




THE
DESTINY TRUST
EMPOWERING DESTINIES

IMPACT REPORT 2021

www.destinytrust.org



Year on year,
our commitment is to inspire
the children already left
behind to see hope again
and give them the power to
overcome the odds that
previously held them back

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Dear Partners,

2021 was like no other year in our nine years of working with children. Coming out of an uncertain year 2020 with its tremendous changes on the economy and social environment, we knew that the challenges of helping children in critical need was never going to be the same again. The economic outlook at the end of 2020 made it less logical to plan a significant spending for helping the needy relying on the generosity of individuals and businesses who are themselves hoping for a recovery from the pandemic.

While the times might be different, we are convinced that it is in tough times that children most urgently need our help. We kept a clear focus on our central goal of addressing education access and equity for homeless children and other young people at risk while providing our integrated care programmes required to make the education objective more sustainable. As ever, we continue to believe that our future depends on empowering today's children with education to improve their own lives and break the hold of poverty over their families. This multiplier effect on the family and community is critical to how we measure progress as an organization.

We started 2021 on a slippery slope as inflation spiraled out of control, making all our budget assumptions improbable especially for our sustained in-centre care programme which involves meeting children's everyday needs for food, shelter and healthcare. Interestingly, it was at this time that many more children and families were looking to us for help.

Time after time, you strengthen our belief in the power of community to make real change in the lives of the vulnerable and helpless. This sense of our shared humanity renews our hope of a better world for children.

We were overwhelmed by the show of love from ordinary people who stood with us during the year and made it an incredible one. The challenges of the time stretched our imagination and capacity to help more children. In these hard times, we opened two new residential learning centres, increasing our in-centre care capacity by a 100%. We also expanded the reach of our school enrolment and back-to-school support in four states and the FCT (Abuja), enabling 1000 children to enroll or reintegrate into school in 2021. 100% of the children who completed secondary school in 2021 passed certificate examinations with top grades.

Our Bridge Learning Centre, an alternative school for over-age out-of-school children also opened on October 1, 2021. The take-off of the Bridge Learning Centre means a lot to us, signifying our initial step in changing the face of education for the excluded class of over-age children in Nigeria. Ultimately, our hope is that we can generate the evidence required to support the advocacy for a nationwide adoption of accelerated basic education for children between 10-18 years of age who missed out on the whole or part of basic education.

2021 was no doubt an amazing year, but the best of the impact we can make together is yet to come. As we enter our tenth year, we are inspired to reimagine and rebuild for exponential impact, learning from our experiments in the past nine years. We thank you our friends for an amazing year. Time after time, you confirm our belief in the power of community to make real change in the lives of the vulnerable and helpless. This sense of our shared humanity renews our hope of a better world for children. Thank you for being our champion! All of us at The Destiny Trust wish you a prosperous 2022.

Abimbola Ojenike

Co-founder/Coordinator

OUR IMPACT

100%

of children who already finished secondary school at the beginning of 2021 gained admission into Nigeria's most reputable universities

100%

increase in in-centre capacity with the opening of two more residential learning centres.

100%

of children who finished secondary schools passed WASSCE/NECO Examination with top grades



1000

children were enrolled for the first time or supported to go back to school



79,650

meals served



159

children learnt coding and other digital skills



533

children taught by our teachers in adopted schools



76

scholarships for children in private schools/boarding schools for those who have no home



7

more communities reached

A COMMITMENT TO CHILDREN

We aim to give every child a chance at life; meeting their most critical needs for education, food, shelter, healthcare, guidance, empowerment, and raising valuable human capital for Africa from among children that the society has rejected.

OUR VISION

We envision a world where no child is held back from living a fulfilled life by the fact of where he or she was born. Our desire is to see them live, dream and thrive.

OUR MISSION

We are committed to one cause: enabling every child to be the best he or she can be regardless of where he or she was born. We give children at-risk a new start, nurture them and hold their hands into the future through our integrated initiatives which focus mainly on education, care and empowerment.

APPROACH

Our initiatives are designed to enable us come through for the children in areas where they need us most. While focusing on the goal of using education as a means of tangible empowerment, we run an extensive care programme which guarantees shelter, food, protection and all basic needs to categories of children who need a safe and stable home environment to benefit from the transformative potential of education.

