

FAST TRACK

(Phase I)

October, 2021 - July, 2022

FINAL IMPACT REPORT

Unlock
4g
change

Funded by:

Theirworld
A brighter future for every child

Produced by:



www.areai4africa.org



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About AREAi

Founded in 2014 and registered with the Corporate Affairs Commission (CAC) in 2017, Aid for Rural Education Access Initiative (AREAi) is a for-purpose grassroots and youth-led initiative that works with and in under-resourced schools and marginalized communities, providing technical and infrastructural support to scale learning outcomes and drive tangible academic achievement for poor and vulnerable children and youth from low-income families. Leveraging innovation and technology, we work collaboratively with local stakeholders and governmental institutions to secure equal educational access and high-quality education for disadvantaged children in hard-to-reach and rural communities.

Over the last 7 years, we have designed, coordinated and scaled series of mass literacy, entrepreneurship development and economic empowerment programs to transform the employability, livelihood and lifelong learning opportunities of over 45,000 beneficiaries in 20 communities across 12 Nigerian states. Some of our past partners and sponsors include the United Kingdom Foreign Commonwealth and Development Office, Malala Fund, the Coca-Cola Foundation, Bill and Melinda Gate Foundation, Facebook, MTN Foundation, One Young World London, Queens Commonwealth Trust, Global Youth Mobilization, Zurich Foundation and many others.



Contextual Background

Even before the pandemic, the global learning crisis as reported by the World Bank is unproportionally affecting millions of children's ability to enrol or remain in school, learn basic literacy and numeracy and transition to higher educational levels. According to a 2021 World Bank's report, 53% of children in low- and middle-income countries could not read and understand a simple story by the end of primary school, and in poor countries, the level was as high as 80%. Although it is possible to learn later in life with enough efforts, children who don't read by age 10 – or at the latest, by the end of primary school – usually fail to master reading later in their schooling career.

In Nigeria particularly, the Education Data Survey report shows that 46% of grade 3 children could not read a word and 31% of grade 3 children could not complete a single-digit addition problem. Similarly, as revealed in an independent study conducted in 2019 to assess the foundational skills of over 6000 children across 4 conflict-affected communities in Northern Nigeria in 2019, not only do we see a large proportion of children at low levels of reading, writing and arithmetic, but the variation in each grade is wide. Only 5% could read a basic paragraph in their home language, Hausa; 2% were able to respond 'yes' or 'no' to simply written questions in English, and just 3% were able to solve a simple subtraction problem regardless of their class level.



Evidently, the ripple effects of the COVID-19 on learning particularly at the primary level is unprecedented and unarguably threatening the future of many children.

Without urgent, contextually-relevant and tailored actions to accelerate learning recovery and re-engage both out-of-school children and school-aged students in active functional and foundational skills development, many children will grow and live through life without the requisite competencies to participate in any future learning, take up active employment or pursue entrepreneurial ambitions. Addressing gaps in foundational skills development, is therefore, critical to ensure access to quality lifelong learning and sustainable livelihoods.





Overview of Intervention: FastTrack

Our solution, called FastTrack, is a technology-enabled and self-assisted accelerated foundational skills development program designed to enable out-of-school refugee children to acquire functional literacy and numeracy skills which are vital, indispensable skills needed for virtually any further education and to lead an empowered, self-determined life. This solution, currently reaching over 4000 children, is backed by rigorous evidence that points to teaching students at their ability rather than at grade level curriculum as one of the most cost-effective interventions at improving basic literacy and numeracy. Our solution combines 3 proven, independent teaching and learning approaches, namely:

- 1.** Self-assisted technology-enabled Mavis Talking book and pen, an audio-visual, offline solution that enables children to lead their own learning and a digital pen (Mavis Pen™) with audio capabilities and a specially printed book (Mavis Book™) with unique dot patterns and child/learner-friendly graphics to aid understanding and comprehension
- 2.** The Teaching-at-the-Right-Level methodology, a scalable and effective remedial approach that helps children develop basic reading and mathematics skills, using oral tests to sort children into distinctive groups that match their learning levels; and
- 3.** Mother tongue-based literacy acquisition model; a dual language approach which involves using Hausa as a bridge to learn English.

Focused on school-aged out-of-school refugee children in refugee camps across Nigeria, FastTrack was conceived to operate and scale as a high-impact, evidence-based literacy and numeracy skills development intervention that leverages innovation, collaboration and technology to improve access to learner-centred curriculum and personalized learning experience for the most marginalized learners. With over 10.5 million out-of-school children across Nigeria and over 2.3 million children living in displaced communities and refugee settlements without access to any learning opportunities, our solution operates to respond to a very needful deficit in quality provision of functional and foundational competencies within displaced contexts. Using a tri-dimensional teaching and learning model as well as the accelerated education model, our solution is addressing the foundational learning needs of out-of-school children resident in several Internally displaced persons (IDP) camps, giving them the opportunity to develop basic competency in literacy and numeracy needed for self-reliance, further education and future work readiness.



