



CALL FOR PROPOSALS



Africa Education Teachers' Fellowship | 2026

Applications due by August 10, 2026

Apply here



Africa Education Teachers' Fellowship: Structure and Timelines

Duration: 6 Months

Cohort Size: 10 Teachers

Format: Hybrid (Virtual + Classroom Practicum)

Vision

To cultivate a continental network of reflective, skilled, and innovative educators who integrate journalism into classroom practice to strengthen:

- Critical thinking
- Reading and literacy skills
- Civic engagement
- Climate and environmental awareness
- Ethical media consumption

By the end of the fellowship, the selected teacher fellows will:

- Demonstrate practical integration of climate and environment journalism into lesson plans.
- Implement up to 5 journalism-based classroom projects.
- Use and adapt the Teachers' Toolkit in their context.
- Facilitate structured small-group discussions.
- Produce a reflective portfolio of practice (optional)
- Join and contribute to the existing Africa Teachers' Network.

CORE OBJECTIVES

The fellowship aims to seamlessly blend environment education in classroom teaching innovatively, drawing inspiration from journalism and high quality reportage from around the world.

The lesson plans should invite students to think of the drivers of environmental degradation such as identifying root causes of deforestation, coastal area degradation, depletion in resources, destruction of ecosystems and more. Further, these lesson plans must promote critical thinking where students are able to connect environmental issues with themes such as inequality and are able to identify local realities based on global news reports.

Here are some of the questions the fellowship participants could reflect on while designing and developing age-appropriate lesson plans and activities.

1

How do students learn about climate and the environment? And how can journalism support these learning approaches? (For example: In case of secondary schools, this could translate into Fact Checking activity)

2

What factors contribute to climate and environmental challenges, and why are these often difficult to solve?

3

Who benefits and who bears the cost when an ecosystem is degraded—and are these usually the same people?

4

Which communities are most affected by environmental degradation, and why are they often the ones with the least power to prevent it?

5

How does a country's or region's history (colonialism, industrialization, trade policy) shape who suffers most from environmental harm today?

6

What details or voices are often missing from environmental journalism, and why might that be?

7

Are there examples of environmental problems that were tackled innovatively and successfully—what made those different?

8

What economic, social and political factors make deforestation, overfishing, or resource extraction profitable in the short term, even when they cause long-term harm?

PHASE 1: RECRUITMENT & SELECTION (JULY 2026)

Criteria

- Be an Active primary, secondary teacher
- Demonstrate interest in journalism, literacy, or climate/environmental education
- Commit to implement in classroom
- Commit to be available for all Fellowship activities
- Support letter from school leadership

Geographic Representation

Aim for diversity:

- Francophone & Anglophone Africa
- Urban & rural schools
- Public & private institutions
- Gender balance

PHASE 2: FOUNDATION & ORIENTATION (AUGUST)

Virtual Launch Workshop (2 days)

Day 1:

- Introduction to Fellowship vision
- Journalism as a pedagogical tool
- Overview of Teachers' Toolkit
- Overview of climate and environment themes & Case studies

Day 2:

- Media literacy & critical thinking
- Small group discussion methodology
- Designing journalism-based lessons

Deliverable:

- Personal learning goals
- Baseline self-assessment



PHASE 3: MONTHLY THEMATIC MODULES (AUGUST TO DECEMBER)

Each month includes:

- 1 live training session (2–3 hours)
- 1 peer reflection session
- Classroom implementation task
- School Activity report (Reflective journal submission)

MODULE 1: JOURNALISM & CRITICAL THINKING

Topics:

- Understanding quality journalism
- Fact vs opinion
- Questioning sources
- Deconstructing narratives

Practical Task:

- Facilitate at least one reading session using a selected article/story (Classroom activity)

MODULE 2: SMALL GROUP DISCUSSIONS & ACTIVE PEDAGOGY

Topics:

- Structuring small groups
- Guiding with comprehension questions
- Encouraging student voice
- Safe discussion spaces

Practical Task:

- Organize structured small-group discussions.
- Document student responses.
- Share pictures and/or video of the sessions

MODULE 3: RAINFOREST, CLIMATE & ENVIRONMENTAL EDUCATION

Topics:

- Integrating climate reporting into curriculum
- Localizing global stories
- Linking journalism to real-life context

Practical Task:

- Students develop a local issue reflection (Organize a Students' debate on a particular story).

MODULE 4: INNOVATION & ADAPTATION

Topics:

- Creative crafting of Education materials
- Interdisciplinary teaching
- Language adaptation (example: English/French/Swahili)

Practical Task:

- Design an adapted lesson from the Teachers' Toolkit.

PHASE 4: CLASSROOM ACTION-RESEARCH (MONTHS 5-7)

Each Fellow conducts:

Mini Action Research Project

Structure:

1. Identify a classroom challenge
2. Apply journalism integration strategy
3. Collect observations (student feedback, performance change)
4. Reflect on outcomes

Deliverables:

- 1-2 page reflection report (Form to be designed)
- Sample lesson plans
- Student work samples
- Pictures (or video)



PHASE 5: COMMUNITY OF PRACTICE

Throughout September 2026 and January 2027:

- Monthly peer reflection circles
- WhatsApp group for sharing
- Guest journalist sessions

Encourage:

- Cross-country collaboration
- Francophone/Anglophone exchange
- Story-sharing from classrooms

CULMINATION EVENT (JANUARY 2027) VIRTUAL SHOWCASE

- Panel with journalists and education experts
- Exhibition of student work
- Fellows present projects
- Certificate awarding

MONITORING & EVALUATION FRAMEWORK

Baseline

- Teacher confidence survey
- Journalism integration experience
- Student literacy baseline (self-reported)

Midpoint

- Reflection assessment
- Peer feedback

Final Evaluation

- Teacher portfolio review
- Student impact reflections
- Toolkit usage data

CERTIFICATION REQUIREMENTS

To graduate:

- Attend 80% sessions
- Submit all assignments
- Complete action research
- Present final project

SUSTAINABILITY COMPONENT

After graduation:

Africa Teachers' Network

- Support the autonomization efforts of the Teachers' Network
- Serve as regional/country mentors for new Network members
- Promote the Africa Teacher Network to the wider network as a replicable model for environmental education.

BUDGET COMPONENTS (HIGH-LEVEL)

- Small stipend for fellows (monthly)
- Internet/data support (monthly - ahead of sessions)
- Guest speakers honorarium
- Coaching and Interpretation honorarium (Documents and Voice - During online sessions)
- Online promotion
- Culmination event (online/Hybrid/in-person)

OUTPUTS OF THE FELLOWSHIP

By the end, we will have:

- 10 trained teachers (journalism-integrated education)
- 10 documented classroom case studies
- Refined Teachers' Toolkit (field-tested)
- A continental educator Network
- Blog stories
- Impact report

STRATEGIC IMPACT

This Fellowship can become:

- A model for Ministries of Education across the continent
- A continental learning lab
- A scalable Africa Education flagship initiative



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