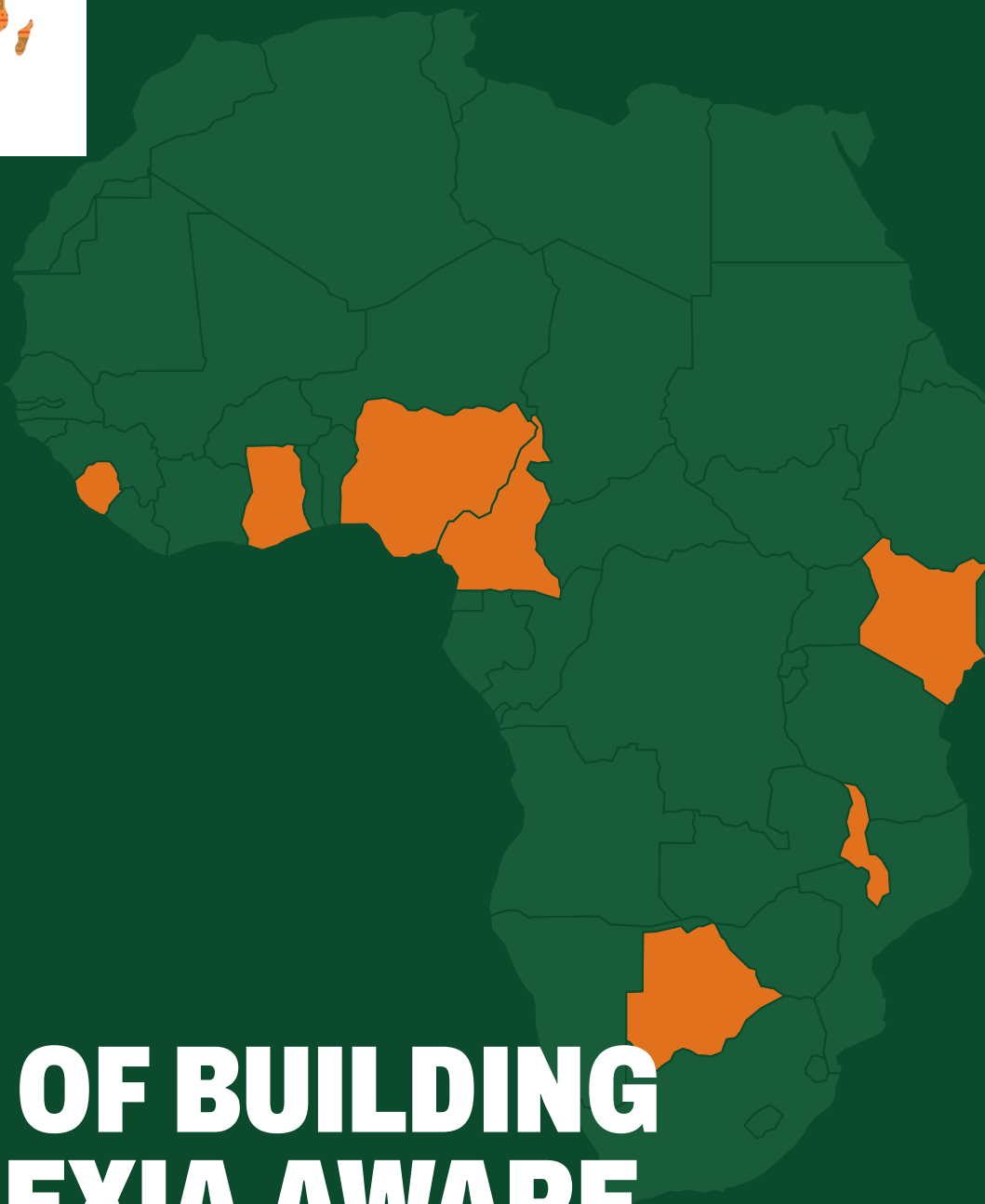
DYSLEXIA PROJECT AFRICA

Countries reached: Nigeria, Ghana, Botswana, Malawi, Cameroon, Sierra Leone, Kenya



2 YEARS OF BUILDING A DYSLEXIA AWARE AFRICA

Creating Awareness. Inspiring Inclusion. Transforming Futures.