TheirWorld Innovation Award

The Theirworld's Education Innovation Awards offers non-profits, NGOs and charities across the world the chance to secure scale-up grants and resources to help their work in reaching overlooked youth and children. Theirworld invited applications from initiatives that are actively working towards – or planning to scale up to – reaching marginalised learners in seven countries where the organisation currently has projects running: Greece, Kenya, Lebanon, Nigeria, Tanzania, Turkey and Uganda. From 11 finalists doing inspiring work to tackle the global education crisis, only five were selected to receive the prize of £50,000 growth grants, masterclasses and one-to-one mentoring, including AREAi. The winners' £50,000 grants went towards scale-up costs, research and resources needed to move pilot projects forwards.



Masterclasses and mentoring provide the skills and guidance they'll need to make connections, build infrastructure and grow their ideas as they push towards their goals. Theirworld awarded the remaining six finalists Monitoring, Evaluation and Learning (MEL) Fellowships. MEL Fellowships provide masterclasses and mentoring aimed at helping organisations gather and interpret the data they'll need to provide evidence of the viability of their ideas.



Our Team





Scale Vision and Scope of Theirworld Innovation Award

As a crucial component of winning the Innovation Award, AREAi projects that by 2024, FastTRACK will be impacting 10,000 out-of-school refugee children in 4 states across Nigeria through its innovative self-assisted, technology-enabled and accelerated literacy and numeracy development programme. In the immediate, our goal was to support 2500 out-of-school children in 6 internally displaced persons (IDP) camps in the Federal Capital Territory, Abuja with foundational literacy and numeracy skills to engage in future learning for improved educational, employability and livelihood outcomes.

The scale-up strategy combined three proven independent teaching and learning approaches to improve the literacy and numeracy competencies of out-of-school children in IDP settlements aged 5-14 over a 10-month period, as well as a partnership with the National Youth Service Corps to launch a Teaching Fellowship, which trained and deployed fellows and community teachers as facilitators to IDP camps.



The implementation of the FastTrack program began immediately after the identification of individual beneficiary learning gaps through a process called the Baseline Assessment, the learning category each child belongs to prior to implementation, the appropriate learning levels to be placed and the curriculum expected to be covered per learning groups to ensure effective learning outcomes. The intervention ran for a duration of six months instead of 10 months as aforementioned in the scale-up plan due to funders change of date for close out, providing foundational skills development support to over 2417 beneficiaries from across 6 IDP camps.

At the end of the program implementation, it is expected that our beneficiary population of 1000 children will have mastered basic skills in reading IN BOTH ENGLISH AND HAUSA LANGUAGES and acquired the requisite numeracy skills to engage in simple sentence conversations, vocabulary building, comprehension and double-digits additions.



Summary of Key Activities

Baseline Survey and Needs Assessment

A baseline survey was conducted to our impact target group using the TaRL assessment tool as we attempt to introduce FastTrack as a reading and numeracy skills development program with a focus on children with unique learning challenges. This activity is noteworthy because it is needed to assess beneficiaries' competency levels, which will be used to group them into appropriate learning levels.

Recruitment/Training of facilitators

The recruitment, selection, and training of community-based learning facilitators to promote the implementation of our program across selected camps are critical to the success of our Facilitator Led Model. We engaged facilitators and equipped them with the necessary knowledge and skills and assigned to a mentor for ongoing professional development and upskilling, in collaboration with selected local communities and the National Youth Service Corps.



Procurement of Learning Materials

As a core component of our innovation, we procured 250 Mavis Talking Books and Pens to aid curriculum delivery and accelerate literacy and numeracy skills development for target beneficiaries.

Enrolment of students and Instruction delivery (Implementation of Fast Track)

Learning activities began across all partnering IDP camps following the completion of our baseline survey, training of learning facilitators, and procurement of learning materials. This would take place for three school terms during the first two hours of the school day in four government primary schools in four communities. Constant support for teachers/learning facilitators is a key component of the TaRL method, and as a result, we carried out supporting visits/monitoring during the six months program. Our project team members performed biweekly supportive visits to all camps for feedback and data gathering, in addition to Mentors who were also present weekly throughout.

Endline Assessment

Although we had a routine midline monitoring and evaluation activity for formative assessment and continuous decision making, we conducted an extensive end-line assessment for summative evaluation at the end of the six months program, which represented our approach to generating our impact evidence that is presented in the other part of this report. Leveraging the full capacity of our M&E team, we conducted a series of literacy and arithmetic assessments that strengthened the achievement of our outcome indicators and serve as an evidence framework to translate research and practice findings into policy priorities for literacy and numeracy skills development in Nigeria. We plan to publish these findings as research articles, host evidence-of-impact dissemination talks via our Youtube/Instagram pages and provide explainers on the effectiveness of TaRL methodology on open-source blogs We also plan to work with key stakeholders working on foundational learning to further develop assessment frameworks and tools for our program.

Through this intervention, we also hope to engage with the wider community of practice to actively glean from cross-continental knowledge exchange on; 1.) how our tri-dimensional approach can be strengthened to continually improve the delivery of literacy and numeracy skill development programs for children with specific learning needs, 2.) how TaRL-based literacy and numeracy skills development can be incorporated into accelerated learning programming within conflict-affected and resource-constrained contexts, 3.) how bilingual instruction for foundational skills teaching and learning can strengthen capacity development for mentors and facilitators for effective delivery, 4.) How we can measure and document impact to inform governmental partnership and integration of our programming into mainstream education systems.

