Project Educate All

An initiative of the National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI)

Phase I Report

Implementation Report by
Aid For Rural Education Access Initiative (AREAi)

AREAi
Aid for Rural Education Access Initiative

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About The National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI)

The National Commission for Refugees, Migrants and Internally Displaced Persons (NCFRMI), formerly known as the National Commission for Refugees (NCFR), is an agency of the Federal Government of Nigeria, established by Decree 52 of 1989, now Cap. N21, Laws of the Federation of Nigeria, 2004 (NCFRMI Act) to manage the affairs of refugees, migrants, and internally displaced persons in Nigeria. The Federal Government expanded the Commission's mandate to cover issues relating to Internally Displaced Persons (IDPs) and the coordination of Migration and Development in 2002 and 2009, respectively.

NCFRMI is mandated to coordinate the national action for the protection and assistance of: Refugees, Asylum Seekers, Returnees, Stateless Persons, Internally Displaced Persons (IDPs), and Migrants, who all are collectively referred to as Persons of Concern to the Commission. The vision of the Commission is to be a leading world-class humanitarian organisation with effective, sustainable solutions for persons of concern. Values Integrity, Discipline, Transparency and Accountability, Empathy and Dignity in the Management of Persons of Concern, and Professionalism, while NCFRMI's Mission remains to integrate the best solutions through effective utilization of data, research, and planning for the Return, Resettlement, Rehabilitation, and Re-integration of all persons of concern.

The agency is one of six agencies under the supervision of the Federal Ministry of Humanitarian Affairs, Disaster Management, and Social Development and is currently headed by Hajiya Imaan Sulaiman-Ibrahim, who currently serves as the Honourable Federal Commissioner (HFC) since the assumption of office in 2021.

Introductory Remarks by HFC

Today, millions of children live in internally displaced persons (IDP) camps and refugee settlements worldwide due to humanitarian crises such as climate-induced disasters, conflicts, and insurgency, among others. These children are often at risk of missing out on quality learning opportunities.
They can also not acquire foundational skills in literacy, numeracy, or 21st-century skills relevant to the future of work. The underrepresentation of these children in formal or informal education is a missed opportunity for human capital development.

The power of education for children in these emergency settings is overemphasized as it enables children the knowledge and skills to live productive, fulfilling, and independent lives and also strengthens community resilience. When these children are supported with quality education, it enables them to learn about themselves and the world around them while striving to rebuild their lives and communities.

Therefore as a society, we must ensure that we can give every child, regardless of their socioeconomic context, their right to education and promote social inclusion. At NCFRMI, we believe that Children are the backbone of our society; therefore, we must continue to provide durable and sustainable educational solutions that will empower, uplift and protect them as part of our Persons of Concern (PoCs).

As part of my mandate as the Honourable Federal Commissioner National Commission for Refugees, Migrants, and Internally Displaced Persons (NCFRMI), I am delighted that with the vision and scale of the Project Educate All, we are leading a sustainable charge in furtherance of the Commission's commitment to provide a sense of normalcy, learning continuity, and self-reliance, and to establish pathways for children within displaced contexts to engage in quality learning opportunities while developing relevant skills for the future of work.

Under my leadership and working with AREAi, we will continue to uphold our shared goal of utilizing innovation, technology, and collaboration as vital tools in addressing displaced persons' growing educational challenges and learning needs and ensuring accelerated learning in emergency settings in line with global practices. I look forward to a successful and quality pilot implementation and subsequent scale-up of this laudable initiative that will continue to transform educational outcomes for all persons of concern, regardless of who they are or where they are.

