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Prepared by:
GIEVA Jos Region

GIEVA's Football-For-Learning Project Report

2026

GIEVA's 20th Year Anniversary Impact Project

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www.gieva.org

contact@gieva.org

Executive Summary

The Global Integrated Education Volunteers Association (GIEVA), through its 20th Anniversary Impact Project, conducted a two-day educational intervention at Government Primary School Ekan Chwelnyap. The initiative aimed to strengthen teaching and learning by providing essential educational materials, encouraging pupils' participation in sports, and enhancing teachers' capacity to deliver engaging and enjoyable classroom instruction. It reflects GIEVA's commitment to expanding access to quality education and fostering supportive learning environments, particularly in schools with limited educational resources.

As part of the intervention, GIEVA distributed four whiteboards, 240 exercise books (20 dozen), four whiteboard dusters, four packets of whiteboard markers, one first aid box, 16 football jerseys, 16 pairs of football shoes, one football, one pair of goalpost nets, and two linesmen flags. These resources were provided to improve classroom activities, support pupils' involvement in sports, and contribute to a more enriching school experience.

The intervention also marked the inauguration of our Junior CHOICES (Football-for-learning) Club in the school, with two matrons and two patrons appointed to guide its activities. Through a football-for-learning approach, the Club will use pupils' interest in football as a platform for developing basic literacy, numeracy, and leadership skills. This approach is intended to make learning more engaging, interactive, and enjoyable while encouraging pupils to develop important academic and life skills.

The project aimed to:

1. Promote pupils' physical development, teamwork, sportsmanship, and social interaction through football.
2. Improve access to essential teaching and learning materials in the school.
3. Equip teachers with practical strategies for making classroom learning engaging, interactive, and enjoyable through edutainment.
4. Encourage school-level participation in the Junior CHOICES (Football-for-learning) Club by inducting teachers to serve as patrons and matrons.
5. Strengthen collaboration between GIEVA and the school in promoting quality education.

Project Activities

1

Day One featured a friendly inaugural match between Primary 6 and Primary 5 classes to launch the Football-for-Learning Club in the School. Beyond its recreational value, the football activity demonstrated sport's potential as an educational tool to promote pupils' engagement, social development, and positive relationships within the school community.



2



The second day focused on professional development for teachers through a training session on edutainment, an educational approach that combines education and entertainment to make learning more engaging, interactive, and enjoyable.

A total of 10 teachers participated in the training. The session emphasized the importance of moving beyond exclusively conventional teaching methods and incorporating creative, participatory, and learner-centred strategies into classroom instruction.

The training introduced the value of making lessons enjoyable while maintaining clear educational objectives. Edutainment can help teachers stimulate pupils' interest, encourage active participation, and make abstract or challenging concepts easier to understand when appropriately integrated into lesson delivery.

The session also provided an opportunity to promote the use of creative learning activities that respond to pupils' interests and learning needs.

3



Following the sporting activity, GIEVA donated essential teaching and learning materials to the school. The donated items were intended to support classroom instruction, improve access to learning resources, and contribute to a safer school environment.

Reaching Our Goals and Changing Lives

KEY ACHIEVEMENTS AND OUTPUTS



- The project delivered two days of educational intervention at Government Primary School Ekan Chwelnyap.
- One football match organised between Primary Five and Primary Six pupils.
- 240 exercise books donated to support pupils' learning.
- Four whiteboards provided to strengthen classroom teaching.
- Four whiteboard dusters and four packets of whiteboard markers donated as complementary classroom resources.
- One school first aid box provided to support basic first-aid preparedness.
- Ten teachers participated in the edutainment strategy training.
- Four teachers were inducted as patrons and matrons of the Football-for-learning Club.
- Positive teacher engagement, demonstrated by the teachers' enthusiasm about participating in the club initiative.



ITEMS DONATED



S/N	Item	Quantity
1	Whiteboards	4
2	Exercise books	20 dozens (240 books)
3	Whiteboard dusters	4
4	Packets of whiteboard markers	4
5	School first aid box	1
6	Complete Football Jerseys and Kits	16
7	Goal post Net	1 Pair
8	Football shoes	16 Pairs
9	Ball	1
10	Flags for linesmen	2

Key Inferences



1. Sports can serve as an entry point for learning: Pupils' interest in football presents an opportunity to introduce educational activities in a familiar and engaging setting.