Second Anniversary Impact Report
September 2024 to September 2026

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This report records the first two years of Dyslexia Project Africa: what we set out to do, what we have done, what we have learned, and what we are building next.

All figures are those confirmed by Dyslexia Project Africa as of September 2026. Where information is still being gathered, the report shows a clearly marked placeholder rather than an estimate.

Message from our co-founders

A child who struggles to read is not a child who cannot learn.

We started Dyslexia Project Africa two years ago because, in too many African classrooms, dyslexia is still rarely named. When it is not named, it is easily mistaken for laziness, carelessness or a lack of ability, and children can carry those labels long after they leave school.

We did not begin as a large institution. We began with schools, with volunteers who were willing to walk into classrooms, and with teachers and parents who wanted to understand. Project 500 took dyslexia awareness into 524 primary schools across five countries. Project 1000 is now carrying that work further.

Two years of this work have shown us that awareness is a powerful first step toward change. A teacher who can recognise the signs of dyslexia is better placed to respond to a struggling learner. Pupils who learn what dyslexia is are better placed to understand classmates who learn differently. Parents who understand dyslexia can turn frustration at home into support. Every school visit is a starting point, not a finish line.

None of this would have been possible without more than 100 volunteers, the schools that opened their doors, and the teachers, parents and pupils who took part. We are grateful to every one of them.

We are also clear about how much remains. Africa has 54 countries, and we have reached seven. Awareness must lead to screening, trained teachers and practical support in classrooms and homes. The next stage of our work is to build programmes that last, partnerships that extend our reach, and a network of advocates in every community we serve.

We invite you to read this report as both a record and an invitation.



Blessing Ingyape

Co-Founder
Dyslexia Project Africa



Adunola Shoge

Co-Founder
Dyslexia Project Africa

Who we are

A pan-African awareness movement advancing dyslexia awareness, inclusion and educational opportunity.

Dyslexia Project Africa (DPA) is committed to a continent where every child with dyslexia is recognised, understood, supported and given the opportunity to thrive.

We exist to increase awareness of dyslexia, to promote the inclusion of learners with dyslexia, and to improve their educational opportunities. We do this by taking awareness directly into schools and communities, and by equipping the adults around each child to respond with understanding rather than judgement.

DPA was co-founded by Blessing Ingyape and Adunola Shoge, both dyslexia coaches, and is powered by a growing network of volunteers across the continent.

Who we work with

- Schools
- Teachers
- Parents
- Pupils
- Volunteers
- Communities
- Advocates

Our vision

> **To build a dyslexia aware and dyslexia friendly Africa where every child with dyslexia is recognised early, supported effectively, and empowered to reach their full potential.**

Recognised
early

Supported
effectively

Empowered
to reach their full potential

Our mission

To increase dyslexia awareness across Africa by educating pupils, empowering teachers, equipping parents, and developing a strong network of advocates committed to improving outcomes for children with dyslexia.

Educating pupils

Creating awareness among children and helping them understand dyslexia.

Empowering teachers

Equipping teachers to recognise and support learners with dyslexia.

Equipping parents

Helping parents understand dyslexia and how to support their children.

Growing advocates

Building a network of people committed to advancing dyslexia awareness and inclusion.

The four pillars of our mission. Each one reaches a different part of a child's world: the classroom, the staffroom, the home and the wider community.

Two years at a glance

Cumulative figures as of September 2026

675+
Schools reached

37,840+
Children and pupils educated

1,110+
Teachers trained

100+
Volunteers

7
African countries reached



- Nigeria
- Ghana
- Botswana
- Malawi
- Cameroon
- Sierra Leone
- Kenya

These are current cumulative figures across Dyslexia Project Africa's work from 2024 to September 2026, including Project 500 (2024 to 2025) and Project 1000 Phase One and Phase Two (2026).

