

ANNUAL REPORT 2022



Learning
without
barriers

VISION

To improve the access and quality of education available to poor and vulnerable children in rural communities across Africa

MISSION

To organize, mobilize and channel human, material, physical and financial resources towards creating multiple, alternative and informal learning opportunities for marginalized populations to attain self-reliance.

PRIORITY AREAS

Foundational Learning
Girls Education
Digital Equity
Transition from School to Work

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Who We Are

The AREAi Executive Team



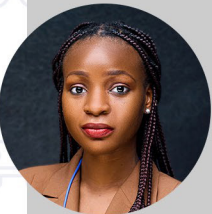
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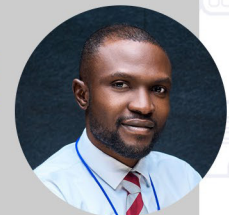
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Who We Are

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 stakeholder, governmental institutions, bilateral and multilateral organizations to improve educational access and learning outcomes for vulnerable children and to scale the economic productivity of at-risk youth to meet their full potential.

Over the last seven years, we have designed, coordinated, and scaled a series of mass literacy, entrepreneurship development, and economic empowerment programs to transform the employability, livelihood, and lifelong learning opportunities of over 50,000 beneficiaries in 20 communities across 12 Nigerian states.

Foreword

Prince Gideon Olanrewaju
Chief Executive Officer



The year 2022 reminds me of the immense potential and boundless possibilities that lie within our grasp and the dauntless power we hold to shape the future of education, not only for our nations but for generations to come when we leverage the synergistic potency of collaboration, innovation and technology. AREAi has continued, yet again, in its resolute commitment towards redefining what access to education means, enabling children in the most difficult circumstances to reimagine the possibilities of being educated and be skilled.

Our work, as always, seek to ignite a transformative wave that will mainstream innovative thinking as the basic ingredient in helping nations overcome the limitations that hold them back in providing equitable learning opportunities for its citizenry. Through our novel initiatives such as Digital Skills Accelerator, we demonstrate that when we can leverage the social good of technology effectively, we are one step closer to bridging the gap between urban and rural education, to reach those in remote areas, and to ensure that no child is left behind. So even when it is abundantly clear that there are talented young minds yearning for knowledge, waiting to be nurtured, but lack the guidance and support they so desperately need, organisation remains emboldened by its creative energies and enthusiasm of its personnel to respond responsibly and take action. That But innovation alone is not enough. Last year, through our initiatives, we took a stand on the elimination of gender disparities, mobilising resources towards fostering an environment where every girl and every boy has equal access to education and the same opportunities to excel. I remain confident that this important work will continue as we cultivate further partnerships that allows us fostering an inclusive society that celebrates diversity.

Our partners, funders and key stakeholders have been beyond inspirational for the reach and scale of impact we accomplished this year. Together, we hold an immense responsibility—to ensure that our alternative learning systems are not only comprehensive and relevant but also imbued with a sense of purpose. We have worked to show that our education should not be confined to the four walls of a classroom; it should transcend boundaries and nurture the whole individual. We look forward to build on this foundation as we engage in meaningful dialogue across various domains, to forge core partnerships, and to take bold actions that will propel us towards our shared vision. Let us inspire one another, learn from one another, and collectively work towards a future where education is not just a privilege but a fundamental right for every child.

Thank you, and lets remain active catalysts for transformative change in the realm of education across Nigeria, the African continent and globally.

Prince Gideon Olanrewaju

Letter from #HumansofAREAi

Welcome to AREAi's 2022 Year in Review!

For us at AREAi, 2022 was our year of ascent, resilience, and transforming education for all. We are proud of how we evolved and what we have achieved.

As a people, we have contributed immensely to bridging learning gaps, promoting digital inclusion and providing relevant work-readiness skills development opportunities for children and at-risk youth from low-income homes.

2022 was a year of transformational change and monumental growth for us as an organization, we are proud to see the same evidence of growth in individuals within the organization. From winning a fully funded Chevening Scholarship to study in the United Kingdom to been invited to give a keynote speech at the One Young World Summit, #HumansofAREAi had an amazing year and this further reinforces our commitment to raising the next generation of public leaders and development practitioners.

Internally, we sought to improve employees' support and motivation, we continued to promote staff connection and well-being through paid self-care time and optional team-building activities.

We are proud of all of our accomplishments in transforming education as highlighted in this report but none would have been made possible without your generous support. Thank you for continuing to believe in our work and creating a world where all children can exercise their fundamental human right to learn.

We hope that you enjoy reading AREAi's 2022 Year in Review.

Sincerely,
AREAi Staff



Learning
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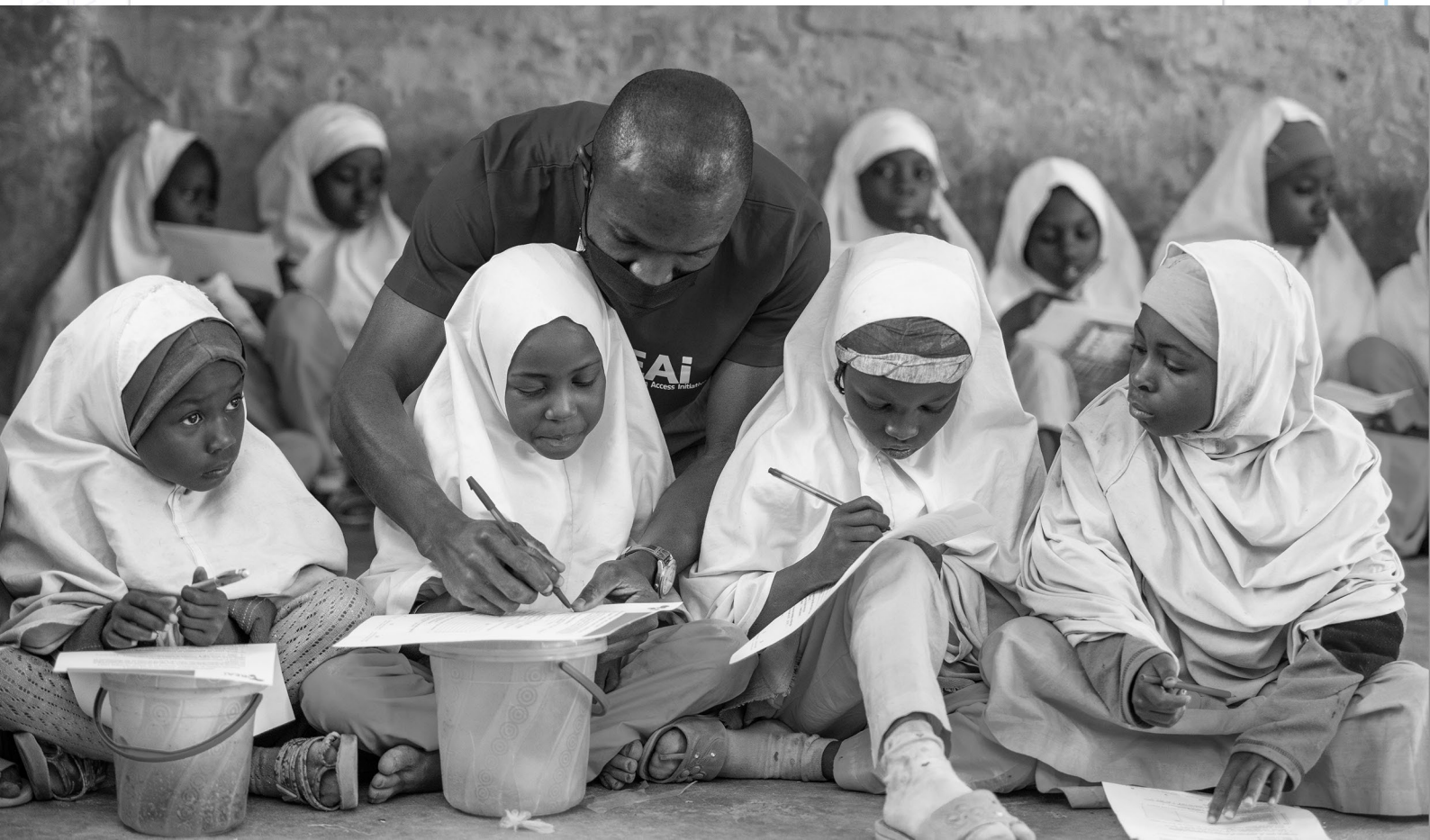