A photograph of two young women sitting at a table, looking at papers and a pen. The image is overlaid with a semi-transparent blue filter. The text 'Summary of Key Activities in Pictures' is written in white, bold font on the left side of the image.

Summary of Key Activities in Pictures



1. Camp Selection





LET'S
GET THEM
BACK TO
SCHOOL





THE SCHOOL
Phone:
Email:
+254 020 222 2222
+254 020 222 2222
+254 020 222 2222



2. Baseline Assessment









3. Teachers Training

MISSION:





PRO LABORE DEI
INTERNATIONAL
TRAINING CENTRE
WASSA, FCT, NIA

AREAI

AREAI





AREA1

VISION: To improve the access and quality of education available to people and communities in rural communities across Africa.

MISSION: To improve education and human, natural, physical and financial resources towards creating an inclusive and cultured population for marginalized people who self-reliance.

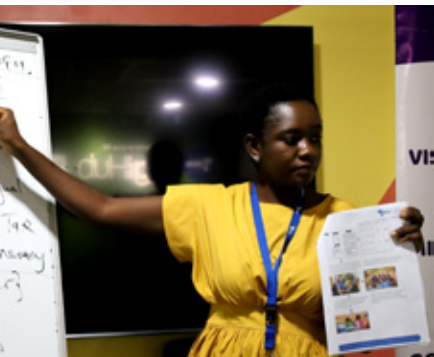
GOAL: To educate and empower 1,000,000 children, youth and women by 2030, leveraging technology, innovation and solutions.

OUR PROGRAMMATIC FOCUS AREAS

Key Skills

4. Onboarding Of Teaching Fellows

12 months 36 months
30 - 15 15/30
Methodology
Talking Book
Tougne - Betsi
coupling levels of
any b. Man
very (Sequence
& 2 digits
Substantive





5. Learning Sessions

Numeracy mathematics 24/5/2022
TEAC Counting class 1-5
1 2



ENGLISH

LETTERS A-Z

24/5/2020

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X





6. Midline Assessment







AREAI
Initiative for Rural Education Access

AREAI



7. Endline Assessment











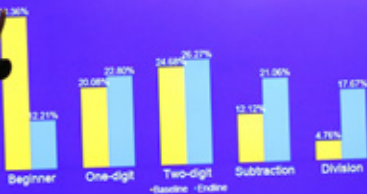


8. Close Out Meeting



Numeracy Outcomes

Outcome of FAST Track on Numeracy Level
Across 6 Learning Centres



Activate Windows
Activate Windows
Go to Settings to activate Windows.
AFREAI

AREAI

Digital Equity

Access T



network.

device. The function nam

connect to your TV.

s. Some mobile devices n



Scope of Impact Evaluation - Approach and Methodology

This section summarizes the scope and strategy employed for the final impact evaluation processes including endline study design, study methodologies, and tools. The endline evaluation focuses on changes in outcomes (literacy and numeracy skills of IDP learners). It specifically aims to answer the following questions:

- To what extent has the project reached IDPs between the ages of 5-14 years?
- To what extent has FAST TRACK improved the literacy and numeracy skills of learners in IDP settlements?

Endline Study Design

A Quasi-experimental design was used for the endline evaluation of Fast Track realizing the need to have experimental evidence of project impact, the endline study attempted to use the Randomized Controlled Trials (RCT) however, the requirement of the TaRL methodology which stipulates grouping of all learners between the ages of 5-14 years did not give room for randomization into learning levels. RCT was, therefore, replaced with a quasi-experimental design group design using a non-equivalent groups design.

Quasi-Experimental design

The prefix quasi means “resembling.” Thus, quasi-experimental research is research that resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979) It is an evaluation design where interventions are implemented, and participants and locations are selected purposively (without any form of random assignment). In the context of FAST TRACK, the locations, and participants were selected according to needs assessment and other project design criteria. The analysis will be interpreted using a difference in difference estimation.

Intervention Group

The intervention group also known as the ‘treatment group’ is the population who directly received the intervention. In the case of Fast Track , the treatment group are 2500 IDP learners spread across 6 IDP learning centres.

Control Group

The control group also known as the comparison group refers to the population group or location that will not directly benefit from the project intervention. They are only selected for the purpose of comparison and assessment purpose. For Fast Track online evaluation, 250 IDP learners in Durumi camp who were assessed at baseline but didn't receive the intervention were assessed at endline to compare the changes in learning outcomes.



Evaluation Methodology

The Fast Track endline evaluation collected both quantitative and qualitative data to measure learning outcomes and efficiency of project implementation. The tool was utilized primarily to estimate the causality of FAST TRACK intervention in IDP learning centres. The tools used are TaRL assessment tool for learners and Facilitator's perception of Fast Track effectiveness in learning centers for facilitators. The TaRL assessment tool is used to evaluate the learning levels of learners at the end of project implementation while the tool for facilitators seek to evaluate the effectiveness of the intervention and sustainability.

