

Final Report

Accelerated Learning for Adult Learners (ALAL) Program

January 2023

Funded by: EcoBarter

ecobarter

Implemented By: AREAi



ecobarter

WASTE PICKERS EMPOWERMENT PROGRAMME



EMPLOYMENT

... Fast-track literacy
... programme to
... basic
... skills

... form to
... waste

ODDENBERRY
CATALYST



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EMPOWERMENT PROGRAMME



PERSONAL PROTECTION

We provide personal protective equipment and basic health insurance coverage

LITERACY DEVELOPMENT

Track literacy progress to ensure basic

SOCIAL



About AREAi

Established in 2014 and registered in 2017, Aid for Rural Education Access Initiative (AREAi) is a for-purpose non-profit grassroots initiative that works with and in under-resourced schools and marginalized communities, providing programmatic, technical, and infrastructural support to scale learning outcomes and drive tangible academic achievement for vulnerable children and youth from low-income families.

Leveraging innovation, collaboration, and technology and with a thematic focus on girls' education, digital equity, and foundational learning, AREAi promotes the development of foundational, digital, technical, and vocational skills that transform at-risk youth, vulnerable children, and marginalized girls into active and productive members of their communities.

Since 2014, the organization has enabled over 45,000 beneficiaries across 23 communities in 12 states in Nigeria to access educational opportunities and attain self-reliance through increased employability skills.

With funding support from national and international organizations such as the UK FCDO, Malala Fund, the Coca-Cola Foundation, Global Changemakers, One Young World, and the Queen's Commonwealth Trust, among others, AREAi has a reputation for promoting educational development while maintaining a strong relationship with host communities, schools, partners and sponsors.



Project Background

Introduction

Today, there are thousands of young boys and girls from the rural North in Nigeria who work as informal waste collectors, popularly known as “Baban Bolla,” in cities across Nigeria.

However, as sustainable waste management, recycling, and the concept of a circular economy become mainstream and new players enjoy different support levels, informal waste collectors are often disenfranchised.

Due to a lack of education, and adequate personal or professional branding, these informal waste collectors are left at the bottom of the recycling ecosystem and are unable to access modern business support.

They lack the foundational skills in numeracy required for business negotiations and often find it difficult to transact profitably. This has resulted in a negative consequence in the life of these populations, leading to loss of dignity, behavioral restrictions, and potential risks for the participants.



It is as a result of this that this project seeks to equip these informal waste collectors with foundational numeracy skills through an Accelerated Learning for Adult Learners (ALAL) program.

The ALAL program leverages our FastTrack model, a technology-enabled and self-assisted accelerated foundational skills deployment program, to enable these informal waste pickers to acquire foundational literacy and numeracy skills which are vital, indispensable skills required to lead an empowered, self-determined life.

Our intervention combined three proven independent teaching and learning approaches, namely;

1. Self-assisted technology-enabled Mavis Talking book and pen: an offline digital pen with audio capabilities and a book with unique dot patterns and learner-friendly graphics to aid understanding and comprehension.
2. Teaching at the Right Level: Pioneered by education NGO Pratham, is an approach to accelerate learning and ensure that learners gain foundational literacy skills.

The TaRI approach works by assessing learners one after the other using a simple oral reading assessment, grouping learners based on their learning level rather than age. The approach has several critical support pieces, including strong support systems for facilitators' enhanced visibility of learning outcome levels and progress developed through easy-to-understand testing tools and data collection and review structures.

3. Mother tongue-based literacy acquisition model, a dual language approach that involves using Hausa as a bridge to learning English.

Intervention Sites

- 1) Apo Camp
- 2) Pegasean Camp

Project Objectives

The Accelerated Learning for Adult Learners seeks to achieve the following activities:

- To Enable 50 informal waste collectors within the Ecobarter network to speak conversational and transactional level English within 3-months.
- To train 50 informal waste collectors in clusters across Apo and Pegasean.