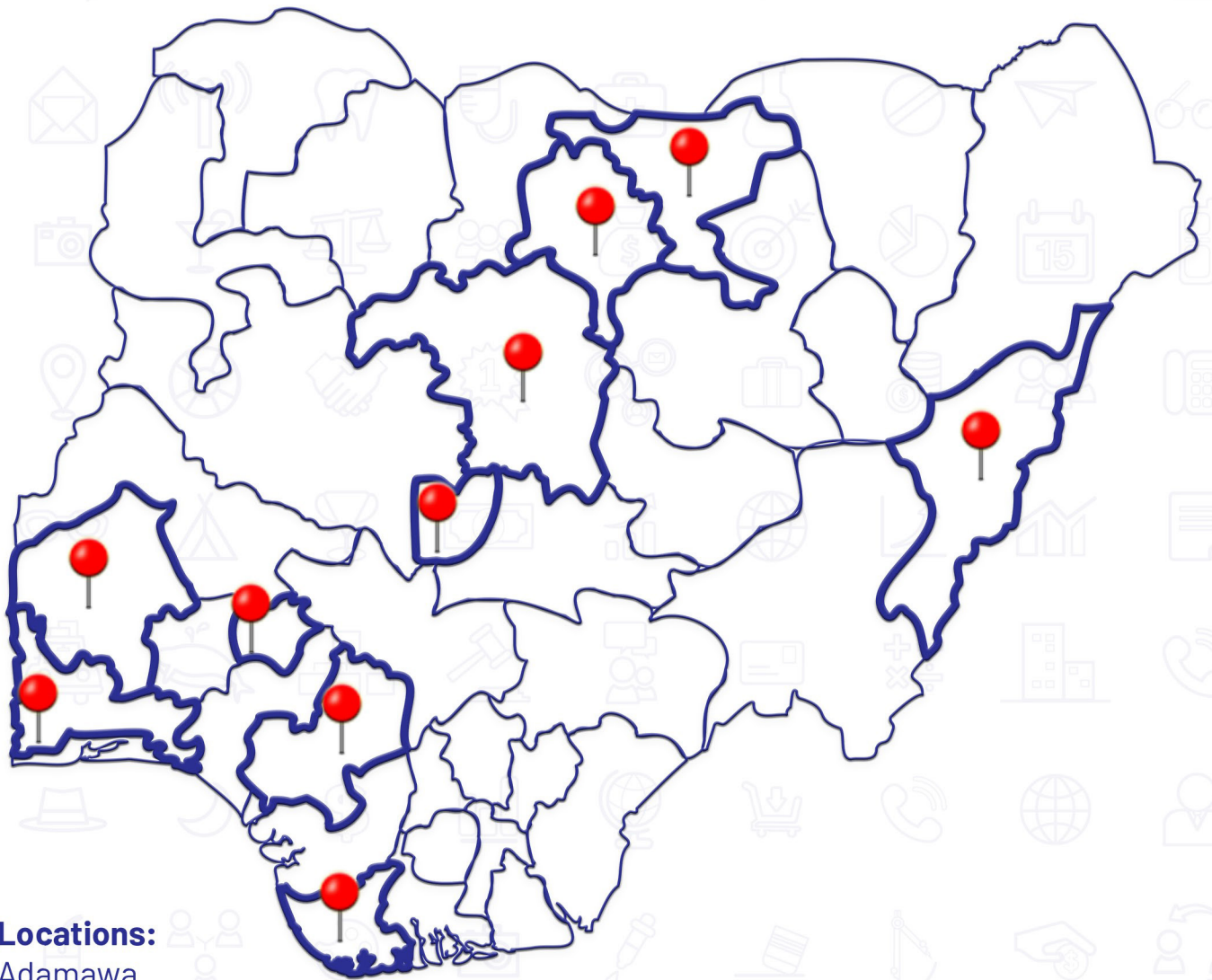


Our Programmatic Areas

Programmes	Levels of Education
Fast Track	Early childhood and K12
Getting Girls Equal	Secondary Education
Accelerated learning for Adult Learners	Adult learners
Digital Skills Accelerator	Secondary Education
PVL-STEM	Secondary Education



Our Footprints



Locations:

- Adamawa
- Bayelsa
- F.C.T Abuja
- Edo
- Ekiti
- Jigawa
- Kaduna
- Kano
- Ogun
- Oyo



FOUNDATIONAL LEARNING



FC

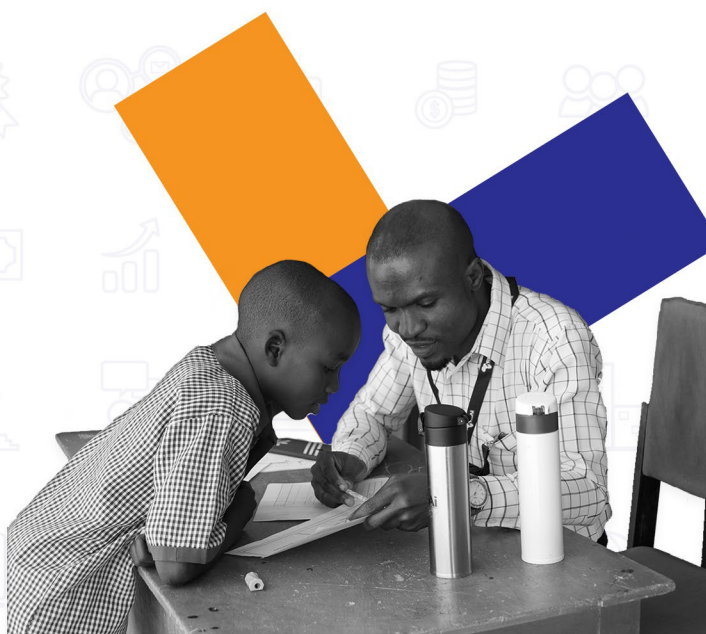
The covid-19 pandemic left a huge impact on education across the world. More than 616 million students were affected by full or partial school closures and more saddening is the ripple effect of this crisis on learning.