Limitations

The endline evaluation was conducted within a short period of time due to readjustment of project close out date from October to July. This affected identification of equal number of participants into treatment and control groups, however, 10% of the total number selected to form the treatment group was selected in another IDP camp as the control group. Considering the nature of IDP camps which hosts out-of-school children with learning crisis, it was difficult to randomly select participants in the RCT as planned during the project design into the treatment group while others stay in the control group without receiving the intervention which led to non-random distribution. The quasi-experimental design was therefore used as an alternative experimental design. High rates of attrition were also recorded in some IDP camps/Learning centers during implementation which is typical working with IDP settings as some of the learners relocated or traveled, however, they were replaced with IDPs who registered newly into the camps and/or were absent during the baseline and placement into learning levels.



Impact Reach and Analysis

Target and reach

Fast Track targeted 2500 out-of-school Learners in IDP settlements in Abuja, Nigeria. At baseline, a total of 2500 learners were identified across six IDP learning centres to receive FAST Track intervention however, at endline, 2417 IDP beneficiaries were evaluated.

Target Beneficiaries Reached

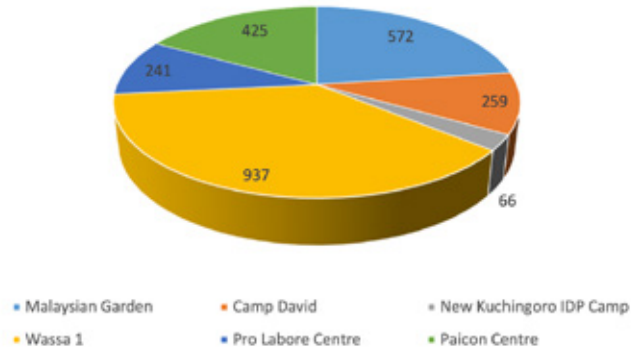


Figure 1: Project Beneficiaries reached across different IDP Centers in Abuja, Nigeria.

Impact of FAST TRACK on the Literacy level of Learners

To measure the impact of FAST Track implementation across IDP learning centers in Abuja, baseline and endline data were collected for literacy and results presented in percentages on the table below:

FAST Track 2022: % of Children at different Literacy levels in Six(6) IDP Learning Centres in Abuja, Nigeria						
Level	Beginner	Letter	Word	Paragraph	Story	Total
5-14 years old	Cannot recognise letter yet	Can recognise letters but Can't read words	Can read words but not sentences	Can read short sentences	Can read text, comprehend and answer questions	
Baseline (Treatment)	58.88	30	7.44	1.76	1.92	100
Baseline (Control)	43.2	46.8	8.8	1.2	0	100
Endline (Treatment)	20.73	29.87	31.61	6.95	10.84	100
Baseline (Control)	42	47.2	9.6	1.2	0	100

Table 1.1: Learning outcome of IDP learners

Table 1.1 above shows the metrics of 2417 marginalized children between the ages of 5-14 years old in six IDP camps (Treatment group) where FAST Track was implemented in Abuja, Nigeria and another IDP camp (Control group) with similar features as the other six camps where FAST Track was not implemented. They were all assessed at baseline and end line to measure learning outcome at the end of the project.



Findings from the baseline in the treatment group stated that more than half of the population 58.88% could not recognize letters, at endline it is seen that 38.15% of learners who were at the beginner level progressed to the letter and word levels which means they can recognize letters and read words respectively. The population of learners who could read words was at 7.44% at baseline. However, this increased to 31.61% within 24 days of teaching and learning. 10.84% of learners also recorded progression into paragraph group which means they can read short sentences as against 1.76% recorded at baseline. The percentage of learners who could read, comprehend and answer questions from a text also increased from 1.92% to 10.84% at end line which indicates an increase in literacy levels of learners who participated in FAST Track intervention.

Data seen from control group at baseline also indicates high level of learning deficiency for literacy which placed 43.2% of learners at beginner level and 46.8% at letter level which is similar with the learners in the treatment group at baseline, at endline, the percentage reduced to 42% which indicates less than 2% progression to letter level (ability to identify letters correctly). Progression is seen to be slow between beginner to word level and static at paragraph at 1.2% during endline. There was also no evidence of progression to story level during endline evaluation keeping it at 0%.



Impact of FAST TRACK on Numeracy Level of Learners

To facilitate numeracy skills of learners in IDP camps during the FAST Track project, both baseline and endline data were collected at the camps of project implementation and findings are presented on the table below to highlight numeracy learning outcomes.

FAST Track 2022: % of Children at different Numeracy levels in Six(6) IDP Learning Centres in Abuja, Nigeria.						
Level	Beginner	One-digit	Two-digit	Subtraction	Division	Total
5-14 years old	Cannot identify upto 5 single digit yet	Can identify 1-9	Can identify 10-99 but can't do simple subtraction	Can do basic subtraction but can't do division	Can do division	
Baseline (Treatment)	38.36	20.08	24.68	12.12	4.76	100
Baseline (Control)	22.4	35.2	28.4	8.8	5.2	100
Endline (Treatment)	12.21	22.8	26.27	21.06	17.67	100
Baseline (Control)	21.6	34.4	29.2	9.6	5.2	100

Figure 4: Numeracy levels of Learners in IDP camps, Abuja, Nigeria



The baseline information of numeracy for the treatment group shows 38.36% of learners at beginner level (could not identify up to 5 single digit numbers), 20.08% at One-digit level and 24.68% at two-digit level which indicates that 83.12% of learners could not do simple subtraction and division. It is seen at endline that the number of learners who could not identify up to 5 single digit numbers reduced to 12.21% signifying progress to the levels ahead. It is also seen that at endline the number of learners who could do simple subtraction and division increased from 12.12% to 21.06% and 4.76% to 17.67% respectively.