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OUR SDG PRIORITY



THE GLOBAL GOALS



REACHING FARTHER FOR GREATER IMPACT

When we started out in January, we had a vision of what the year should look like for us and the children we support. We knew we had to reposition our work for increased support to children and families hurt by the uncertainties of the past year. The pandemic meant many parents had no menial jobs to do to survive, that many children had to go to bed hungry, that more kids had to go out of school and many families who lost their makeshift shacks to fire had to leave their slum communities in search of new homes. The reality was that in this year, more than ever, kids desperately needed a home to live, food to eat, and support to go back and stay in school. We responded by making our belief in their worth count for more.

We expanded the capacity of our alternative care homes to accommodate more children as we opened two new homes in Ibadan and Igbo Ora, Oyo state. This immediately increased our capacity to support in-centre care of children by 100%.

Our motivation was to give the children a shot at education by providing a safe and loving environment for them where they do not have to worry about their next meal or a roof over their heads.

100%

GROWTH IN THE CAPACITY OF
OUR IN-CENTRE CARE FACILITIES

**MEANS WE HAVE MORE
LOVING HOMES FOR MANY
MORE HOMELESS CHILDREN
AND YOUNG PEOPLE AT RISK**



IDERA CENTRE, IBADAN

REACHING FARTHER **FOR GREATER IMPACT**

While it will be our joy to be everywhere children need us, we know this is near impossible. We allow expansion to take its natural course. We study evidence of what works from our existing projects and look at how we can replicate that elsewhere. In the two new locations, we are replicating our full operations like what we do in Lagos. We bring the knowledge and experience of what we have tried in Lagos to get early traction in new places we expand to. We also carefully study the peculiarities of the new environment, the variations in the pattern of children's needs in the new environment and this helps us to know where we have to modify our approach.



ESTHER'S HARBOUR, IGBOORA



REACHING FARTHER

We geared up our September school enrolment and back-to-school drive with 1000 beneficiaries, an unprecedented 100% growth in our education access commitment. We also reached farther than Lagos. We had multiple outreaches in Lagos (Elegushi Waterfront, Ilesan, Bogije) Oyo (Ibadan, Igbo-ora and Igangan) Abuja (Kurudu), Taraba (Kpambo Nzurikwen and Kpambo Kwabu) and Kaduna with children receiving school items like bags, shoes, uniforms, exercise books, and other writing materials.

In states such as Taraba, Abuja and Kaduna where we do not have full physical presence, we collaborate with credible grassroots organizations who share our passion and values. They are supported by members of our volunteer community in the location. This way, we have an expanded reach without any serious capital outlay.

We worked with child care and development charity, Mummy Rahama Children Foundation in Kaduna and Marben Foundation in Taraba State. We celebrate the commitment of our project delivery partners.

100%

GROWTH IN THE REACH OF OUR SCHOOL ENROLMENT AND BACK-TO-SCHOOL SUPPORT

FROM LAGOS TO IBADAN, IGBOORA, IGANGAN, KURUDU, KADUNA AND KPAMBO, TARABA, OUR GOAL WAS TO PUT 1000 MORE CHILDREN BACK IN THE CLASSROOM IN 2021





GREATER IMPACT WITH STANBIC IBTC IT DEPARTMENT CSR



Stanbic IBTC Bank

A member of Standard Bank Group

In Oyo State, we supported 300 children with the collaboration of the good people at Stanbic IBTC IT Department. The opportunity to support more children in Oyo state was strategic as we establish physical presence in parts of Oyo State. The outreaches brought us closer to the children and helped us to appreciate various dimensions of the obstacles that stand in the way of education for low-income people in Oyo State as education remains the centerpiece for our integrated interventions in our care and empowerment projects.