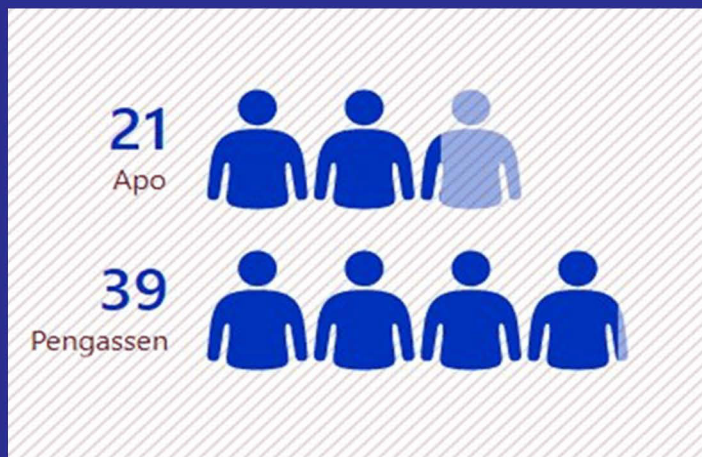


Beneficiaries Distribution

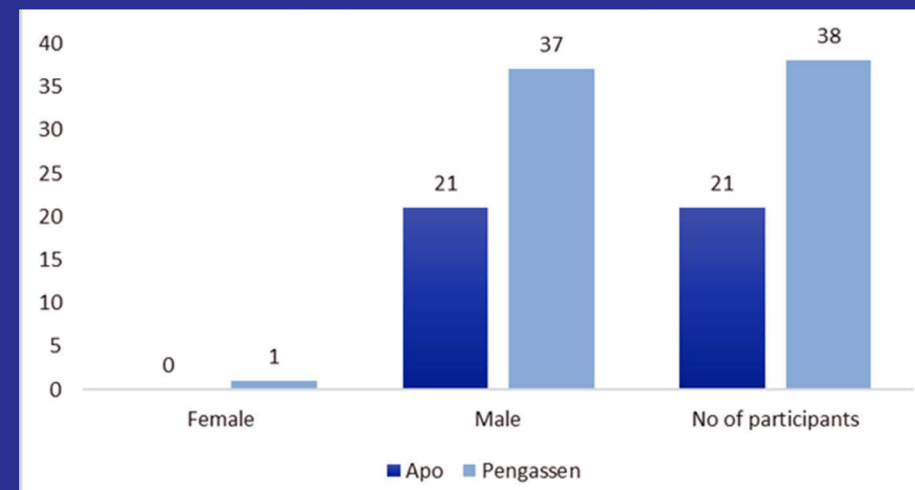
The Accelerated Learning for Adult Learners was able to achieve its set target and deliverables from inception, implementation, and close-out phases in both camps.

The project successfully improved the literacy level of 59 waste pickers in the two local communities (Apo and Pengassen).

Number of Total Participants.