In the control group at endline, there was a 0.8% decrease from 22.4% to 21.6% of learners at the beginner level. Progression of learners was also seen at the one-digit, two-digit and subtraction level however, there was no progression to the division level living the data to be static as it was at baseline 5.2%



Effectiveness of FAST Track implementation in IDP Learning Centers

In other to address learning crisis exacerbated by displacement of children living in congested IDP camps in Nigeria, FAST Track provided a platform for 2500 children in IDP centers to access alternative accelerated learning to facilitate development and enhancement of foundational skills. In response to the survey designed to evaluate the effectiveness of FAST Track methodology in accelerating learning outcomes of IDP learners, 98% of facilitators affirmed the effectiveness of the methodologies adopted as they have speedily enhanced learning. They stated that children learning in a language they understand at a level appropriate for their capacity using the Mavis talking book and pen has accelerated literacy and numeracy skills development which will make it easier for the learners to also learn other subjects as well.

The project has built and improved the capacity of facilitators (Programme and Impact Fellows) and community-based teachers engaged to facilitate FAST Track training in IDP learning centers through trainings organized, review meetings conducted and facilitative supervisions which paved way for continuous mentorship to improve classroom delivery.99% of facilitators have attested that FAST Track has given them room to try innovative ways to express themselves and carry children along irrespective of their learning abilities.



A group of people are shown in silhouette, celebrating with their arms raised in a room with a grid ceiling. The scene is overlaid with a dark blue filter. The text 'Success Stories' is prominently displayed in white, bold font on the left side of the image.

| **Success Stories**



“

Before FastTrack, I could not identify letters properly nor could I recite my numbers perfectly without mistaking Number 6 for Number 9 because they look the same, but when my teacher came, she brought one book and a pen that talks to class to teach us, and while teaching us ,she spoke to me in Hausa as well. I felt really comfortable and as a result, I was able to identify, pronounce and differentiate between numbers properly.”

Fatimah,

FastTrack Beneficiary, Beginner Level, Malaysian IDP Camp



“

I was a facilitator for FastTrack at Camp David IDP Camp. Implementing FAST Track I discovered that grouping the learners into learning levels helped the learners to learn faster. My pupils have improved so much especially in Literacy as they can read basic paragraphs now

Umaru Makama,

FAST Track Facilitator, Camp David



”



I was assigned to Wassa 1 IDP camp after being trained as a FastTrack Program facilitator. When I arrived at the learning center, I noticed that majority of my learners in my clusters couldn't understand or communicate in English clearly. As most of them were used to Hausa, I switched to a bilingual method to teach them, which greatly aided their learning process. My students learned a lot through this program. It was what they really needed at that time, and by the end of FastTrack, I was pleased that my beginners could recognize the alphabet and numbers, pronounce them correctly, and were promoted to the next level. ”

Abubakar Abdulrahman Mujtaba,

Program and Impact Fellow - Youth Corp Member, FCT



A group of people are dancing in a room, with their arms raised in the air. The scene is overlaid with a semi-transparent blue filter. The background shows a grid-like ceiling structure and some tables with chairs in the foreground.

Conclusion and Recommendations

Overall, the project performed well in meeting most of its performance targets. The Learning Centers where FastTrack was implemented was largely better than the control area and compared to the baseline figures. Learning outcomes have enormously improved as observed and backed up by findings from the endline evaluation. The children were happy to learn especially as FastTrack provides the opportunity to play and learn. The Mavis talking book and pen particularly endeared the children to settle quickly into their learning clusters for an opportunity to learn with it.

It is evident that FAST Track has accelerated literacy and numeracy skills of learners and we highly recommended that Fast Track should be included within the first periods of the school calendar when children are not exhausted from the daily activities to ensure they build their skills to enhance learning in other subjects. Also, beyond Training of facilitators and teachers, in other to sustain their interest in facilitating FAST Track, consistent external and internal mentoring and coaching is strongly advised to include Head teachers/managers and senior teachers who would serve as internal mentors. Furthermore, to ensure Fast Track is sustained in IDP learning centers, it is important to provide school meals for children to control



absenteeism informed by hunger especially in circumstances where FAST Track cannot be included within the first periods of the school calendar for more impact.

More significantly, it is core that in addressing absenteeism of Fast Track community trainers, the organization needs to further strengthen its full-time teaching fellowship in partnership with the Federal government through the National Youth Service Corps. Furthermore, there is need to improve cost-effectiveness of the innovation through a series of rapid randomized field trials across states to strengthen experimental evidence and inform state-led pedagogical reforms on literacy and numeracy development. This implementation has pointed to the realities that community participation and active stakeholders' engagement is crucial to ensure sustainability, scalability and replicability. Also, network building is at the heart of innovation scaling; with everyone from different spheres on board, scale is possible. Finally, generating evidence of impact remains core to mobilizing gatekeepers such as governmental agencies and leaders of educational institutions to provide the needed support to scale the impact and amplify the reach of FastTrack.