2. The demographics of pupils in public primary schools, particularly in Northern Nigeria, are characterised by diverse socioeconomic backgrounds, high levels of poverty, limited access to educational resources, and varying levels of literacy support at home. Many pupils come from low-income households and communities where access to quality educational facilities, learning materials, and digital resources may be limited. These circumstances can affect school attendance, learning participation, and academic development, highlighting the need for inclusive, accessible, and engaging educational interventions that respond to the realities of the pupils and their communities.

3. Resource provision and capacity development are complementary: Supplying learning materials alongside teacher development and club establishment provides a more comprehensive approach to supporting the school.

5. The initiative has potential for replication: The combination of sports, literacy, numeracy, and leadership activities offers a model that could be adapted for other primary schools, subject to implementation experience and evaluation.

The GIEVA 20th Anniversary Impact Project demonstrates the importance of taking practical steps to address educational needs at the community level. While the provision of learning materials and sports equipment addresses immediate school needs, the establishment of the Junior CHOICES Club creates an opportunity to sustain engagement through football-based learning activities. This initiative reinforces the belief that every child deserves access to an inclusive, supportive, and stimulating learning environment, regardless of their background or circumstances. It also motivates GIEVA to continue developing innovative, community-driven approaches that make learning more accessible, enjoyable, and meaningful for children.



Stay tuned for our Series of Report, featuring Football-for-learning Club activities, mini projects, Football matches and Tournaments, and Collaborations with key stakeholders.



Challenges and Lessons Learnt

The implementation of the GIEVA 20th Anniversary Impact Project highlighted some important considerations for planning and delivering inclusive school-based interventions. These include:

1. Limited Resources to Accommodate More Pupils: The available educational materials and sporting equipment were limited in relation to the potential number of pupils who could benefit from the intervention. This highlighted the need for increased resource mobilisation to provide adequate materials and equipment that can serve a larger proportion of the school population.
2. Inclusion of More Girls in Sporting Activities: There is a need to deliberately encourage and facilitate girls' participation in football-for-learning activities. Thus, the club that is set up would incorporate strategies that provide girls with equal opportunities to participate, take leadership roles, and benefit from the educational and recreational components of the programme.
3. The power of sport was seen in the excitement displayed by the children as they participated in the football activities and were met with so much enthusiasm by all of them. We can tap into this power and interest, using sport to shape their character, develop and identify their talents, and support their academic growth.



Plans for the Future

1. Sustain the Junior CHOICES Club: Support the regular implementation of club activities through the involvement of the appointed teacher patrons and matrons.

2. Implement football-for-learning activities: Organise structured sessions that integrate football with literacy, numeracy, communication, teamwork, and leadership development.