Where we work



7

countries reached

54

countries in our ambition

Our work to date has reached seven countries across West, Central, East and Southern Africa. Project 500 reached five of them, and Project 1000 has now reached all seven.

Our ambition is continental. We want dyslexia to be understood in every one of Africa's 54 countries, and every new country begins the same way: with people on the ground who are ready to take awareness into their schools.

Countries reached, September 2026

Our wider ambition: all 54 African countries

The journey

From a founding idea to a movement in seven countries: the milestones of our first two years.

2024

Dyslexia Project Africa is established

Co-founded by Blessing Ingyape and Adunola Shoge to take dyslexia awareness directly into African schools and communities.

September 2024

Project 500 launches

DPA's first major school awareness campaign begins, with a goal of reaching 500 primary schools.

2024 to 2025

Project 500 across five countries

Volunteers deliver awareness sessions in schools in Nigeria, Ghana, Cameroon, Malawi and Kenya.

2025

Project 500 completed

524 primary schools reached and more than 27,000 pupils educated about dyslexia.

October 2025

Seminars for parents, teachers and communities

Seminars on supporting children with dyslexia held across Ghana, Nigeria, Kenya, Cameroon and Malawi.

2026

Project 1000 launches

Dyslexia Project 1000 begins: a continental initiative to take dyslexia awareness to 1,000 primary and secondary schools across Africa.

2026

Project 1000 Phase One and Phase Two completed

108 schools reached, 10,840 pupils impacted and 860 teachers present.

September 2026

PHASE THREE ◆ ONGOING

Project 1000 Phase Three begins

Phase Three started in September 2026 and is ongoing, with volunteers taking awareness to more schools and communities.

September 2026

Our second anniversary

DPA marks two years of work while Project 1000 continues to expand.

Why our work matters

When dyslexia is not understood, the challenge is not only how a child reads, writes or spells.

It is how that child is seen, how that child is treated, and what becomes possible for that child's future.

The issue is not simply literacy. The larger concern is that a child with dyslexia may grow up without the understanding, support and opportunities needed to reach their full potential.

Where dyslexia remains misunderstood and unsupported, children with dyslexia can be:

Unfairly labelled	Called lazy, slow or careless, labels that can stay with a child.
Unfairly overlooked	Where dyslexia is not understood, its signs can go unnoticed.
Left without appropriate support	A need that is not recognised is a need that is not met.
Misunderstood by the people around them	At school, at home and in the community.
At risk of losing confidence	Repeated struggle without explanation can lead a child to doubt their abilities.
At risk of not reaching their full potential	Ability can go unrealised without understanding and support.
At risk of settling for less	A child may come to accept less than they are capable of achieving.

Every child deserves the opportunity to reach their full potential.

This is why our work matters.

Dyslexia Project Africa creates awareness because awareness can influence how children are understood, how they are treated, the support they receive and the opportunities available to them.

Our approach

Four connected pillars. Teachers, parents and pupils each need a different kind of understanding, and volunteers are how that understanding reaches more schools.

01

Train teachers

Help teachers understand dyslexia and recognise the needs of learners with dyslexia.

02

Engage parents

Equip parents with practical knowledge and understanding.

03

Educate pupils

Bring dyslexia awareness directly into schools and help pupils understand dyslexia.

04

Develop volunteers

Build a network capable of extending awareness into more schools and communities.

A school where dyslexia is recognised, understood and supported

Programme

Dyslexia Project 500

The campaign that began the continental journey

Dyslexia Project 500 was created to take dyslexia awareness to 500 primary schools in Africa. It was our first major school awareness campaign.