We are happy to bring hope closer to our beneficiaries in the new communities where we work. Our intervention in the Ibarapa communities of Igangan and Igboora was also a timely relief for the children coming shortly after the carnage of herdsmen attack and the withdrawal of many children from school due to insecurity and loss of family earnings in these predominantly agrarian communities. The decision of Stanbic IBTC's IT Department CSR to support children specifically in Oyo State was therefore well-considered. We are grateful for this collaboration. The impact of our work is limited without the goodwill of individuals and organizations who share our commitment to make tomorrow better



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79,650

meals served to children
resident in our homes and in
communities.

**WE FIGHT HUNGER TO SUPPORT
THE EDUCATION OBJECTIVE.**

**"Our children's health and wellbeing
are dependent on our commitment
to promoting food access ..at home,
at school and in the community"**

ROD BLAGOJEVICH



DOING MORE WITH



INGRESSIVE FOR GOOD

Our Kids Tech Bootcamp for underrepresented children got a boost this year as we partnered IngressiveForGood. 159 children were admitted into the bootcamp for coding and digital skills training at 2 centres in Lagos and Ibadan





PRIORITIZING EDUCATION

Education remains the most potent tool for our children to escape transgenerational poverty. The long-term implications of keeping children out of school are dire for our society. By prioritizing education, we believe children can be equipped with the right information they need to improve their lives and gain access to social and economic inclusion. This is the surest way to reduce inequality and guarantee inclusive economic growth as more children and families are empowered to participate optimally in the economy.

Our philosophy of a functional education is an education rooted in real world learning where children can use their learning outcomes to address problems in their immediate society. We are able to achieve this by connecting every learning objective to their lived experience. We also take personal interest in individual child, identifying their learning gaps and personal strengths, and providing the right support to meet their specific needs.

We believe that total education is key, and it is about providing an integrated support that targets the overall growth and development of a child. It is about providing feeding and family supports because good care is central to efficient learning experience. It's about empowering the children with vocational and tech skills because the real test of learning is providing a clear pathway to self-discovery.

**OUR PHILOSOPHY OF A
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“

IF ALL SCHOOLS ARE STRUCTURED SAME WAY AS CONVENTIONAL SCHOOLS, THE GOAL OF EDUCATION FOR NIGERIA'S MILLIONS OF OUT-OF-SCHOOL CHILDREN WILL ALWAYS BE A MIRAGE. ACHIEVING THE GOAL OF EDUCATION FOR ALL REQUIRES A BRIDGE TO SCHOOL FOR OVER-AGE CHILDREN THAT ARE EXCLUDED FROM THE REGULAR SCHOOL SYSTEM

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**THE BRIDGE
LEARNING CENTRE**



EDUCATION FOR OVER-AGE OUT-OF-SCHOOL CHILDREN: OUR EXPERIMENT WITH BRIDGE LEARNING CENTRE

The generic reference to “out-of-school children” hides away the reality about various demographic levels of children missing out on school, the peculiarities of the circumstances that pose as barriers to school and what should be our tailored intervention to reach each excluded class of children. Our experience over almost a decade of working with housing insecure children and youths has been quite revealing on the staggering number of children 10-18 years who missed out on education or had their education disrupted because they are often displaced.

This phenomenon is challenging our thinking about planning education for disadvantaged children. It inspires the need for an alternative education model that delivers qualitative and functional education to children who have missed out on all or the most part of elementary education. Our adopted solution is an Accelerated Education model that prepares children for reintegration in the formal school system. Our experiment with different children at the personalized level has been very promising; with a coterie of children who went on to pass various levels of primary and secondary school certifications and get admitted for undergraduate degree programmes.

Bridging the Learning Gap for Late Starters

The conventional education system is structured with clear expectations of what a child should know at different learning levels. Toddlers are enrolled in day-care where they are been cared for and introduced to rhymes, pictures, colors, shapes, animals and as they grow they further learn the alphabets, numbers, etc. However, not all children are privileged to be a part of this system.

60%
OF CHILDREN WE PROFILE FOR
SCHOOL ENROLMENT AND
REINTEGRATION ARE ABOVE SCHOOL
ENROLMENT AGE OF 6 YEARS



OUR EXPERIMENT WITH BRIDGE LEARNING CENTRE

On the other side of life are children who do not see the inside of a classroom through their early years and housing insecure children who constantly drop out of school.