Even before the pandemic, 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% according to the World Bank's report.

With the impact of the pandemic on learning, we saw a need to scale the impact of our foundational learning program, not only to bridge the gap caused by the pandemic but also to enhance literacy and numeracy skills development for the most vulnerable children who are at risk of falling through the cracks.

FastTrack

With a scale-ready grant from TheirWorld, we scaled FastTrack, our technology-enabled, and accelerated foundational skills development program to reach 2500 children across 6 IDP camps in Abuja, Nigeria. Leveraging on our partnership with the National Youth Service Corps, we mobilized 12 teaching fellows and 33 community based facilitators to champion foundational learning for our 2500 beneficiaries across a 6 month period.



Evidence of impact generated through scientific experimentation shows that FastTrack indeed improved foundational learning in literacy and numeracy for the target beneficiaries.

Our difference in difference (DID) analysis revealed that FastTrack significantly improved the acquisition of foundation literacy skills for learners, including their ability to acquire writing and reading proficiency.

The endline assessment shows that children in the treatment group demonstrated an improvement of at least one point from baseline. Similarly for numeracy, significant improvement was recorded at both conceptual and operational mathematics as average learners at the beginner level could barely identify up to 5 single-digit integers correctly at pre-test.

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.









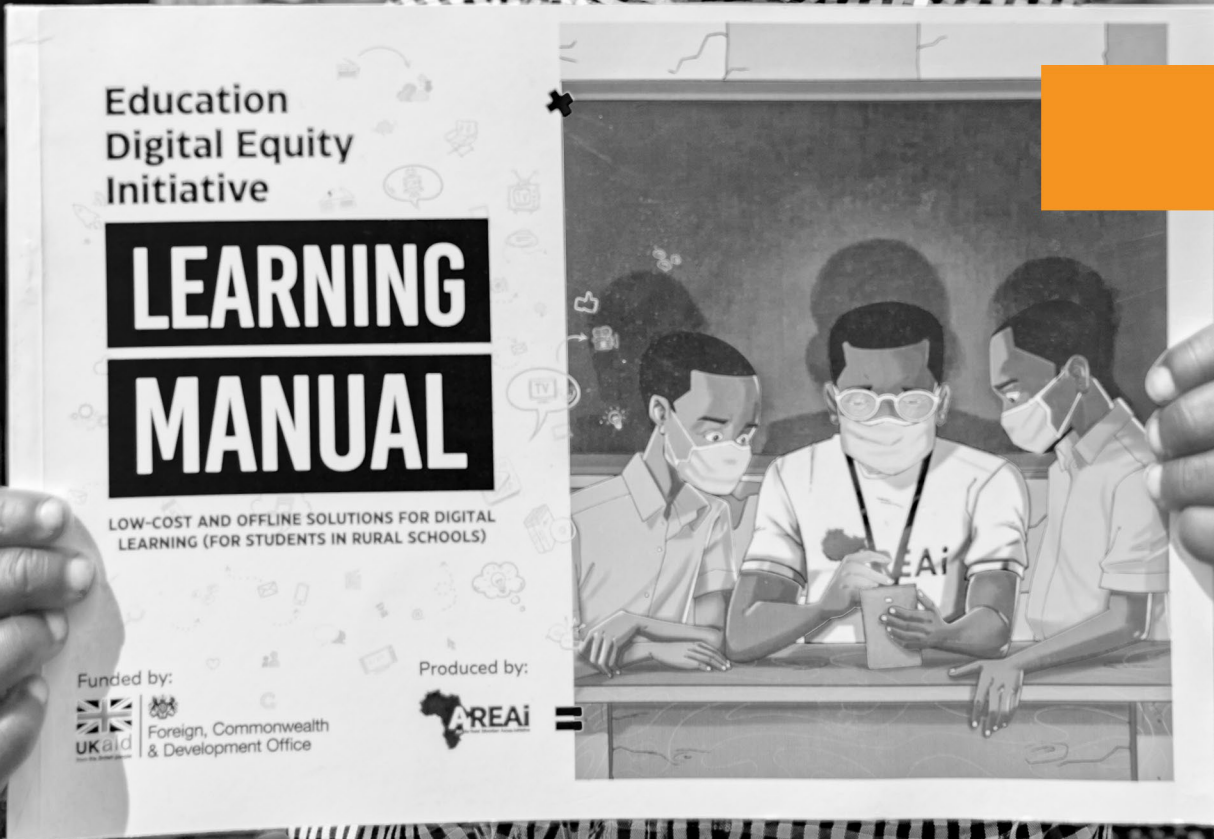
Foundational Learning for Adult Literacy

As part of our contribution to promoting functional skills development for at-risk youth, we partnered with a local recycling organization to test the applicability of our foundational learning program with adult waste workers who have little proficiency in English as a language of negotiation in their trade.

In a 3-month program duration, we deployed our innovative FastTrack methodology to improve the literacy skills of 50 adult waste workers, and we were able to validate that FastTrack would not only improve literacy and numeracy proficiency for children within our primary target age group (5-14) but also adult learners.



DIGITAL EQUITY



From the use of self-driving cars to the accelerated adoption of technology in education, health, and banking, among others, digital technologies are shaping all aspects of our social, political, and economic processes across the world today. According to the United Nations, over 90% of jobs worldwide now have a digital component. In Sub-Saharan Africa, up to 230 million jobs will require digital skills by 2030. While digital technologies are creating new opportunities to improve economic productivity and increase educational access and attainment, millions of people are still left behind in a chronic digital skills gap.

According to the Deloitte Global and Global Business Coalition for Education report, there are predictions that over half of the world's young people—825 million—will not have the most basic skills for employment by 2030. Moreso, only 50 percent of countries in Africa have "computer" skills as part of their school curriculum, compared to 85 percent of countries globally. The lack of digital literacy and skills (the "digital divide") is now exacerbating exclusion and widening the gap between those who have access to education and those who do not, and we need concerted action to bridge the gap, particularly for the last mile users.

Education Digital Equity Phase (II)

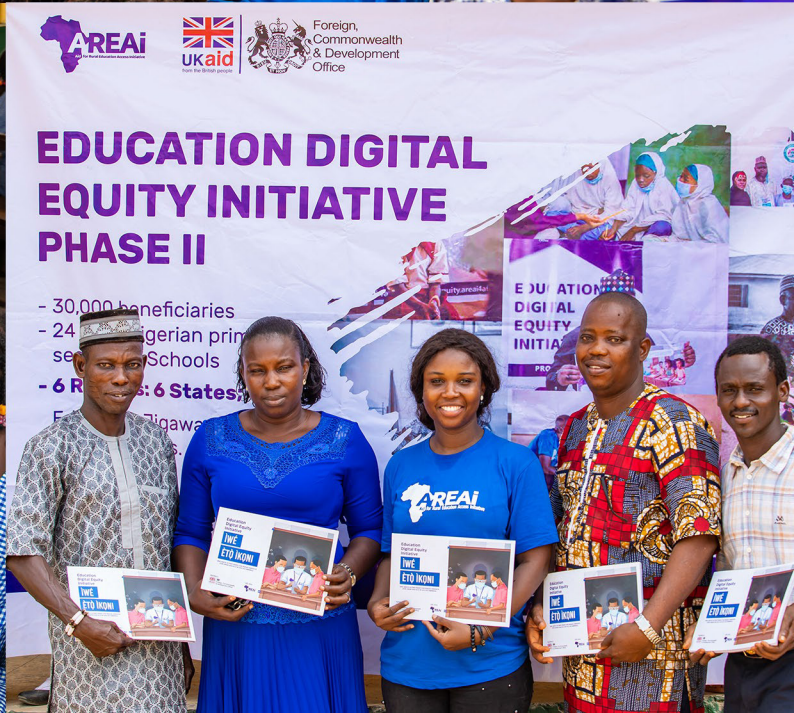
Building on the success of the pilot phase of the Education Digital Equity initiative (EDEI), we embarked on the second phase premised on the need to bridge the digital awareness gap to equip students with fundamental knowledge of identifying, accessing, utilizing and maximizing digital tools for continuous learning to ensure learning never stops even in cases where schools are closed.