524
primary schools reached

27,000+
African pupils educated

5
countries reached

2024 to 2025
campaign period



Project 500 reached 5 African countries

Nigeria ◆ Ghana ◆ Cameroon ◆ Malawi ◆ Kenya

Programme, ongoing

Dyslexia Project 1000

A continental initiative to take dyslexia awareness to 1,000 primary and secondary schools across Africa.

1,000 primary and secondary schools across Africa: the Dyslexia Project 1000 target

Dyslexia Project 1000 builds on Project 500, which focused on primary schools. Its target is 1,000 primary and secondary schools across Africa, taking dyslexia awareness to more pupils, teachers and communities.

The programme runs in phases. Each phase begins with outreach, as volunteers write to schools and seek permission to hold awareness sessions, and continues with sessions for pupils attended by their teachers.

Volunteers are central to this growth. They carry the programme into their own towns and communities, which is what allows a small organisation to work at continental scale.

Project 1000, Phase One and Phase Two

151
letters sent to schools

108
schools where awareness was created

10,840
pupils impacted

860
teachers present

These figures relate to Phase One and Phase Two only. They are not the overall Project 1000 total, which will grow as the programme continues.

7 **African countries reached by Project 1000**

- Nigeria
- Ghana
- Botswana
- Malawi
- Cameroon
- Sierra Leone
- Kenya

Schools reached in Phase One and Phase Two — **108** of the 1,000-school goal

Phase Three: ongoing

Phase Three started in September 2026. Volunteers are now extending Project 1000 to more schools and communities.

Capacity building

Empowering African teachers

1,110+ African teachers trained by Dyslexia Project Africa

Teachers are often the first adults able to notice that a child may have dyslexia. Building their capacity is an important part of our work.

Dyslexia Project Africa has trained over 1,110 teachers across Africa, focusing on dyslexia and structured literacy.

In partnership with

Nessy Learning

DPA has partnered with Nessy Learning to train African teachers.

Dyslexia training

Helping teachers understand dyslexia and recognise the needs of learners with dyslexia.

Structured literacy

Equipping teachers with knowledge of structured literacy approaches.

Professional capacity building

Providing teachers with practical knowledge that can strengthen how they support learners with dyslexia.



Teacher training seminars

The volunteers powering the movement

100+

volunteers trained on dyslexia and dyslexia advocacy across Project 500 and Project 1000

Our volunteers are the reason a two-year-old organisation has reached hundreds of schools in seven countries.

Volunteers are trained by DPA on dyslexia and on how to advocate for learners with dyslexia. They then contact schools in their own communities, lead awareness sessions with pupils, and open conversations with teachers about what dyslexia looks like in the classroom. In Project 500, country leads coordinated volunteer activity in each participating country.

What unites them is a shared belief: that awareness can change what school is like for a child with dyslexia.

What our volunteers do

School awareness activities

Leading awareness sessions with pupils in their schools.

Community engagement

Opening conversations about dyslexia with teachers, families and communities.

Expanding awareness

Taking dyslexia awareness into schools not yet reached.

Supporting Project 1000

Carrying Dyslexia Project 1000 forward, phase by phase.

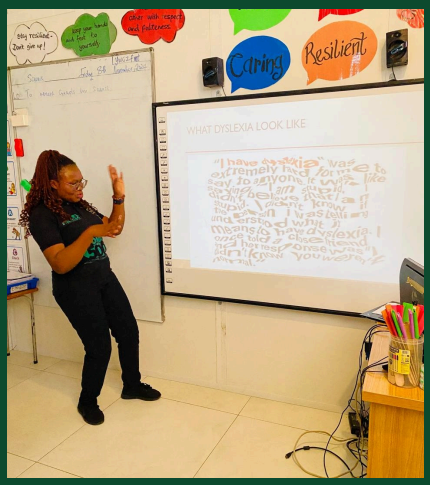
Extending the movement

Bringing the work into more African communities and countries.

Volunteers in action

Trained DPA volunteers taking dyslexia awareness directly into primary schools and classrooms.



