In our quest to reach out and give hope to as many as we can, we find these young ones as well, desperately yearning for a way out but how can these children who have never been to school fit into any class? What if they are placed in nursery class or an early primary class? At what age would they finally acquire the complete basic education, what provision does the regular school system have for them to see them through the basic education, what is the provision for sustenance, what assurance do we have for a zero dropout rate?





OUR EXPERIMENT WITH BRIDGE LEARNING CENTRE

We are exploring an answer to these questions through the Accelerated Education Programme at the Bridge Learning Centre. Accelerated Education provides education at a faster pace putting various factors into consideration such as learners maturity and availability of learning technologies amongst others.

Having this in mind, The Bridge Learning Centre was created solely for this category of children. We see the world of difference needing a learning bridge to serve as a crossing for those who were left behind to where they ought to be. We believe that "It is never too late to be what you might have been."





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**BY INCORPORATING
TECHNOLOGY INTO EVERY
DAY IN THE CLASSROOM,
WE MAKE LEARNING FUN
AND INTERACTIVE.**

Great prospects for educating the over-age child.

The intriguing questions here are numerous. Is there any possibility of effectively educating an overaged child? How fast does the average child learn? How can learning be sufficiently inclusive and personalized in a process that also aims to accelerate? Is mother-tongue to English Language transition the best for over-age learners who can't relate yet with basic education concepts? How should the transition occur and at what point?


Our experience so far in the pilot shows that the problems are not as complex as academic literature would suggest. Everyday, children show the possibilities and lead us in the direction of a practical answer. We are being attentive to them to understand how children prefer to learn.

The model adopted for teaching the over-age child is not fundamentally different from what the ideal teaching model should be.

By incorporating technology into every day in the classroom, we make learning fun and interactive. We create a learning environment that assures them that everyone is special, every individual child's existing knowledge counts. Our teachers know that 'To teach children effectively, you must touch their hearts long before you begin to teach their mind' They learn from the children as much as the learn from them. It is not a teacher-student environment, rather we all are teachers and we all are students.

In the coming year, our hope is to expand our ideas and share evidence-based research from our work to support advocacy for a nationwide adoption of acceleration education. We are also starting a catch up programme for children who are already in school who have not attained the grade-level competence for their present classes.





Every child has a unique story, that element which makes them great. We help them find it.

TWO STORIES, ONE DESTINY

Olamide and Amina found hope

The initial bright smile of the afternoon sun was waning now. In hurried feet and hasty tones, our focus was on receiving guests for the Bridge Learning Center opening ceremony. But away from the mild chaos, a lone figure stood at the gate, with a longing, admiring face. She wanted to be part of history but she wasn't part of the day's plan.

Her name is Olamide.

Our Co-founder, Kemi, spotted Olamide from a distance and called to ask if she was waiting to see someone. Olamide walked closer looking down. She said she came because she heard that older children who are not going to school were being put in school. Olamide wanted to be enrolled at the Bridge Learning Centre but we had closed the selection of beneficiaries for the pilot phase. Our intention was to admit 20 children, but we had already exceeded the number by 14.

Seeing Olamide, we felt she was the one we had been waiting for. We decided to give her a chance and she became the 35th enrollee. We handed her the BLC hoodie and the scissors and said, "Olamide, you are the special guest of honour at our opening ceremony. We've done all this for you and you are wanted here". We asked her if she knew what to say in opening a project. She said she could say it in Yoruba. She was given a branded hoodie made for children admitted into the Bridge Learning Centre. She was also handed a scissor. She didn't know what was happening. In a shaky voice, while taking in the surrealness of the moment, Olamide cut the ribbon to officially open the Bridge Learning Centre. Her story is the vision of the Bridge Learning Centre.

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Fleeing insecurity in the north after the death of her father, Amina's family came to Lagos in search of peace and a new beginning. But the reality of the Lagos dream is often far from the experience of people like Amina.

Amina, with her siblings and widow mother had no roof over their heads anywhere in Lagos. They sleep wherever off Admiralty Way, Lekki at night. A mai guard's proposal to marry Amina as the oldest daughter offered hope of rent of a room of "block house" at a slum in Jakande backyard. It was an offer they couldn't resist. They stopped Amina from resuming to her new school, for JSS 1, at the beginning of the session because she wouldn't agree to marry. She is 13 years old. Instead, Amina held on to her dream of going to school.