The Education Digital Equity Initiative (Phase II) seeks to promote the widespread distribution and student engagement with the highly valued Digital Learning Manual, which was repeatedly emphasized during the pilot to play a significant role in equipping students with the fundamental knowledge of identifying, accessing, obtaining, and maximizing the use of remote learning tools and other digital technologies.

Funded by the United Kingdom's Foreign, Commonwealth and Development Office under the Prosperity Fund's Digital Access Programme, the project adopted an integrated approach not only to ensure the provision of the Digital Learning Manual but also to facilitate meaningful educational attainment and academic achievement that can be maximized from effectively leveraging all the various tools contained in the manual.

Across these six rural states: Edo, Ekiti, Kaduna, Kano, Ogun, and Jigawa in Nigeria in 24 schools (4 schools per state), we hosted 72 read-aloud sessions, conducted 6 teachers' training sessions and distributed 40,000 copies of our digital learning manual. The teachers' training and planning workshops in partnership with state Ministries of Education and school administrators were particularly important to ensure that teachers are better aware of offline digital learning tools and are equipped with the foundational skills and competence to guide learners in engaging with digital tools for learning. Most importantly, we paid advocacy visits to the state ministry of education and delivered copies of the Digital Learning Manual to principal government officials as reference materials for subsequent state-led digital learning interventions.



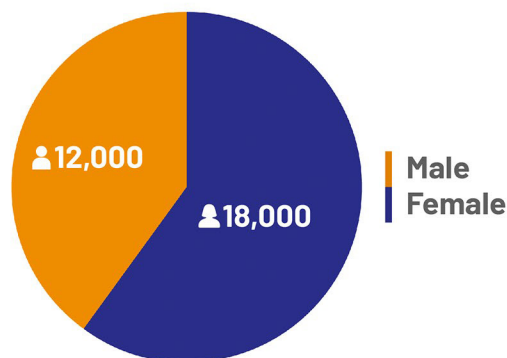
Project Overview

The Education Digital Equity Initiative (Phase II) is premised upon the notion of promoting digital awareness that seeks to support marginalized students in accessing simplistic information and communication technologies for learning.

Building on the success of the pilot phase, the final phase seeks to promote widespread distribution and student engagement with the highly valued Digital Learning Manual, which was repeatedly emphasized during the pilot to play a significant role in equipping students with the fundamental knowledge of identifying, accessing, obtaining, and maximizing the use of remote learning tools and other digital technologies. Funded by the United Kingdom's Foreign, Commonwealth and Development Office under the Prosperity Fund's Digital Access Programme, the project adopted an integrated approach not only to ensure the provision of the Digital Learning Manual but also to facilitate meaningful educational attainment and academic achievement that can be maximized from effectively leveraging all the various tools contained in the manual.

Gender Equity

Through our synchronized students and teachers participation, and series of activities the Education Digital Equity Initiative project extension reached a total of 30,000 students and 72 teachers from 24 rural schools across six Nigerian states. Of this population, 18,000 (60%) are female and 12,000 (40%) are male. In a bid to ensure inclusive gender representation, we maintained a strict gender balance policy in assembling our project resource team as well as in selecting our beneficiaries in every rural cluster, including students and teachers.



Sustainability

At the core of our project planning and delivery is a significant commitment to ensure sustainability even at the end of the project timeline. As part of our sustainability strategy, we completed 6 teachers training and planning workshops in partnership with state Ministries of Education and school administrators to ensure that teachers are better aware of offline digital learning tools and are equipped with the foundational skills and competence to guide learners in engaging with digital tools for learning. In addition to this, to ensure that students have continual engagement with the learning resource, we distributed 30,000 copies of the Digital Learning Manual to 30,000 students across the 24 schools.

Most importantly, we paid advocacy visits to the state ministry of education and delivered copies of the Digital Learning Manual to principal government officials to serve as reference materials for subsequent state-led digital learning interventions. Copies of the Digital Access Toolkit and Digital Policy Guide produced from the initial phase were also provided for subsequent use and integration into state digital learning plans.

Summary Of Key Activities

1. Stakeholders Consultation and Engagement

The survey began with the identification of key state government representatives in the 6 states of project implementation. With the support of these Community Liason Officers, the AREAi partnership and community engagement teams successfully established contact with the relevant school administrators and education authorities to secure the needful approval for school-based and community-level engagements in each of the states. The implementation team facilitated a series of community entry and immersion visits to all selected states as part of the relationship building and stakeholders management efforts within the communities where the project is being implemented. The visits and meetings conducted enabled the team to clarify expectations and communicate intended activities.

Most significantly, the AREAi team participated in the UK FCD0 Mutual Accountability Framework meetings in Kano and Jigawa State where the Chief Executive Director, Chief Development Officer and Senior Programs Manager all presented how the project aligns strategically with the effort of the state government in promoting educational development within the state.

We also paid courtesy visits to the state's Ministry of Education and met with the Commissioner of Education in Edo, Kano and Jigawa state to discuss the state level partnership and sustainability plan for the Education Digital Equity Initiative.

2. Baseline Assessment

The Education Digital Equity Initiative project extension (EDEI) across 6 states (Kaduna, Kano, Jigawa, Ekiti, Ogun and Edo) began with a baseline assessment that seeks to understand learners' knowledge of and use of offline digital learning tools. The baseline study presents the measurement of project indicators (Digital Learning Tools) prior to implementation in all the 6 target states. These indicators are measured using 2 survey tools, however, putting into consideration state peculiarities in the administration of survey tools used in gathering information from the target group.

- Assessment Design and Methodology

EDEI Extension adopts several methods of data collection that were implemented in each state visited by the team depending on the contextual realities of each state. The teachers were extensively engaged by first being administered survey questionnaires (DALTT) to help ascertain their level of awareness on digital learning tools, uptake and engagement with the digital Learning tools.

The student survey was conducted in a classroom setting to ascertain learners' level of awareness and also to identify the pattern of engagement with the digital learning tools already known. A quantitative research model was used in the design, development and administration of the data collection tools both for Teachers and students.

A well structured questionnaire developed by the M&E team comprises questions focused on Digital Learning awareness among teachers and students. Data obtained were cleaned, examined and triangulated across data from 2 data collection tools to identify consistent patterns of awareness and report findings contained in target states respectively.