Children's faces have been blurred to protect their privacy.

More from our volunteers

Explaining dyslexia, answering questions and opening conversations, school by school.



The movement is powered by people who believe that awareness can change what school is like for a child with dyslexia.

DPA volunteers leading awareness sessions with pupils. Children's faces have been blurred to protect their privacy. Volunteer names, schools and countries to be added.

Beyond the numbers

Counting schools tells us where we have been. It does not tell the whole story of what awareness makes possible.

A single session can be the first time a teacher hears dyslexia explained, or the first time a pupil understands why reading has felt so hard. It can start a conversation in a staffroom, or at home that evening. Over time, those conversations are how a school begins to see its learners differently.

This is the kind of change we work towards:

- **Greater awareness and understanding of dyslexia**
- **Earlier recognition of learners who may have dyslexia**
- **More confident teachers**
- **More inclusive classrooms**
- **Open conversations in place of misunderstanding**
- **Greater visibility of dyslexia in African education**
- **Growing networks of advocates**



How a single session can become the beginning of wider change

> **Each awareness session can become the beginning of a wider change within a school or community.**

Our growing reach

From our first campaign to the organisation we are today.

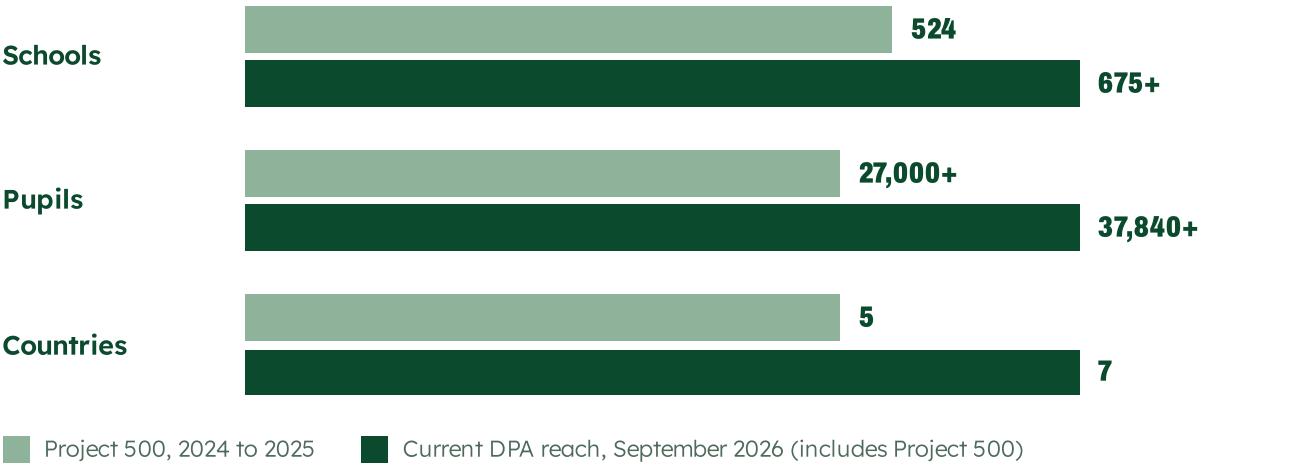
Project 500
2024 to 2025

524	schools
27,000+	pupils
5	countries

Current DPA reach
September 2026

675+	schools
37,840+	children and pupils
1,110+	teachers
100+	volunteers
7	countries

Project 500 compared with current cumulative reach



How to read these figures. The current figures are cumulative and already include Project 500. They should not be added to the Project 500 figures to produce a larger total.

What two years have taught us

We have kept this section to lessons we can point to in our own programme records. Where a lesson depends on reflection rather than documented evidence, it is marked as such.

Schools are the right place to start

Evidenced by programme records

Across Project 500 and Project 1000, awareness has been delivered school by school: 524 schools in Project 500 and 108 in the first two phases of Project 1000.