Seeing other children go to school while she was on the streets, Amina saw her hope of going to school, of becoming a lawyer fade away. Her interest is in fighting injustices that culturally held back girls and women. She is herself now a victim, and her dream was far flung.

Amina lost her father to Boko Haram. Amina lost her home to insurgency. Amina was about to lose her dream of becoming a lawyer to forced early marriage. She contemplated suicide as the wedding day got closer.

A Lagos Family Court came to her rescue as we pleaded her case. Amina has a new home away from the streets and the forced matrimony that was her nightmare.

.....

There are uncountable Aminas and Olamides scattered across our communities. Each child crying desperately to be heard, to be saved from a bleak and dark future. Each time we connect with that one child whose heart roars for help, we transcend hope. We see that light wrapped in darkness and we never let it die.

NOTES FROM AN OBSERVER

*Fortunate Kelechi Ekwuruke

Amidst an especially challenging year laden with uncertainty because of the ongoing global pandemic, The Destiny Trust has shown that their commitment to serving underprivileged children and communities goes beyond convenience. The organization has not only continued their operations but has managed to reach more children and families through school enrollment, feeding initiatives, and new care centers in Oyo state that enable them to give more children the home they need and deserve. They have also expanded the nature of their services with the newly established Bridge Learning Center, a program that is essential given the educational issues that many homeless and housing insecure children face that prevent them from pursuing their education on the normative track. The introduction of an accelerated learning program shows that the Destiny Trust pays attention to the most marginalized of children, ones that cannot assimilate into formal learning systems, and works to ensure that they are not left behind.

Aside from the work that is done for the children and the community, The Destiny Trust has also exhibited a niche for attracting staff and volunteers with extraordinary commitment and dedication to the mission of the organization. From the staff that work daily with the children across the three care centers in Bogije, Ibadan, and Igbo-Ora, to the coordinators of the Bridge Learning Center, and the management team, and the volunteers that take their time to go for outreach in various slum communities, everyone operates as if the vision is their own. The culture of sacrificial care is prevalent at all levels of the organization, and it is one of the main things that the children mention when asked about their experience with The Destiny Trust.

However, as is common with most nonprofit organizations, staff retention remains a challenge that the Destiny Trust continues to navigate; nevertheless, even when staff are unable to stay, it is not uncommon for them to remain in communication with the children and even visit from time to time, further emphasizing the pervasiveness of the culture of care.

One of the best aspects of the Destiny Trust is that the impact that the organization is having on children and their families is clearly visible. Many of the children that have been in the home care facility for years have improved academically, emotionally, and socially. They have also acquired skills ranging from musical instruments to coding and fashion design. These are children from the streets that may have most likely grown to be a menace to society because of circumstance, who now have the opportunity to change the narrative about themselves and even give hope to other children. Many of these children also accompany the staff and volunteers during the outreach missions, going back to the same slum communities they are from to give out food and encourage the children to go to school. There is nothing more fulfilling than watching a child who once believed that life had nothing to offer them because of their circumstances now be so full of hope and anticipation for life because a group of people decided to put their resources together to make a change in their world.

*Kelechi is a PhD candidate at Northwestern University. Her research interest is on issues in the intersection of education, homelessness and nonprofit management. She served as a live-in intern at The Destiny Trust in 2019 and 2021

A close-up, slightly blurred portrait of a young girl with dark skin and hair, smiling broadly. Her eyes are partially closed in a joyful expression. The background is a soft, out-of-focus green, suggesting an outdoor setting. The overall tone is warm and positive.

WE HAVE YET TO REACH OUR FULL POTENTIAL

We celebrate the stories of change you write with us every year but our best is yet to come. We are excited by the opportunity every year to make an even greater impact with you.

Let's do more!

2022: Our 10th Year

REIMAGE. REBUILD. IMPACT

We are excited about 2022. The year also marks our 10th year of working with disadvantaged children and families. While continuing our work of educating, empowering and caring for children with renewed energy and innovation, we consider this an important opportunity to refocus the vision and dream boldly of exponential impact; greater than we have conceived at any time before in our work.