- Data Collection Tools

The M&E team designed, developed 2 instruments for collecting relevant data from teachers and students. These instruments were reviewed and adopted by the EDEI AREAi team for the collection of relevant data.

Each team assigned to the target state was trained on how to administer questionnaires to teachers and students. These instruments are:

- Digital Awareness Learning Tools for Teachers (DALTT)
- Digital Awareness Learning Tools for Students/Pupils (DALTS,P)

- Specific Findings

The baseline report presents results from the findings within a broad frame of analysis which has been developed to reflect the level of digital awareness of the teachers and students/pupils (beneficiaries) in the 6 states visited among which the following conclusions are drawn:

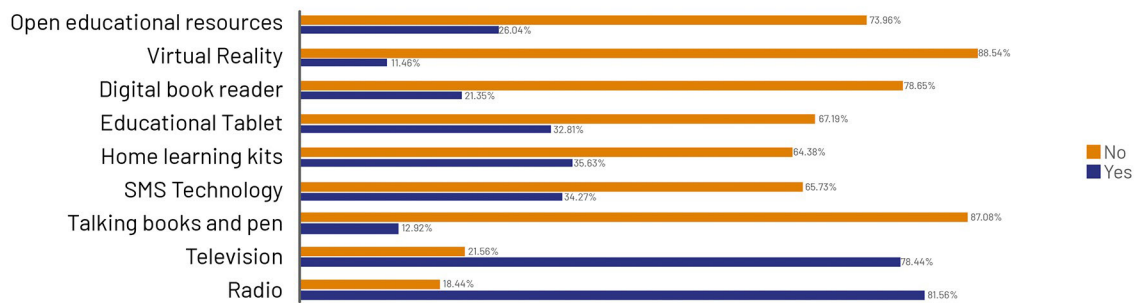


Figure 1: Students knowledge of different digital tools for learning

Responding to the questions designed in the DALTS,P instrument administered, as shown in the chart above:

- 87.40% of students affirmed their awareness about the existence of digital tools for learning while 12.60% stated otherwise.

- Out of the 87.40% of respondents who indicated awareness about the existence of digital tools for learning, 53% demonstrated being familiar with it under a year while 47% expressed they have known about digital tools for learning for a period of one year or more.

- 81.56% stated being aware they could use radio to learn and 78.44% knew about television. It is noticed that awareness level for other digital tools for learning aside radio and television is low as only 12.92% indicated awareness for talking books and pen, SMS technology 34.27%, Home learning kits 35.63%, Educational Tablet 32.81%, Digital Book Reader 21.35%, Open Educational Resources 26.04% and only 11.46% for virtual reality.

- Teachers who responded to the survey also stated high knowledge of digital learning through radio and television as 94.29% and 87.14% respectively. See the chart below:

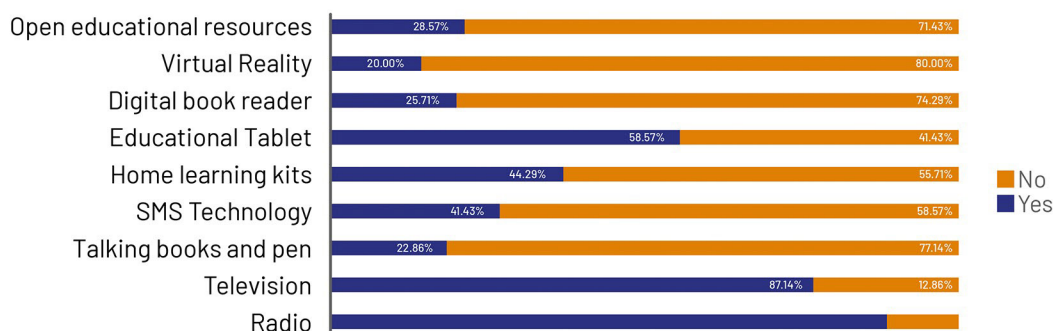


Figure 2: Teachers knowledge of different digital tools for learning

Findings have shown that beside radio and television, teachers' knowledge of the other digital tools for learning is poor as illustrated on the chart above, hence the need for awareness creation to bridge the gap.

3. Teachers Training and Planning Workshop

A Training and planning workshop was organized and it hosted members of the project team, state community liaison officer, representatives from the ministry of Education, and 3 ICT/ digitally inclined teachers from 4 selected schools across each of the 6 project States. The participants were engaged in a 1 hr 30 mins interactive session and started with opening remarks from the Ministry of Education followed by an overview of the project.

Furthermore, the teachers were administered survey questionnaires (DALTT) to help ascertain their level of awareness on digital learning tools, uptake and engagement with the digital learning tools. followed by a knowledge sharing session to understand the lived experiences of various schools during the covid-19 lockdown and how they were able to ensure continuous learning irrespective of the lockdown.

We introduced the digital learning manual in English language and in two (2) indigenous language(Yoruba and Hausa) as well as the various digital tools and its use to help enhance their level of understanding of how tools identified can be engaged with by Teachers, and students/pupils.

Questions and answers were entertained and the day ended by welcoming contributions and opinions from Teachers present on how best the Digital learning manuals could be distributed and a Town hall Read-Aloud-Session can be conducted in each school.

In all, we hosted 6 physical training and planning workshops in 6 states- Kano, Jigawa, Kaduna, Edo , Ekiti and Ogun states with over 90 stakeholders that facilitated the implementation of the program.We also presented the various findings from the extensive surveys and interviews conducted across 24 schools and 20 communities during the initial phase of the project.



4. Read Aloud Sessions

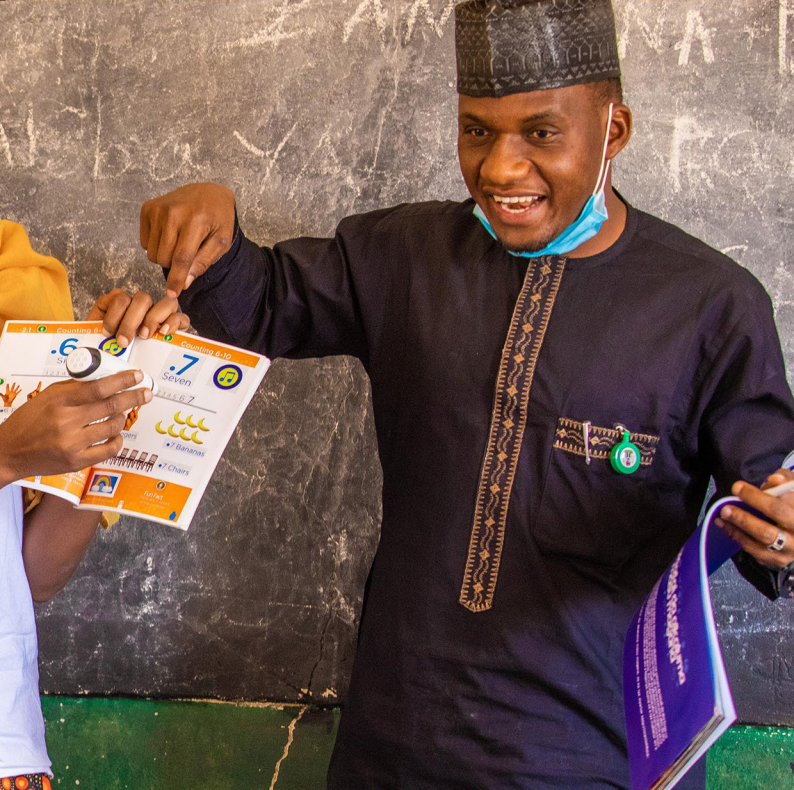
We conducted at least 3 read aloud sessions using English language and the identified indigenous language where applicable across 4 schools (2 secondary and 2 Primary schools) in each project state. Before commencement of the read aloud sessions, we administered a baseline questionnaire to selected students in the school which is representative of the school's population to ascertain the students level of awareness and to also identify the pattern of engagement with the digital learning tools already known.