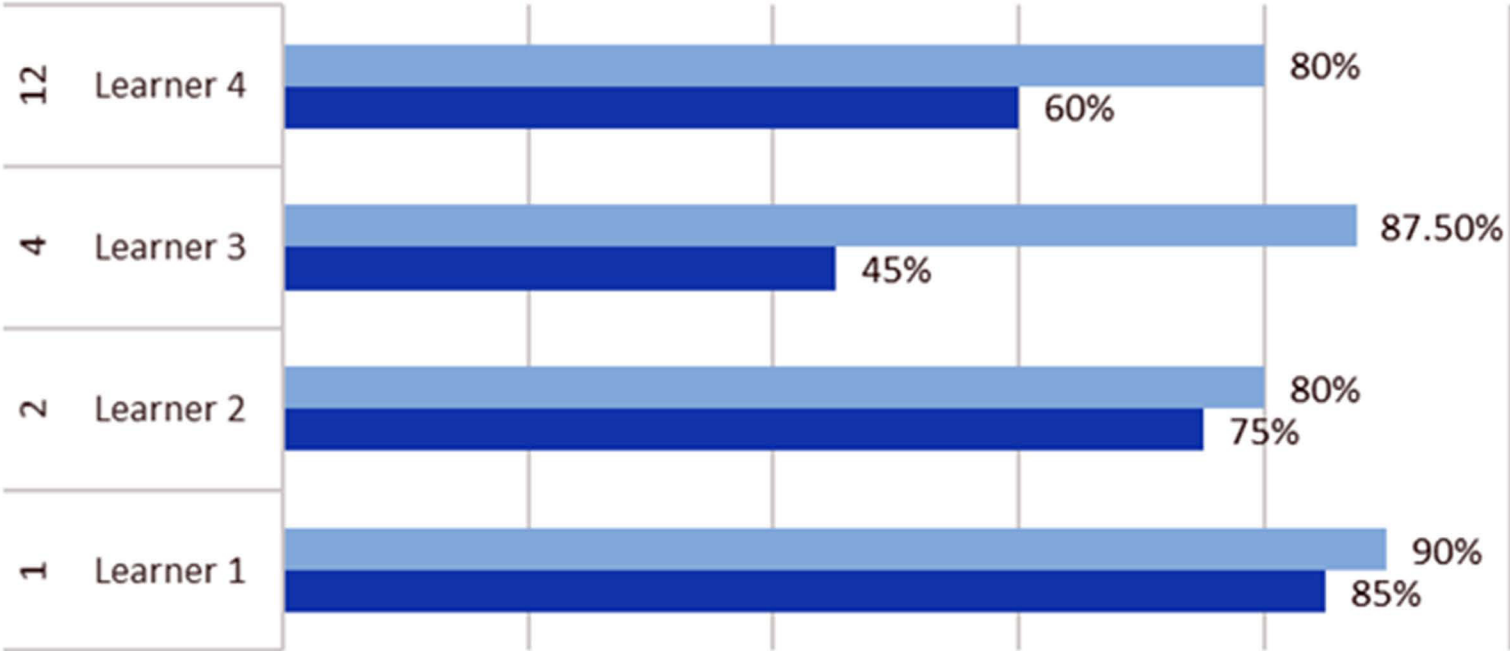


Number of beneficiaries for the Accelerated Learning for Adult Learners



COMPARISON CHAT/ LEARNING OUTCOME FOR BOTH LEARNING CENTERS

Baseline and Endline Comparison Chart Apo



■ Baseline Test
■ Endline Test

■ End Line Score ■ Base Line Score

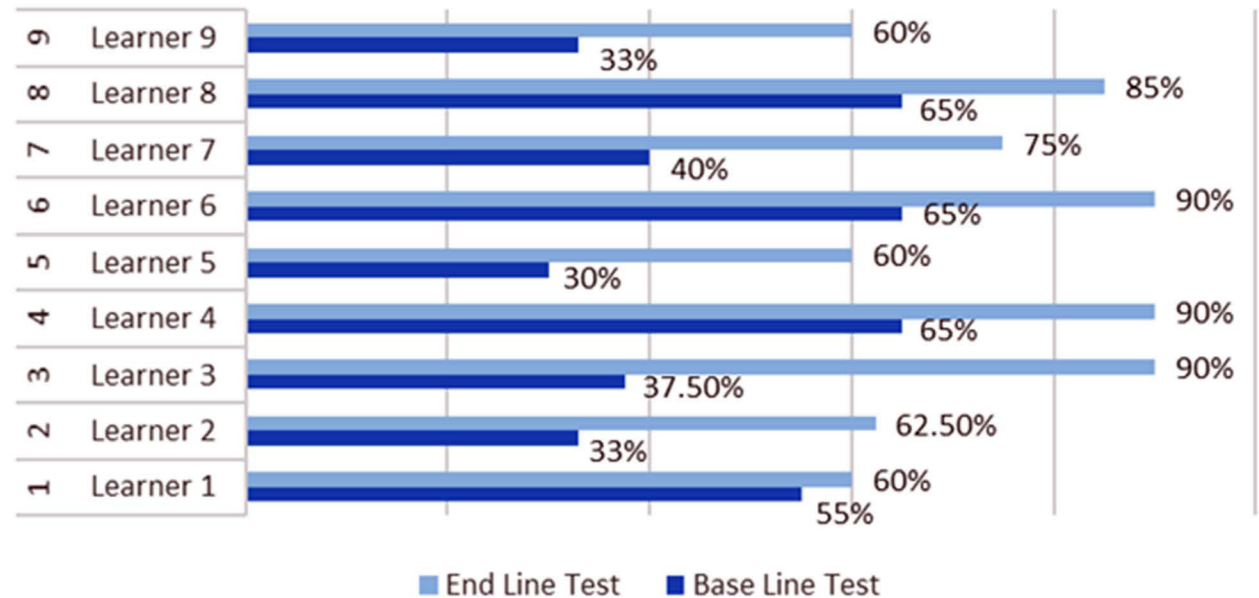
COMPARISON CHAT/ LEARNING OUTCOME FOR BOTH LEARNING CENTERS

The charts presented on pages 09 and 10 represent the performance of learners who were consistent at both baseline and endline assessments in the two centers of intervention indicating a progression in their performance as compared to the baseline.