Hajiya Imaan Sulaiman–Ibrahim Fsi.
The Honorable Federal Commissioner for Refugees, Migrants and Internally Displaced Persons, (NCFRMI)

About Project Educate All (PEA)

As part of the efforts of the Honourable Federal Commissioner of The National Commission for Refugees, Migrants and Internally Displaced Persons through its Project Educate All, Aid for Rural Education Access Initiative (AREAi) is implementing a multi-level integrated educational intervention that cuts across different learning levels and age categories.
The multi-layered nature of this intervention is suited to provide a sense of normalcy, learning continuity, and self-reliance and to establish pathways for children Persons of Concern (PoCs) to enroll or engage in certified formal education in the immediate or nearest future. Therefore, over a 12-month period and using a four-phased theory of change (TOC), the intervention seeks to build on the Commission's existing Transitional Learning Centres to ensure access to quality foundational learning, digital skills development, 21st-century, and life skills.

The accelerated learning intervention comprises of 2 distinctive learning pathways, depending on the age range of beneficiaries, and consists of four central curriculum strands:

Foundational Learning Skills
STEAM and Digital Literacy
21st Century skills
Basic Life Skills

A beginner learner group with the age range of 5 to 12 and an intermediate learner group of beneficiaries between the ages of 13-18 will follow their learning pathways with distinctive curricula across the four (4) curriculum strands. Both learning pathways are subject to a competency test for enrollment, with a series of assessments conducted across different stages of the intervention to ascertain progress for improved programmatic delivery across all thepathways.

Project Background

While access to education in terms of enrollment has significantly improved over the last 10 years, the majority of children living in conflict-affected contexts are often left behind. Around the world, approximately 13 million children of primary and early secondary school age are living in internal displacement camps, with a vast majority concentrated in sub-Saharan African countries, including Nigeria.

Millions of these Persons of Concern (PoCs) are at high risk of being out of school, yet, their plight remains largely invisible due to insufficient data, resources, and support. Despite their great vulnerability, the specific educational needs of Persons of Concern (PoCs) are now well-placed to attract support within national educational policies and humanitarian response plans. However, language barriers, cultural differences, and discrimination are additional obstacles to their path to formal and informal educational opportunities.

Evidence from UNHCR reveals that millions of Persons of Concern (PoCs) often do not acquire foundational skills in literacy and numeracy, and youth in these contexts do not have access to 21st-century skills development opportunities. Therefore, without a concerted effort from major stakeholders to pilot large-scale evidence-based, and rigorous interventions, many children will be left at risk of falling through the cracks.

Project Scope

This pilot implementation phase of Project Educate All (PEA) aims to support 4,000 learners within 8 Internally Displaced Persons (IDP) communities within FCT Abuja, Nigeria, to improve their literacy and numeracy skills through a self-assisted, technology-enabled accelerated foundational learning programme, to spark the interest of adolescent learners in STEAM learning opportunities through the provision of hands-on learner-centered digital literacy and skills training.

The beneficiaries will also gain key competencies to engage in community development and lifelong learning through 21st-century and basic life skills capacity-building training.

PROJECT TEAM

Summary of Key Activities Implemented

Construction and Renovation of Learning Centres

Five learning centres located at New Kuchingoro, Karon Majigidi, Yimutu, Malaysian Garden and Waru have been renovated, and a modern mobile transitional learning centre was constructed in Takushara. It is worth noting that the renovations and construction were completed in the manner to which they were proposed, and although market inflation was higher, quality was not compromised.
For reference, pictorial representations of the renovated buildings and constructed learning centre are attached in a gallery below.

Nos Vies en Partage School
SHARING PROSPERITY
IDP Camp New Kuchingoro - Abuja

Renovation at New Kuchingoro

Renovation at New Kuchingoro

Renovation at Waru

Renovation at Waru

Renovation at Yimutu

Renovation at Yimutu

Construction of school desks and chairs at Malaysian Garden

Purchase of school drums at Malaysian Garden

Renovation at Karon Majigidi

Renovation at Karon Majigidi

Renovation at Karon Majigidi

Construction of some school chairs at Karon Majigidi

Summary of Key Activities Implemented

Recruitment and Training of Facilitators

The recruitment, selection, training, and deployment of learning facilitators are critical for the project to ensure successful implementation and delivery of expected outcomes. 33.5% out of the 200 facilitators proposed have been recruited and adequately trained to serve across the 3 learning centres.