Volunteers make scale possible

Evidenced by programme records

More than 100 trained volunteers, coordinated through country leads, carried the work into five countries during Project 500 and continue to power Project 1000.

Teachers belong in the room

Evidenced by programme records

860 teachers were present at Project 1000 sessions in Phase One and Phase Two, and more than 250 have been trained through DPA's webinar and certification programmes.

Parents need their own space to learn

Evidenced by programme records

In October 2025, DPA held seminars for parents, teachers and communities across five countries, recognising that support must continue at home.

Outreach is a stage of work in itself

Evidenced by programme records

In Project 1000 Phase One and Phase Two, 151 schools were contacted and awareness was created in 108 of them. Reaching a school takes time, relationships and follow-up.

Contexts differ across the continent

Reflection to be confirmed

[Leadership reflection to be supplied: specific differences observed between countries and school settings, and how the programme has adapted.]

Our values

Awareness

Understanding is the first step toward inclusion.

Inclusion

Every learner deserves to be recognised, respected and supported.

Excellence

We pursue high quality, evidence informed advocacy and education.

Collaboration

We work alongside schools, families, volunteers and communities.

Hope

Every child with dyslexia can succeed with the right support.

The visionaries behind Dyslexia Project Africa

CO-FOUNDERS



Co-Founder

Blessing Ingyape

Dyslexia Coach and Founder, Dyslexia Help Learning Academy

Blessing Ingyape is a Special Needs Educator with over a decade of experience, specialising in dyslexia and Specific Learning Difficulties. She is trained in the Orton-Gillingham (OG) Approach, Nessy Learning programmes, the C.A.D.E.T Academy curriculum (covering the 13 disabilities in IDEA) and IBCCES standards. Her work centres on dyslexia coaching, training teachers, consulting for schools and promoting dyslexia awareness. Her work is driven by the belief that there are no limits: every child can learn.



Co-Founder

Adunola Shoge

Dyslexia Coach and Founder, Dyslexia Counselling & Support Institute

Adunola Shoge is a trained dyslexia coach and Africa dyslexia advocate. She could not read, write or spell until the age of 10 due to dyslexia, and eventually emerged as the Best Graduating Student of the University of Ibadan, a top-ranked university in Africa. She is the founder of the Dyslexia Counselling & Support Institute (DCSI), where she supports children with dyslexia, their families and schools, drawing on her lived experience and professional expertise.

PROJECT ADMINISTRATOR



Mary Imaobong Offiong

Project Admin

Head Teacher, Dyslexia Help Learning Academy

Mary Imaobong Offiong is a Dyslexia Coach with over 14 years of teaching experience. She has worked with children and teenagers, supporting their academic and literacy development. She is trained in Dyslexia and Structured Literacy by Dyslexia Help Africa, where she currently serves as Head Teacher and Administrator of the academy.

Looking ahead

A dyslexia aware and dyslexia friendly Africa.

7
countries today

1,000
schools: the Project 1000 goal

54
countries: our continental ambition

The next chapter builds directly on Project 1000 and on our ambition to reach every African country. In the years ahead, we aim to focus on:

- Reaching more African schools, beginning with the 1,000-school goal of Project 1000
- Training more teachers to recognise and support learners with dyslexia
- Equipping more parents with practical understanding
- Expanding our volunteer network into new communities
- Increasing access to dyslexia awareness and, in time, to screening
- Supporting stronger inclusion in classrooms and schools
- Developing programmes that are sustainable and can be repeated at scale
- Reaching more of Africa's 54 countries
- Building stronger partnerships with institutions that share our goals

PROJECT 1000 ◆ PHASE THREE ◆ ONGOING

Dyslexia Project 1000
Phase Three is ongoing

The journey continues.

Phase Three started in September 2026 and is currently ongoing, with volunteers helping to extend dyslexia awareness to more schools and communities across Africa. The programme is still expanding, and volunteers are central to its next stage.