The assessment tested their knowledge on four major areas: letter identification, spelling, comprehension, and use of articles in English constituting the modules covered during the period of the project and graded on a 20 point scale at both the baseline and endline assessments.

Baseline Test
 Endline Test

Baseline and Endline Comparison Chart Pengassen





Project Life Cycle

This section of the report outlines the specific activities implemented throughout the life cycle of the project.

Inception phase:

S/N	Activities	Results/Achievements with Evidence	Duration
1.	Partnership	MoU signing between EcoBartar Company and AREAi for the implementation of Advance FastTrack.	October 2022
2.	Community Mapping	Mapping of communities in Apo and Pengassan for project implementation.	October 2022

Implementation phase:

S/N	Activities	Results/Achievements with Evidence	Duration
1.	Advocacy & sensitization	Advocacy visits to participants in targeted communities to secure project buy-in during the inception and implementation phases. The team conducted sensitization and advocacy visit to communities. This process was initiated after the introductory visit with participants starting from the project inception phase. The team initiated proper engagement of all participants by specifying their roles and responsibilities on the FastTrack Project. Finally, the AREAi team conducted sensitizations on the impact of educational outcomes and viable steps to engage for improved learning outcomes.	October 2022 - January 2023.
2.	Enrollment of eligible participants.	To be able to measure initial skill level and define learner's foundational skills competency before enrolling in the program, we conducted a baseline assessment using the TaRL assessment tool at the beginning of our implementation. This process was coordinated by the MEAL team and supported by trained facilitators (Program and Impact Fellows). This activity was needed to assess beneficiaries' competency levels, which was used to group them into their appropriate learning levels. After the baseline assessment across the two camps, 50 beneficiaries were enrolled in the program. However, in November 2022, there were new additions and beneficiaries increased to 59.	October 2022

Implementation phase:

S/N	Activities	Results/Achievements with Evidence	Duration
3.	Support/ Monitoring visits	The team paid supportive occasional visits to project camps to provide technical support, monitor, and observe learning sessions/activities to ensure quality delivery as well as peer-to-peer education.	Weekly; October 2022 - January 2023.
4.	Midline Assessments	To be able to monitor learning progression and apply adequate tools that target learning trajectories, we conducted midline assessment. This procedure was mainly important to prioritize quality over quantity.	November 2022

Exit phase:

S/N	Activities	Results/Achievements with Evidence	Duration
1.	Sustainability frameworks.	The AREAi team conducted close-out advocacy and sensitization visits to all relevant stakeholders to sustain the project model and replicate it after the close-out phase. The team also encouraged participants to sustain learning structures.	January 2023
2.	Close out report and documentation	To assess the impact of the program on learners, an endline assessment was conducted to reasonably quantify the skills development level of the beneficiaries. We developed a series of practice-based assessments and assigned facilitators to observe the group activities. This helped us to identify skills areas with tangible outcomes as well as skills areas that need more development among the learners.	January 2023



Successes, Challenges and Lessons Learned

Project Successes:

Expected Deliverables	Detailed Description of Achievements
Improved the learning outcomes of waste pickers in Apo and Pegasean.	<p>Prior to the project's intervention, selected beneficiaries never had access to education due to several societal, traditional, and cultural constraints.</p> <p>Hence, most of them resulted in farming as a source of livelihood. However, this intervention sought to change the negative perceptions beneficiaries had about education, with the intervention deploying a number of methodologies, such as the TaRL methodology, where beneficiaries were clustered to learn according to their learning ability, with classes holding three times weekly across the two camps.</p> <p>After the three months Accelerated Learning Program, beneficiaries are not only enthusiastic about attending conventional school but have significantly improved in terms of foundational skills.</p>
Strengthen participants for peer-to-peer learning.	<p>To foster peer-to-peer learning, teaching facilitators, during learning sessions, administered group practicals and take-home group assignments in a bid to ensure that learning continued in camps even on days where classes were not scheduled.</p> <p>This process proved to be effective in that it had a ripple effect of attracting non-beneficiaries residing in the camp thereby providing beneficiaries the opportunity to sensitize non-participants as a result, over 70 persons were reached indirectly through awareness and sensitization outreaches carried out across the two camps respectively.</p>