ACKNOWLEDGEMENTS

PROJECT SPONSOR

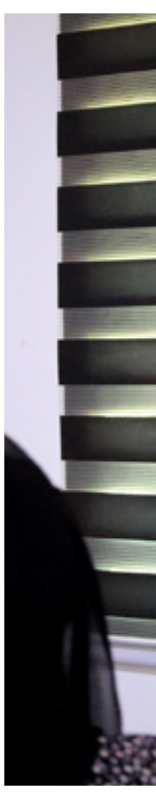


PROJECT PARTNERS & COLLABORATORS





FastTrack in Pictures







AREAi

Aid for Rural Education Access Initiative





AREAI

Aid for Rural Education Access Initiative





Aid for Rural Education Access Initiative

Fast**TRACK**

IMPACT

BY CAMP



Learning
without
barriers

Camp David

Literacy Outcomes

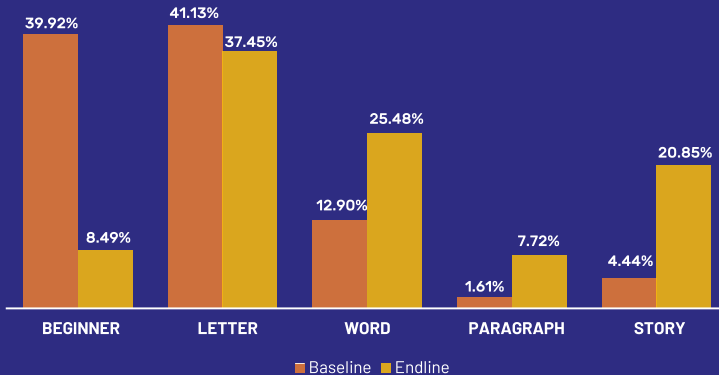


Figure 1: Literacy Outcomes in Camp David Learning Centre

Camp David

Numeracy Outcomes

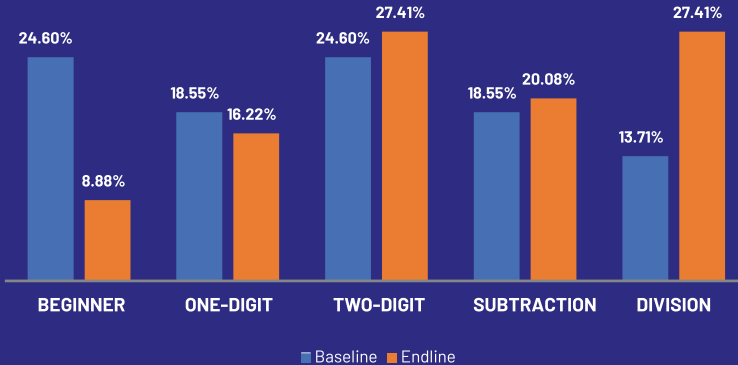


Figure 2 : Numeracy Outcomes in Camp David Learning Centre

New Kuchingoro IDP Learning Centre

Literacy Outcomes

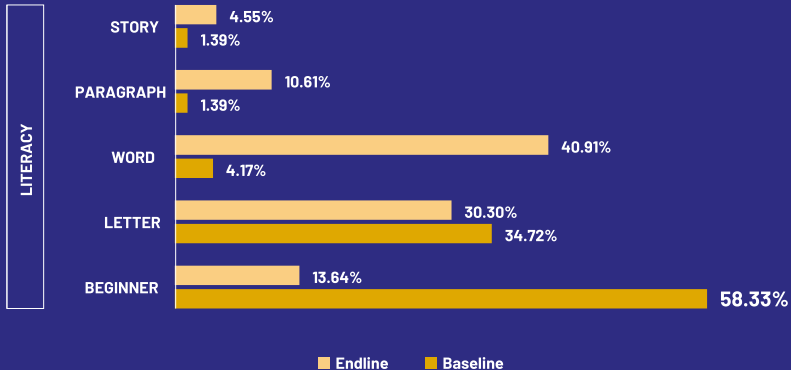


Figure 3 : Literacy Outcomes in New Kuchingoro IDP Learning Centre

New Kuchingoro IDP Learning Centre

Numeracy Outcomes

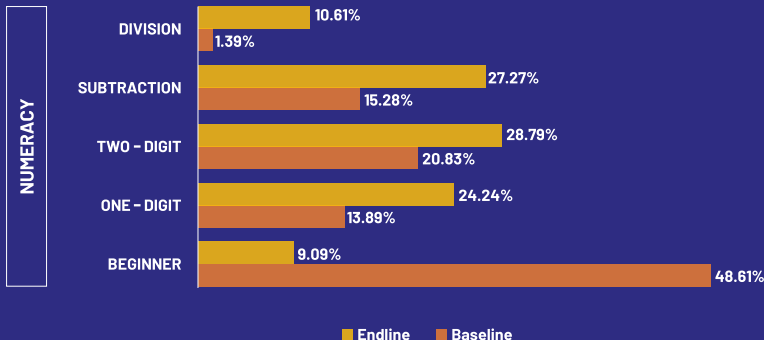


Figure 4: Numeracy Outcomes in New Kuchingoro IDP Learning Centre

Malaysian Garden IDP Learning Centre