The read aloud sessions were conducted by the teachers who attended the training and planning workshop, Community Liaison Officers and the Project team who traveled to each project state to distribute the Digital learning manuals and demonstrate the use of the various digital tools. During the read aloud session, the students were given the opportunity to use some of the tools they had learnt and encouraged to use them after the sessions while studying in schools. The read aloud session ended with students who asked questions to gain clarity on how to use and access some of the digital tools they had been exposed to.

In all, we conducted 72 read aloud sessions across 24 schools (12 primary and 12 secondary schools) in 18 local government area across 6 states (Kaduna, Kano, Jigawa, Edo, Ogun and Ekiti) in Nigeria.









**DIGITAL SKILLS
ACCELERATOR
FOR WOMEN
AND GIRLS**



Digital Skills Accelerator for Women and Girls

While the digital skills gap is evident across regional boundaries and income levels, it is more severe for adolescent girls and women who are older, less educated, poor, or living in rural areas and developing countries. Globally, almost one billion girls (i.e. 65% of all girls and young women under 24) lack basic digital skills. Under our digital equity focus, we challenged ourselves to develop tailored and definitive digital skills training programs for girls in order to open new avenues of learning and bridge the gender digital divide. In 2022, we piloted our Digital Skills Accelerator Program for Women and Girls.



The Digital Skills Accelerator for Women and Girls has two learning tracks, with a strong focus on the most marginalized, particularly young women who are NOT in Education, Employment, or Training (NEET) and adolescent school-aged girls.

The Basic Digital Skills for Learning Program is for girls aged 13 to 18, and the Advanced Digital Skills for Employability Program is for young women aged 18 to 25.

With funding support from the Global Youth Mobilization, we purposefully selected 300 girls from low-income homes across 10 secondary schools in Abuja to participate in our pilot Basic Digital Skills for Learning Program, which used the internet skills developed by the Oxford Internet Institute and the London School of Economics as a curriculum framework. In a 12-week learning track, these girls had extensive learning sessions, learning and acquiring functional digital skills under the 5 domains of the internet skills scale, including operational, information navigation, social, and mobile skills.

The sessions were not only curated to equip them with digital skills but also to spark their interest in pursuing STEM-related careers. At the end of the 12-week sprint, we hosted a digital skills hackathon to quantitatively assess digital proficiency, and the assessment result showed that more than 85% of the girls had an 87% increase in their proficiency across all 5 domains of internet skills.





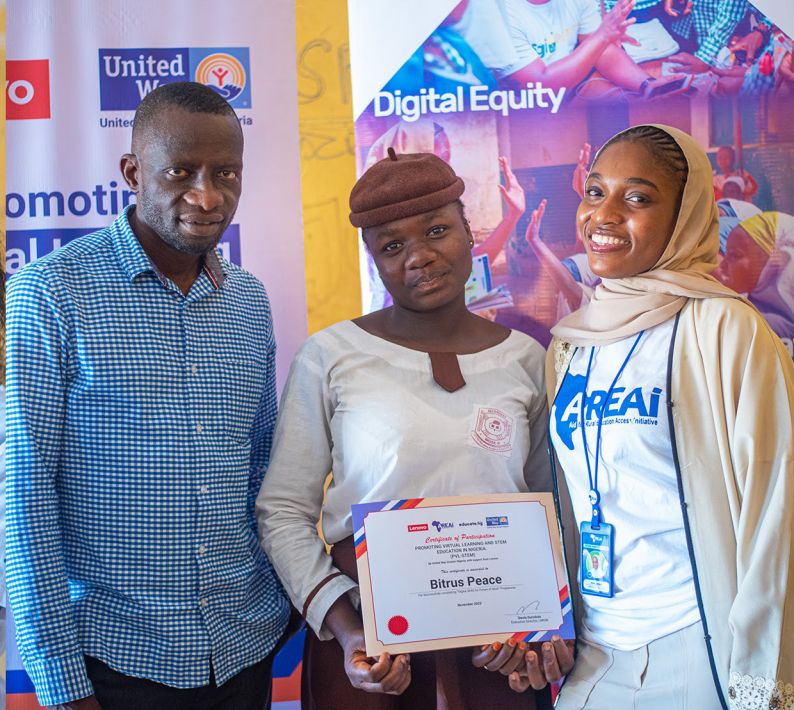
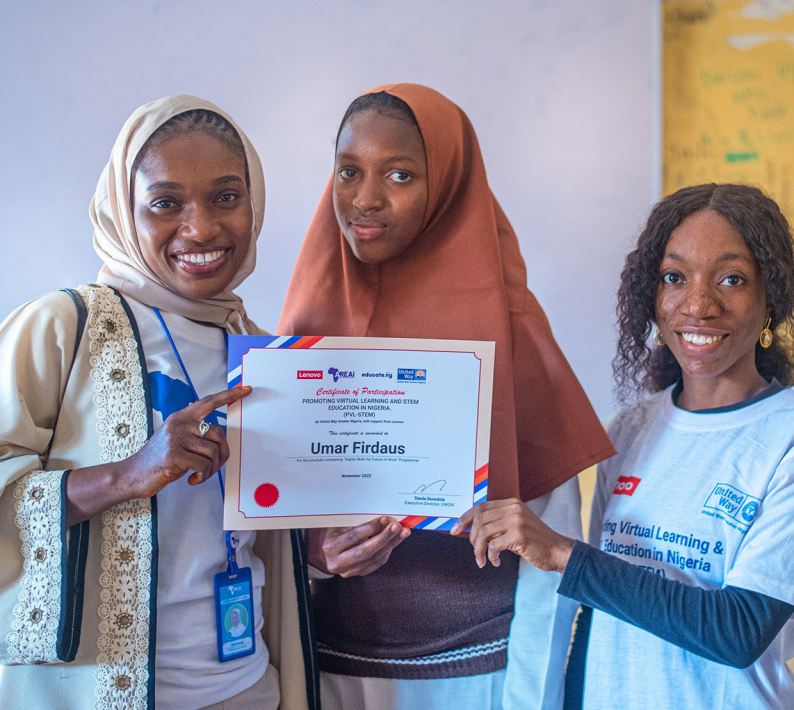