Successes, Challenges and Lessons Learned

Project Successes:

Expected Deliverables	Detailed Description of Achievements
Supported the opening of HMO's and bank opening.	<p>Beneficiaries were trained on the importance of having Bank accounts and health insurance.</p> <p>The enrolment of beneficiaries enables them to have a means of health coverage to cater for occupational hazards.</p> <p>On the other hand, the opening of bank accounts helped them improve their savings and avert the risk of losing their money.</p>
Provided Strategic Behavior Change Communication (SBCC) to the participants to promote education and economic empowerment	<p>During the inception of the project, community participants were engaged and also provided sensitive information, especially on the importance of education and how they can stay in school.</p> <p>One of the activities carried out to create awareness of education was the inception meeting.</p> <p>As a result of the sensitization and capacity-building meeting for behavioral change around education, many participants were able to see the dangers of not being educated.</p>



Successes, Challenges and Lessons Learned

Project Challenges:

Project Challenges	Detailed Description
Deep-rooted religious and cultural beliefs.	Religious and cultural beliefs about education have caused a lot of limitations to their reception of the right to be educated. Many believe that education is forbidden and should not be accepted.
Low attendance rate on the part of the participants.	We discovered that the attendance rate of participants in learning sessions especially in the basic class was very poor. Some stopped attending because they got overwhelmed with work (waste picking), farming, and family.
Learning environment	Attention should be given to infrastructure, as classroom ergonomics are pivotal for learning environments.

Lessons Learned:

Project Challenges	Detailed Description
Provision of textbooks to project participants	<p>The provision of textbooks to beneficiaries enhanced the classroom facilitator's work and ensured each learner had equitable access to resources, irrespective of constraints, thereby improving learning outcomes. Furthermore, textbooks helped the participants to tackle their take-home assignments.</p> <p>During the midline assessment, participants could not practice at their leisure what they have been taught because the books provided for participants, got missing when they traveled.</p>



Conclusion

Overall, Adult FastTrack performed well in meeting most of its performance targets. Although the implementation timeline was short, the endline result in comparison to the result for the baseline assessment has shown significant improvement from all participants in the foundational Literacy skills training.

Again, this result shows that inputs made for the training were impactful and the curriculum deployment fit for contexts.

Lastly, the Mavis talking book and pen particularly endeared the learners to settle quickly into their learning clusters for an opportunity to learn with it.

Recommendations

Through evidence generation and comparing the baseline results to the endline, it is evident that the Accelerated Learning for Adult Learners (ALAL) program has fostered literacy and numeracy skills of learners and the AREAi team believes that training these waste pickers in foundational skills would help transform them and aid them in future endeavors.

This implementation has pointed to the realities that community participation and active stakeholders engagement is fundamental to ensure sustainability, scalability and replicability.

Finally generating evidence of impact such as this report, remains core to mobilizing gatekeepers to provide the needed support to scale the impact and amplify the reach of the Accelerated Learning for Adult Learners.



Gallery: Cross Section of the ECOBARTER Intervention



Gallery: Cross Section of the ECOBARTER Intervention





8/12/2022
Our
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STEPPERS
DIGITAL PLAT

wellahealth
YOUR PHARMACY'S BEST PART

AREAI | MALALA FUND
GETTING GIRLS EQUAL

ecobarter
ACCESS EMPOWERMENT PROGRAMME

icy leplac
scaling plastic waste collection

ecobarter
ACCESS EMPOWERMENT PROGRAMME



Learning
without
barriers

This document was designed and produced by Aid for Rural Education Access Initiative (AREAi) as an output material under the EcoBarter initiative, for the Accelerated Learning for Adult Learners (ALAL) program (Adult FastTrack).

www.areai4africa.org