Literacy Outcomes

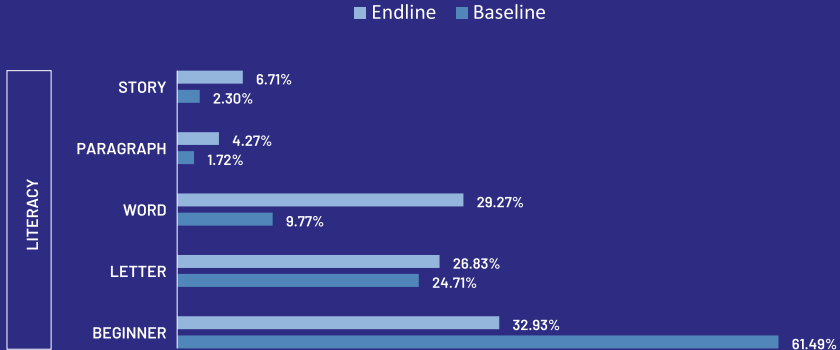


Figure 5: Literacy Learning Outcomes in Malaysian Garden IDP Learning Centre

Malaysian Garden IDP Learning Centre

Numeracy Outcomes

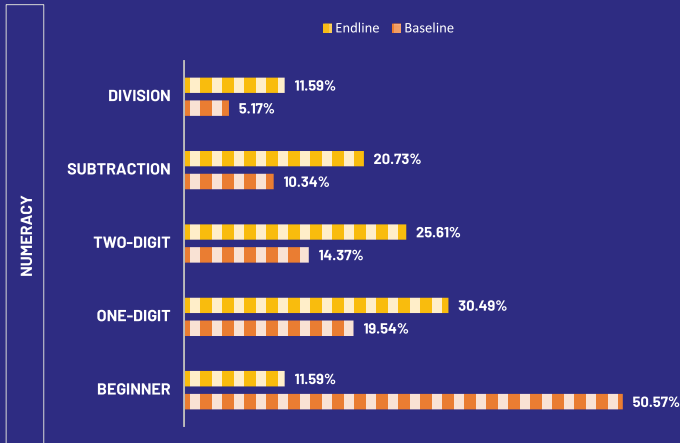


Figure 6: Numeracy Learning Outcomes in Malaysian Garden IDP Learning Centre

PaiKon Core IDP Learning Centre

Literacy Outcomes

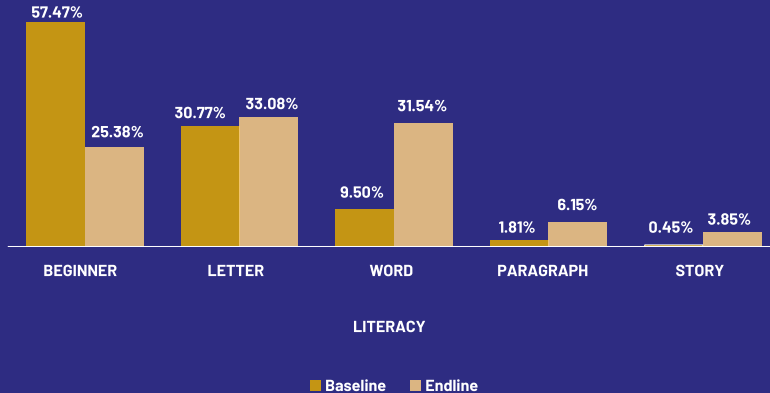


Figure 7: Literacy Learning Outcomes in Paikon Core IDP Learning Centre

PaiKon Core IDP Learning Centre

Numeracy Outcomes

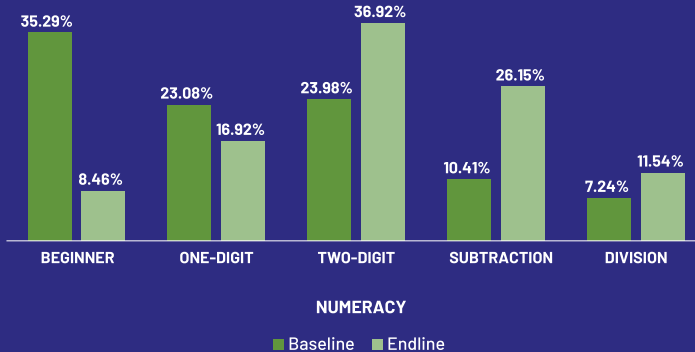


Figure 8 : Numeracy Learning Outcomes in PaiKon Core IDP Learning Centre

Pro Labore IDP Learning Centre

Literacy Outcomes

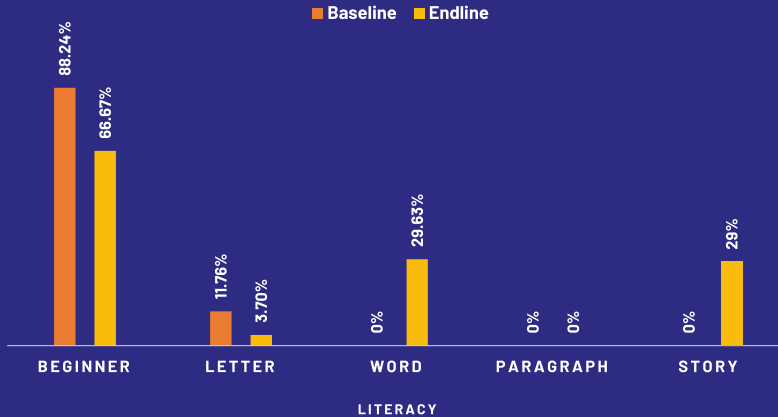


Figure 9 : Literacy Learning Outcomes in Pro Labore IDP Learning Centre

Pro Labore IDP Learning Centre

Numeracy Outcomes

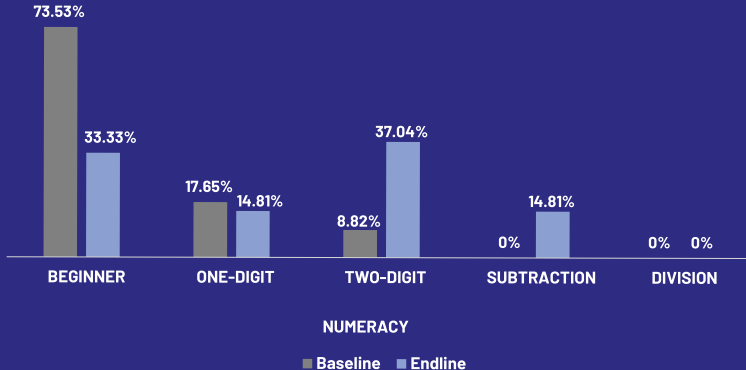


Figure 10: Numeracy Learning Outcomes in Pro Labore IDP Learning Centre