We also acknowledge that delivering more qualitative, relevant and expansive solutions to the problems we have engaged with in the past nine years would require changes at different levels of our structure as well as a strategy rejig.

We are actively re-evaluating the past nine years, taking feedback from the children and other stakeholders in our work to see what we can do differently. We are committed to becoming better, doing better and doing more for the future of the Nigerian child. In all, our abiding commitment is to enable every child be their best.

Our approach might differ from time to time to ensure we deliver solutions that are relevant, but our vision of a world where no child is held back from living a fulfilled life will always remain unchanged. We appreciate your interest and support in the past years and look forward to a more impactful year with you.

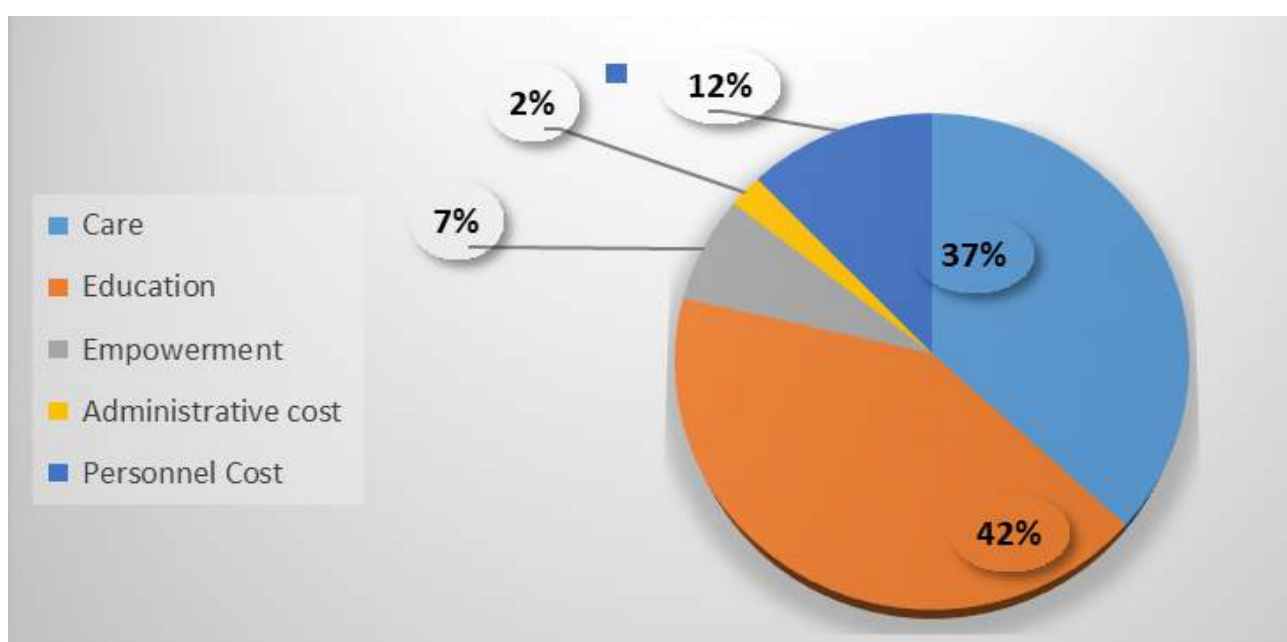
2022 GOALS

PROJECTS	DETAILS
School Enrolment and Back-to-School Support	Enroll or support 10,000 children to go to school in 2022 across Nigeria's 6 geographical zones
Expanding capacity for our Lagos Home by 100%	Expand in-centre care capacity in Lagos by establishing a new home for 50 more children in current location
2 Multi-media Learning Spaces in underserved public schools	Each learning space will provide children with access to facilities to acquire STEAM (Science Technology Engineering Arts and Mathematics) skills.
Bridge Learning Centre	Tuition-free education to 100 over-age children at the Bridge Learning Centre
Feed, shelter and care for 120 children in 4 Children Centres	Provide comprehensive care services to children in our 3 residential learning centres and others newly admitted into a new home.
Teach 500 children digital and arts skills at the Kids Innovation Hub	Organise in-school and afterschool training to equip underrepresented children with technology and arts skills such as coding, animation, robotics, digital arts etc
500-capacity Purpose-built residential school and vocational centre	Acquire a permanent site in Lagos and commence the construction of a residential school and skills acquisition centre for homeless children in Lagos