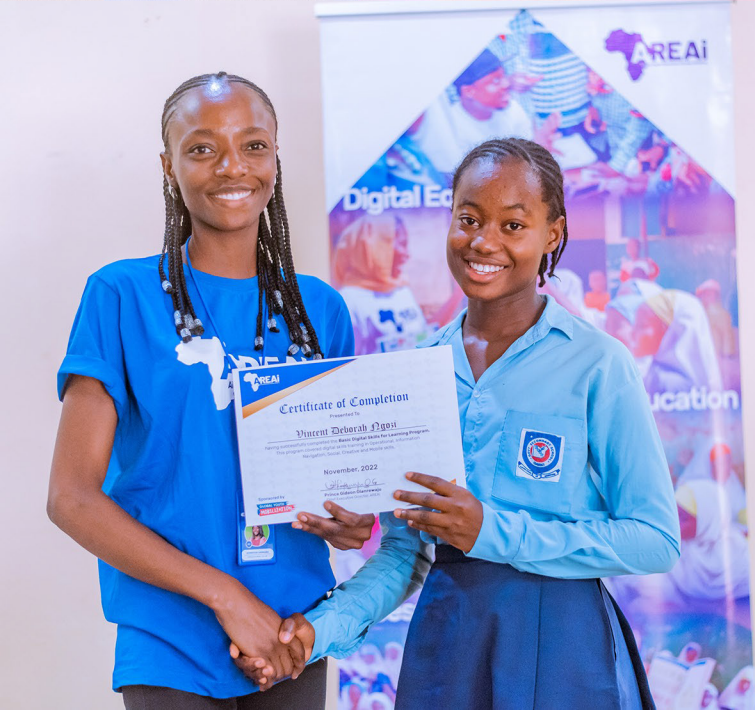
Promoting Virtual Learning (PVL) - STEM Project

AREAI in partnership with United Way Greater Nigeria implemented the PVL - STEM project in 2022 to support 200 beneficiaries, in-school and out-of-school young people aged 12-20, to access Computer Training and Digital Skills Acquisition within learning centers that provide the hardware for computer and digital skills training.

Through this partnership, we provided in-school and out-of-school beneficiaries aged 10 to 20 with computer/digital/internet skills using a learner-centered curriculum. Our learner-centered curriculum consists of basic but functional digital skills, drawn from the Internet Skills Scale, focused on 5 major domains including (Introduction to ICT Access and Usage, Information Navigation Skills, Operational Skills, Mobile Skills, and Presentation Skills) which are critical to ensuring an improved awareness and usage of digital technologies for learning.







GIRLS EDUCATION



Gender disparities in education continue to be a major issue, with girls constituting a large proportion of out-of-school children.

According to the UNESCO Institute of Statistics, the population of out-of-school girls in Nigeria is estimated to be at an all-time high of about 5.5million girls. Coupled with the impact of Covid, insecurity, poverty, and child marriage as major contributors to these dismal statistics, addressing the barriers girls face in having equal access to quality education remains a collective responsibility and we remain committed to this through our programming.

Getting Girls Equal

During 2022, we officially launch our 3-year educational program focused on improving girls education in Oyo State, addressing cultural and policy barriers to girls enrolment, retention and transition. With funding from the Malala Fund, the GGE program will advocate for millions of girls to exercise their fundamental right to learn in a safe environment, and work with the government to implement gender-responsive education policies.

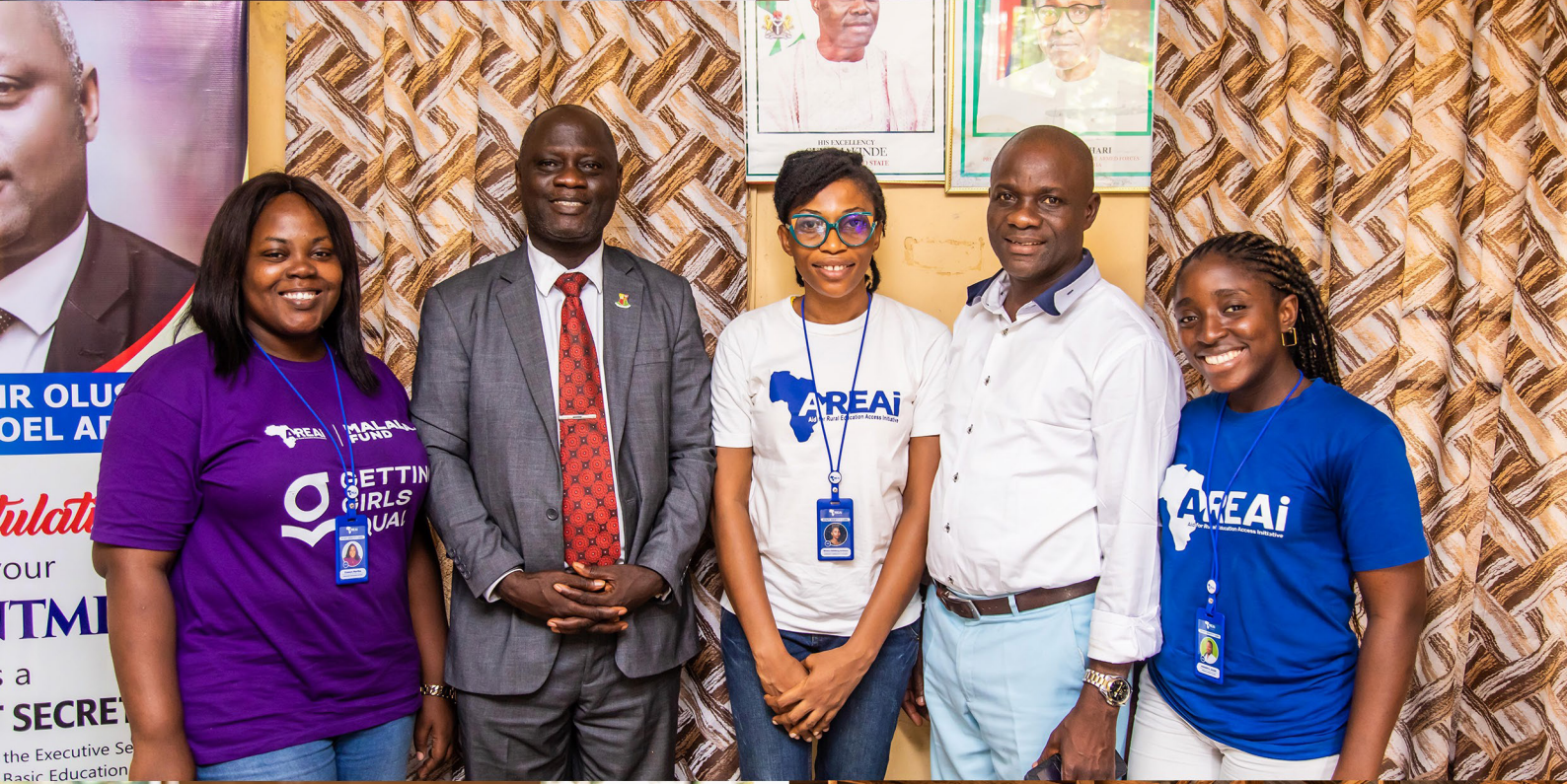


The holistic intervention is leveraging integrated school-to-community activities aimed at increasing girls' attendance and retention rates through grassroots organizing, resource mobilization and policy advocacy while improving learning quality using technology-supported teacher professional development and digital learning access. We seek to strengthen engagement with the government for renewed commitments to policies that encourage increased enrollment, access and retention for girls, including implementing and evaluating gender-transformative education policies at the state level.









