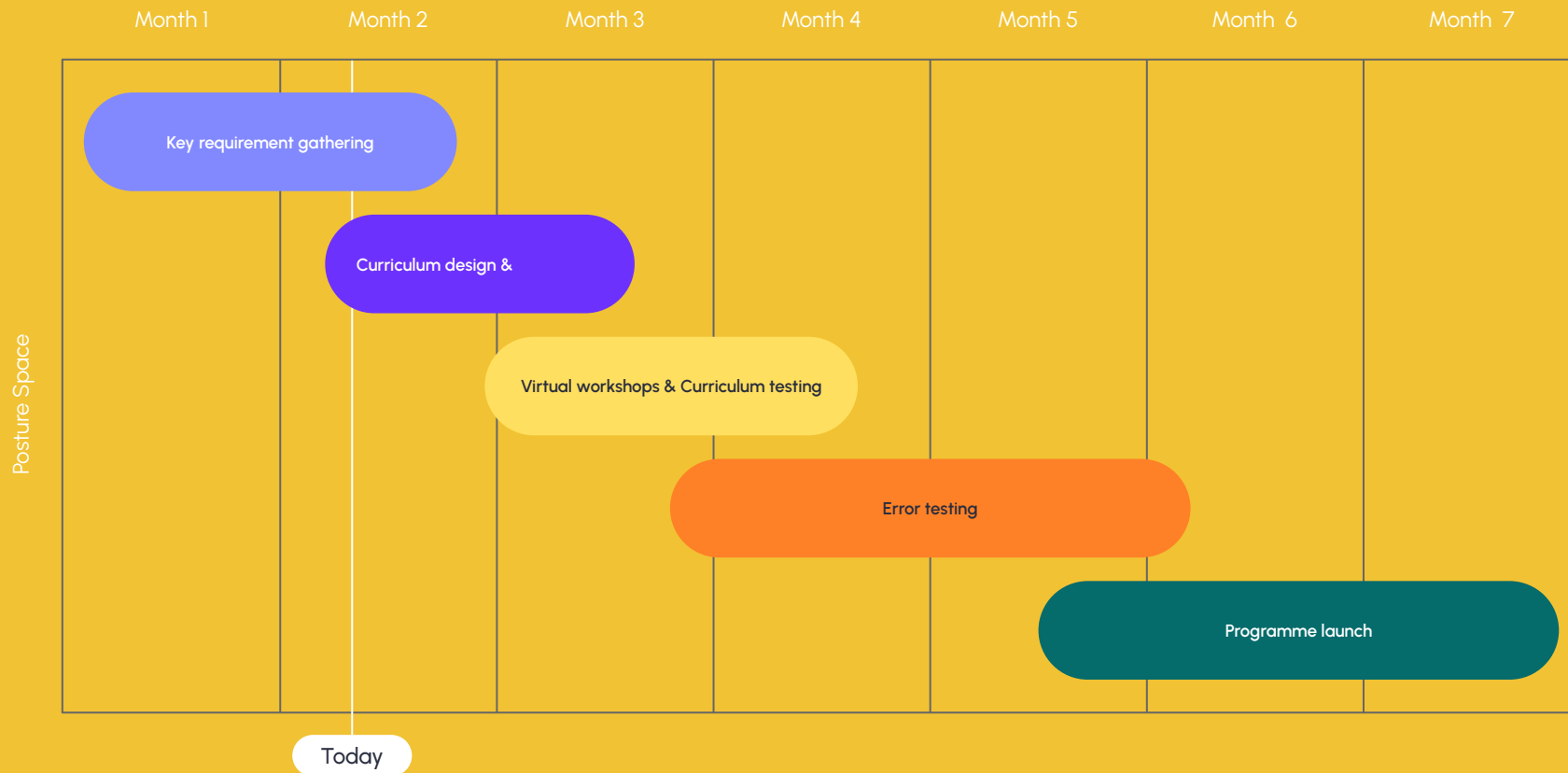
The “2 Ambassador Initiative” is a school-based strategy where two teachers in every school are selected and trained as Health & Wellness Ambassadors. This approach is inspired by the successful School Health and Wellness Programme (SHWP) implemented in India and is designed to systematically promote health, wellness, and life skills among adolescents through the school system

| RISK | LIKELIHOOD | IMPACT | STRATEGIC MITIGATION |
|---|------------|--------|--|
| INADEQUATE SELECTION OF MOTIVATION OF AMBASSADORS | Medium | High | Develop clear selection criteria, involving school leadership. |
| INSUFFICIENT OR INCONSISTENT TRAINING QUALITY | Medium | High | Use a cascade training model with master trainers; standardize, curriculum and conduct regular refresher session. |
| RESISTANCE TO CHANGE OR CULTURAL BARRIERS | Medium | Medium | Engage community leaders and parents, integrating local values and provide sensitization workshops. |
| LIMITED FUNDING OR RESOURCE CONSTRAINTS | Medium | High | Secure government, Private/International funding. Leverage existing infrastructures and prioritize cost-effective interventions. |
| OVERBURDENING TEACHERS (WORKLOAD STRESS) | Medium | Medium | Clearly define ambassador roles & provide time allowances or workload adjustments |
| POOR MONITORING AND EVALUATION | Medium | High | Establish robust M&E framework; use digital tools for reporting; conduct periodic review and feedback loops |
| TECHNOLOGY ACCESS AND DIGITAL LITERACY GAPS | Medium | Medium | Provide basic digital skills training; use blended (offline/online) learning; supply necessary equipment. |





Project Timeline



Expected Benefits



40%

Reduction in work-related stress and burnout

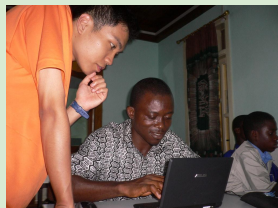
With structured wellness support, teachers report lower stress and higher job satisfaction.



50%

Increase in financial literacy and planning skills

Targeted training leads to measurable improvements in teachers' ability to manage finances



25%

Decrease in reported cases of bullying, violence and emotional distress in schools



40%

Improvement in students' knowledge of healthy behaviors

Health education sessions boost awareness and adoption of positive health practices.



35%

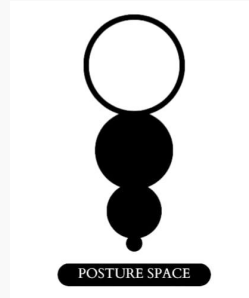
Increased community engagement

Ambassadors act as liaisons, leading to greater community participation and support.



End Note

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