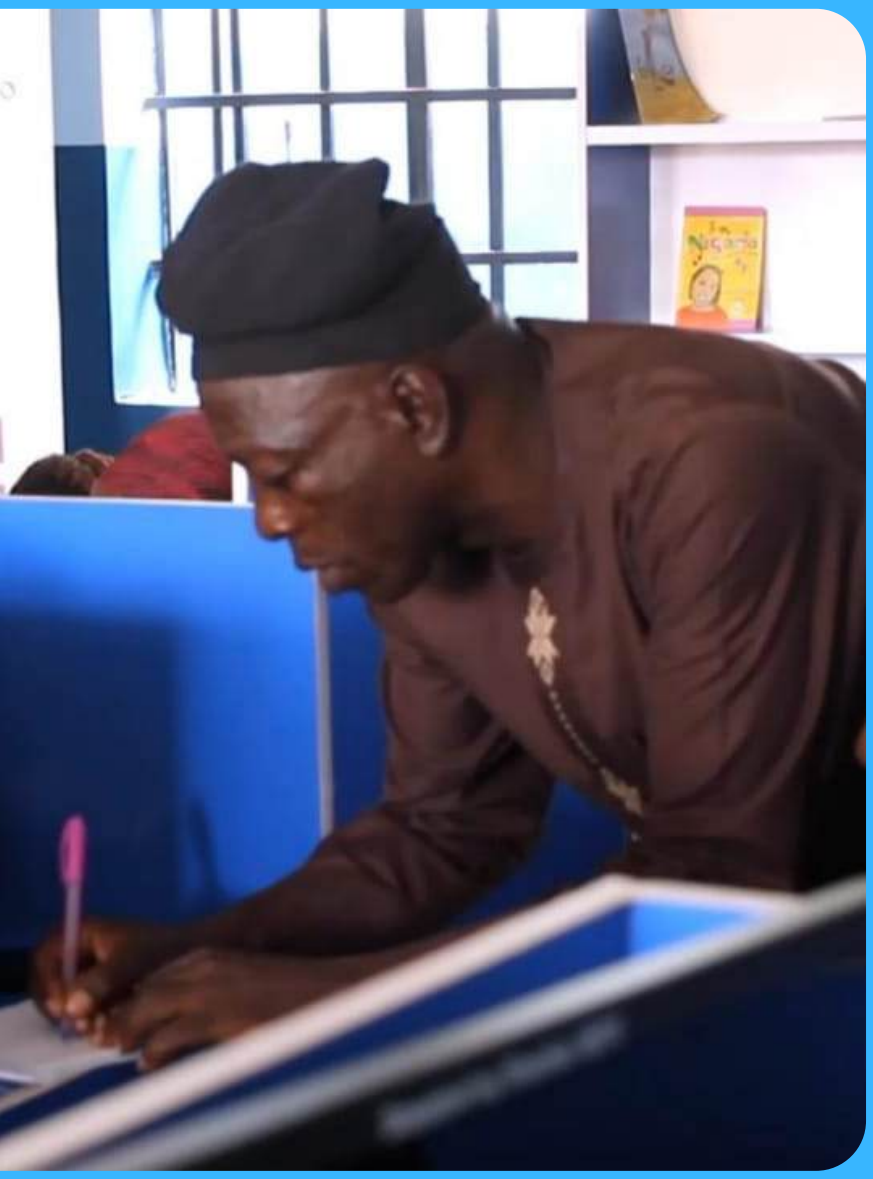
3. Strengthen teacher engagement: Provide continued guidance and learning resources to help the teacher patrons and matrons facilitate the Club's activities effectively.

4. Monitor pupils' participation and progress: Maintain records of attendance, participation, and performance in literacy and numeracy activities to track progress over time.

5. Assess the use of donated materials: Follow up with the school to determine how the donated educational and sporting materials are being utilised and identify any additional needs.

6. Explore opportunities for expansion: Document lessons from the implementation of the Junior CHOICES (Football-for-learning) Club and explore the possibility of adapting the football-for-learning model for other schools.

7. Maintain school-community collaboration: Engage the school management, teachers, parents, and relevant community stakeholders to encourage ownership and support for the initiative.



RECOMMENDATIONS

1. Strengthen school-based learning interventions: Educational programmes should incorporate practical, interactive, and play-based approaches that encourage pupils' participation and make learning more engaging.

2. Integrate sports with foundational learning: Schools and educational organisations should explore football-for-learning and similar approaches to reinforce literacy, numeracy, communication, and teamwork.

3. Prioritise essential learning resources: Targeted support should be provided to public primary schools to address gaps in basic teaching and learning materials.

4. Build teachers' capacity: Regular training and mentoring should be provided to teachers on innovative, inclusive, and learner-centred instructional methods.

5. Promote inclusive participation: Educational activities should accommodate pupils of different abilities and socioeconomic backgrounds, ensuring that girls and children with disabilities have equal opportunities to participate.





Conclusion

Through its 20th Anniversary Impact Project, GIEVA has established the Junior CHOICES (Football-for-Learning) Club at Government Primary School Ekan Chwelnyap, marking an important step towards integrating sports with foundational learning. The Club has two patrons and two matrons who will provide guidance and coordinate its activities within the school.

The Club is designed to use pupils' interest in football as a platform for engaging them in literacy, numeracy, teamwork, communication, and leadership activities. With the donated learning materials and sporting equipment, alongside the support of the appointed teachers, the initiative provides a foundation for sustained school-based engagement. The next phase will focus on commencing and maintaining regular Club activities, encouraging the participation of both boys and girls, and monitoring pupils' engagement and learning progress.

GIEVA will continue to engage with the school and document the Club's activities and progress. We invite our partners, stakeholders, and supporters to stay tuned for further updates as the Junior CHOICES Football-for-Learning Club takes shape and advances its activities.

Website
www.gieva.org

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