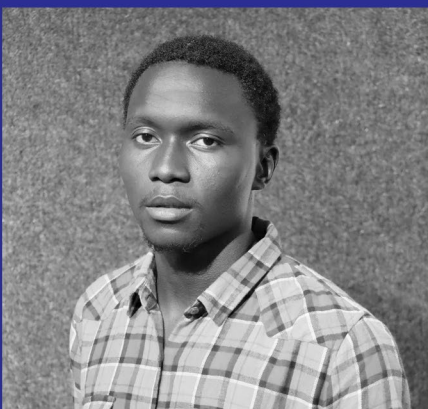
SUCCESS STORIES FOR ALL PROJECTS



"During the FastTrack program at LEA primary Wassa Camp, I gained a lot of experience. My learners' willingness and eagerness to be a part of the program are at the top of the list. The interesting part is that, with the help of Mavins' talking book and pen, the learners in my clusters improved their numeracy and literacy skills. When class activity is ongoing, these students are ready to put forth their best effort in learning and completing their classwork because the pen will always sound if the incorrect answer is selected. FastTrack has been a life-changing experience, and I'm happy to be a part of it as a facilitator. I will be glad if this program can be conducted in other states in Nigeria. Thank you, AREAi, for allowing me to be part of this program, and I look forward to more"

Usman Muhammad

Program and Impact Fellow.
Youth Corp Member, FCT



"I was assigned to Paikon Kore IDP camp after being trained as a FastTrack Program facilitator." When I arrived at the learning center, I noticed that most of the learners in my clusters couldn't understand or communicate in English. 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 needed then, 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.

Salihu Saad

Program and Impact Fellow
Youth Corp Member, FCT



"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 doing so, she spoke to me in Hausa as well. I felt comfortable, and as a result, I could identify, pronounce and differentiate between numbers properly."

Fatimah

Beneficiary of FastTrack
Beginner Level, Malaysian IDP Camp



"I have always been looking for ways to give back to society, particularly in education, and I am grateful for the opportunity here at AREAi. Through one of AREAi's programs, I learned about the various approaches for bridging learning gaps, in which I also participated. Because I enjoy empowering girls, my favorite program is #DSA. On the day of the Closeout event, I was overjoyed to see girls I had taught who are now digitally inclined and excited about what the future holds and will not let cultural and family barriers stand in their way. I have learned so much from the MEAL Team thanks to the organization's investment not only in the programs but also in our professional careers. To my team lead, Bertha Sewuese, thank you for the mentorship."

Ayomiposi Sanmabo
Program and Impact Fellow
Youth Corp Member, FCT



"Personally, I had the best and most memorable experience in all programs, but FastTrack was my favorite because I had the most preeminent experience and knowledge. The joy I see with the students when using the Mavins Talking Book and Pen is contagious; it made them identify the letters so easily and assist them with the sounds; it was so amazing, and as a facilitator, this makes me feel so content and overwhelmed. With 2,417 beneficiaries equipped with the foundational and literacy skills they need for learning, my year was made. Thank you, @Areai4Africa and @TheirWorld."

Idris Amirat
Program and Impact Fellow
Youth Corp Member, FCT

Our Theory of Change

Activities

Create alternative learning systems, powered by technology, innovation and collaboration, to facilitate access to informal training and empowerment opportunities for underrepresented children, youth and most especially women and girls

Developed pathways to improve foundational literacy, numeracy, and critical thinking skills, to self reliance, future empowerment, economic productivity and improved employability, and lifelong learning.

Facilitate digital literacy and skills development for girls in marginalized communities to enable them to navigate digital tools and technologies for learning and employability.

Improve girls' attendance and retention rates in schools in rural areas while improving the quality of education through technology-supported teacher professional development and digital learning access.

Outputs

Enhanced literacy and numeracy skills among persons of concern in rural schools, remote communities and refugee/IDP camps

Increased number of policies and programs that promote girls' education, as evidenced by changes in government policies and programs.

Proven success metrics and evidence of impact for improved minimum proficiency levels for literacy and numeracy for beneficiaries

Improved quality of education in rural schools, as evidenced by improved learning outcomes and assessments.

Generate school-level experimental evidence and data-driven scalable solutions to improve learning outcomes and teaching quality

Intermediate Outcomes

Improved educational attainment and improved academic achievement among marginalized children

Increased ability of girls in marginalized communities and individuals living in rural areas to participate in the digital economy, leading to improved economic and social outcomes for girls.

Increased gender equity through improved access to education and opportunities for girls in rural areas, leading to increased economic and social participation.

Improved teaching quality, school leadership and effective instruction in rural schools, leading to improved learning outcomes and opportunities for all students.

Students develop transferable skills such as communication, teamwork, problem-solving, and critical thinking, making them more marketable to potential employers.

Ultimate Outcomes

Quality life and livelihood outcomes for marginalized youth, including better health, greater financial stability, and increased social mobility.

Children and young people are equipped with the knowledge, skills, attitudes and values to thrive and to be contributing members of society.

Students secure meaningful and sustainable employment in their chosen fields, matching their skills, interests, and career goals.



ACRONYMS

- COVID-19 - Coronavirus Disease
- EDEI - Education Digital Equity Initiative
- FCT - Federal Capital Territory
- GGE - Getting Girls Equal
- ICT - Information and Communications Technology
- ITU - International Telecommunication Union
- LEAP - Leveraging Evidence for Action to Promote Change
- MIT - Massachusetts Institute for Technology
- NCFRMI - National Commission for Refugees, Migrants and IDPs
- NEET - Not in Education, Employment, or Training
- OYW - One Young World
- PVL - Prompting Virtual Learning
- QCT - Queens Commonwealth Trust
- SEB - Secondary Education Board
- TaRL - Teaching at the Right Level
- UKFCDO - United Kingdom Foreign Commonwealth and Development Office

ACKNOWLEDGEMENT

We are proud to work with an incredible array of partners at the global, national and local levels without whom our impact would not have been possible. Our community has significantly increased over the years and we will continue to expand our partnerships in the coming years.

Abuja Secondary Education Board (SEB)

Adamawa State Ministry of Education

Bayelsa State Ministry of Education

Edo State Ministry of Education

EdTech Hub

Ekiti State Ministry of Education

Global Changemakers

Global Youth Mobilization

ITU EQUALS

Jacobs Foundation

Jigawa State Ministry of Education

Kaduna State Ministry of Education

Kano State Ministry of Education

Kwara State Ministry of Education

Malala Fund

Melton Foundation

MIT Solve

National Commission for Refugee, Migrants and Internally Displaced Persons (NCFRMI)

Ogun State Ministry of Education

One Young World (OYW)

Queen's Commonwealth Trust (QCT)

Roddenberry Foundation

TaRL Africa

The Global Solutions Initiative

Theirworld

United Kingdom Foreign Commonwealth and Development Office (FCDO)

United Way Greater Nigeria

UNLEASH



THANK YOU

Theirworld
A brighter future for every child

Global
Changemakers

JACOB'S
FOUNDATION
Our Promise to Youth

RODDENBERRY
FOUNDATION



Foreign &
Commonwealth
Office



QUEEN'S
COMMONWEALTH
TRUST

GLOBAL YOUTH
MOBILIZATION

one
YOUNG WORLD

MALALA
FUND

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NOTICE

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