FINANCIALS

THE DESTINY TRUST CHILDREN FOUNDATION
EXPENSE SUMMARY FOR THE YEAR 2021

EXPENSE SUMMARY

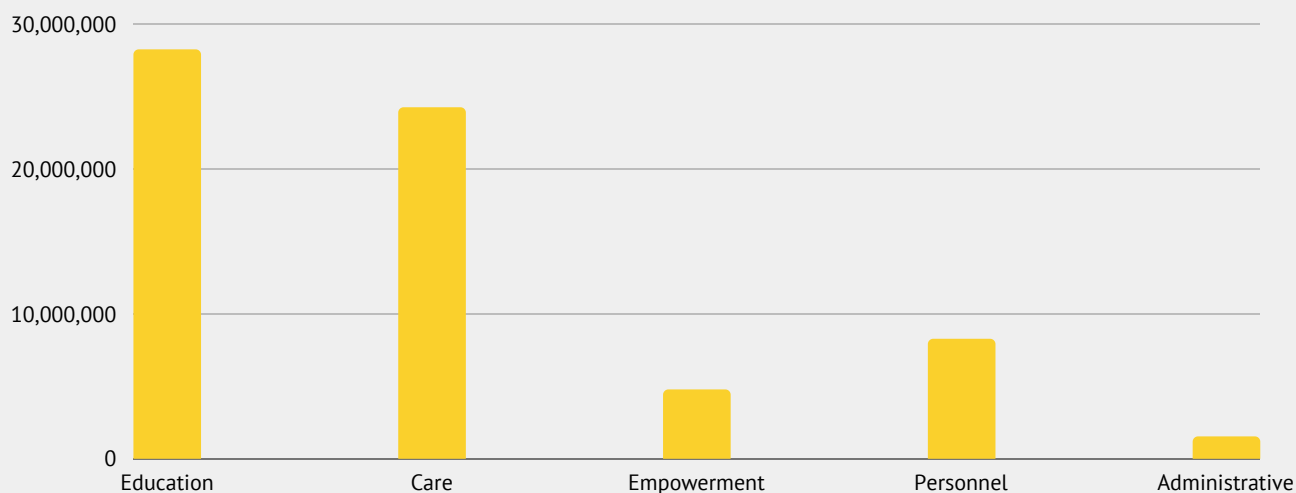


***Unaudited Financials as at December 2021 as prepared by Management.
The Audited Financial Statements are published in the Q1 of every year**

EXPENSES	AMOUNT (N)
CARE	24,882,705
EDUCATION	28,217,542
EMPOWERMENT	4,727,520
ADMINISTRATIVE	1,481,910
PERSONNEL	8,225,319
TOTAL	67,563,996