Primary call to action

CALL FOR VOLUNTEERS ACROSS AFRICA

We are calling for volunteers across **all 54 African countries** to join Dyslexia Project 1000 Phase Three and help take dyslexia awareness to more schools and communities across Africa.

We are not only looking for volunteers in the seven countries we have already reached. Our ambition is a volunteer network in every African country.



Reached so far: 7 countries

Volunteers wanted: all 54 countries

Apply to volunteer

bit.ly/DP1000Phase3

or write to dyslexiaprojectafrica@gmail.com

PARTNERS & SPONSORS

Partner with us to expand dyslexia awareness, train more teachers and reach more schools across Africa.

dyslexiaprojectafrica@gmail.com

Funding the mission

Two years of work have been built largely on volunteer commitment. Continued growth now requires investment. Support is needed in five areas:

Dyslexia screening

Supporting access to screening initiatives for children across Africa.

Volunteer resources

Providing materials and tools that enable volunteers to deliver effective awareness activities.

Teacher training

Expanding training opportunities for African teachers.

Programme expansion

Supporting DPA to reach more schools, communities and countries.

Awareness materials

Developing and distributing practical educational resources.

Get in touch

Fund the mission
Partner with us
Support the movement

dyslexiaprojectafrica@gmail.com

WAYS TO SUPPORT

- **Volunteer** with Dyslexia Project 1000
- **Sponsor** school awareness activities
- **Support** dyslexia screening initiatives
- **Help** us reach more schools across Africa
- **Partner** with Dyslexia Project Africa
- **Support** teacher training
- **Provide** awareness materials and resources

Partner with us

The scale of the challenge is continental. No single organisation can meet it alone.

Dyslexia Project Africa welcomes collaboration with organisations and individuals who share our commitment to education, inclusion and scale.

We welcome partnership with

- Foundations
- Corporate organisations
- Education institutions
- Schools
- Government institutions
- Development organisations
- Philanthropists
- Dyslexia organisations
- Individuals
- Community organisations

Possible areas of partnership

School programme sponsorship

Support Project 1000 sessions in a country, region or group of schools.

Resources and materials

Help develop, print and distribute awareness materials for pupils, teachers and parents.

Country expansion

Help establish volunteer teams and school partnerships in new African countries.

Awareness and media

Amplify dyslexia awareness through your platforms, events and networks.

Teacher training

Co-deliver or fund dyslexia training for teachers in partner schools and districts.

Screening access

Work with us to connect awareness activities to screening for children who need it.

Employee and community volunteering

Bring your staff or members into awareness activities as trained volunteers.

What a partnership with DPA offers

Reach

A tested model for taking dyslexia awareness into primary schools, already delivered in seven African countries.

People on the ground

A trained network of more than 100 volunteers who work in their own communities.

Specialist leadership

A programme led by dyslexia coaches with experience in assessment, coaching and advocacy.

Clear reporting

Programme figures recorded by phase, so partners can see what their support has made possible.

Let us build a dyslexia aware Africa together.

To discuss a partnership, write to us and tell us what you would like to achieve. We will respond with options that fit your goals.

dyslexiaprojectafrica@gmail.com

+234 701 640 2315



BUILDING A DYSLEXIA AWARE AFRICA

Creating Awareness. Inspiring Inclusion. Transforming Futures.

Seven countries reached. Fifty-four in view. Every school that learns about dyslexia brings that future closer, and every partner, volunteer, teacher and parent has a part in it.

Contact us

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Facebook
Dyslexia Project Africa

LinkedIn
Dyslexia Project Africa

TikTok
Dyslexia Project Africa

Register to volunteer
bit.ly/DP1000Phase3

Visit our website
dyslexiaprojectafrica.com

Search **Dyslexia Project Africa** on LinkedIn, Facebook and TikTok.

Dyslexia Project Africa. Second Anniversary Impact Report, September 2026. All figures confirmed by Dyslexia Project Africa as of September 2026.