LEA Wassa IDP Learning Centre

Literacy Outcomes

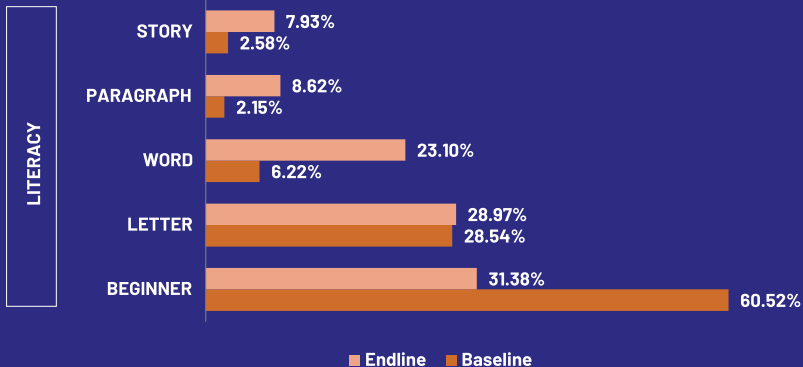


Figure 11: Literacy Outcome in LEA Wassa IDP Learning Centre

LEA Wassa IDP Learning Centre

Numeracy Outcomes

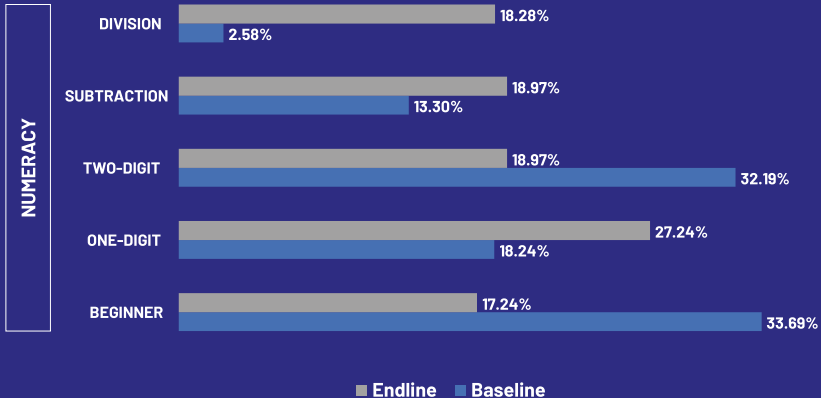


Figure 12: Numeracy Outcome In LEA Wassa IDP Learning Centre



Project Media Outputs and Assets

<https://businessday.ng/news/article/areai-named-theirworld-education-innovation-award-winner-2/>
<https://www.thisdaylive.com/index.php/2021/11/05/areai-wins-theirworld-education-innovation-award/>
<https://theirworld.org/news/education-innovation-awards-winners-reach-2m-young-learners/>
<https://businessday.ng/news/article/areai-reaches-out-of-school-children-in-idp-camps-with-fast-track-programme/>
<https://guardian.ng/news/fct-out-of-school-children-to-benefit-from-areais-literacy-numeracy-skills/>
<https://www.youtube.com/watch?v=8CbVHXiYMkk>

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