FINANCIALS

THE DESTINY TRUST CHILDREN FOUNDATION EXPENSE SUMMARY FOR THE YEAR 2021



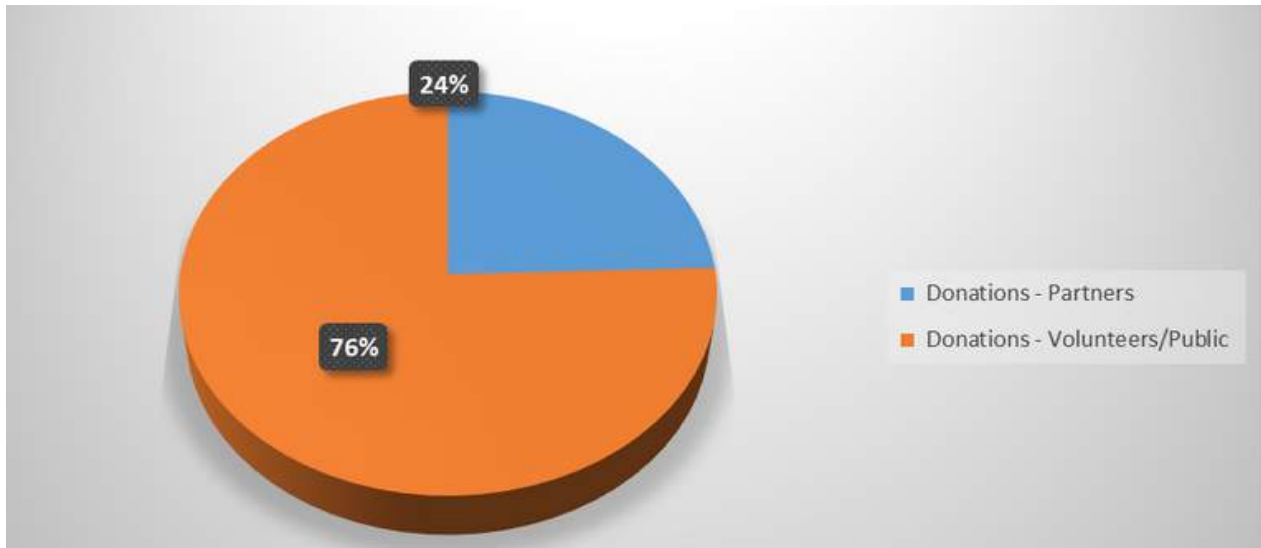
NOTES:

EXPENSES

- Care:** This represents amount spent on the welfare of resident and non-resident children and establishing a new residential learning centre in Ibadan and Igbo-ora. Care expenses specifically include: feeding (the purchase of bi-weekly food items and supplies for resident children), clothing, purchase of drugs/hospital bills, payment of rent of the home, school fees/supplies support and meal support for families of non-resident children and amount incurred on repairs and maintenance of the home.
- Personnel Costs:** This comprises the salaries paid to full time care staff (House Managers, House Keepers, Security Guards) and Teachers (such as Coding Instructors, in-house teachers etc.). Also, this covers amount spent on salary for PTA Teachers in an adopted public school, Lagos Model School, Marwa, Lekki.
- Empowerment:** This represents the cost incurred for the summer boot camp, and other administrative costs incurred on KIH (Kids Innovation Hub) activities.
- Education:** This comprises amount spent on school fees across 3 centers for both resident and non-resident children. It also includes other school related expenses such as pocket money, common entrance fees, purchase of books, stationery, and other school needs. This also includes expenses incurred in setting up the Bridge Learning Centre, and the boot camp across 2 centers.
- Administrative Cost:** This includes amount spent on transportation for official duties (this includes taking children to and from boarding schools within and outside Lagos), G-suite email subscription, transportation of children to court continuing supervision, expenses for filing court affidavits/police extract, printings etc.

FINANCIALS

INCOME



INCOME	AMOUNT (N)
DONATIONS-PARTNERS	17,169,520
DONATIONS- VOLUNTEERS/PUBLIC	52,947,801
TOTAL	70,117,321

1. Donations- Volunteers/Public

This represents the total cash donation into the foundation's account by founders, management team members/volunteers and the public. It also includes in-kind donations such as food items, toiletries, groceries and clothing items from visitors to the home.

2. Donations- Partners

This represents donations in cash and school fees payment received from Covenant Nation, Subomi Plumptre Trust, Stanbic IBTC IT Department, Ingressive for Good, Gamaliel and Susan Onosode Foundation, Ecclesia Hills, Skymark Partners, Slingstone LP, James Cubbit, Divine Scholars School and etc



76%

**of The Destiny Trust's
funding in 2021 was
contributed by
individual donors**

**We take great pride in the
trust the public has in us to
use the resources provided
for the intended impact. We
hold ourselves accountable
to both our donors and the
people we serve**

THANK YOU

We thank the amazing individuals and organizations who keep giving to create a better future for the Nigerian child. Your commitment makes the difference



ACKNOWLEDGEMENTS

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Abimbola Ojenike

WE THANK YOU
FOR YOUR CONTINUED SUPPORT