This teaching pool comprises of a mix of NYSC corp members (16), volunteer facilitators (22), and community facilitators (29) in order to strengthen the program and also ensure equal representation and participation of the host community members in the implementation process. Through series of tailored training workshops, these facilitators have been equipped with the necessary knowledge and skills for ongoing professional development and upskilling, and refresher training was conducted where learning gaps were spotted.

Summary of Key Activities Implemented

Procurement of Learning Materials

Another core component of the project is the use of learning materials and teaching aids for improved instructional delivery. To aid the development of foundational skills using our innovative FastTrack methodology, 200 Mavis Talking Books and Pens were purchased to accelerate literacy and numeracy skills development for target beneficiaries. For the development of digital skills, 40 laptops were purchased to improve digital literacy and skills development.

For STEAM, 21st century and basic life skills, instructional materials such as cardboards, flip charts, markers, crayons, pencils, paper cups, balls, etc. were purchased in addition to learning packs containing notebooks, pencils and erasers for all the learners, as well as learning aids across the various curriculum strands.

Summary of Key Activities Implemented

Baseline Assessments

Baseline assessments are a critical component as they help understand students' learning needs and to measure progress as they transition into the learning process for all programmes. These assessments were conducted across the learning centres for placement into two (2) learning pathways; foundational skills development and digital skills development.

The baseline process for Foundational learning entailed one-on-one assessments conducted by trained facilitators and supervised by the AREAi Team. Learners were assessed individually using three different sample assessment tools in Hausa/English languages and graded accordingly for placement into appropriate learning levels.

For foundational learning, a total of 875 learners (433 females and 422 Males) were assessed in both learning centres while for digital skills development, a total of 98 learners (57 females, 41 males) were assessed practically with tasks around the internet skills scale and results will be utilized as a benchmark to measure the outcome of the digital skills training at the end of the programme.

The launch of the
The Transition Learning Centers under the umbrella of The Project Educate All.

FEDERAL MINISTRY OF
HUMANITARIAN AFFAIRS,
DISASTER MANAGEMENT and
SOCIAL DEVELOPMENT

Project
Educate
All

AREAi/Dawalidavid

2023 PROGRAM AND IMPACT FELLOWS
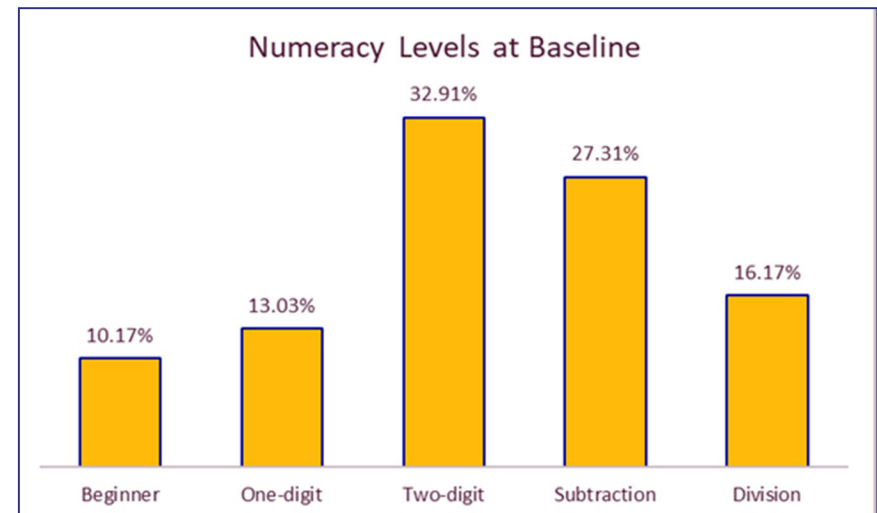
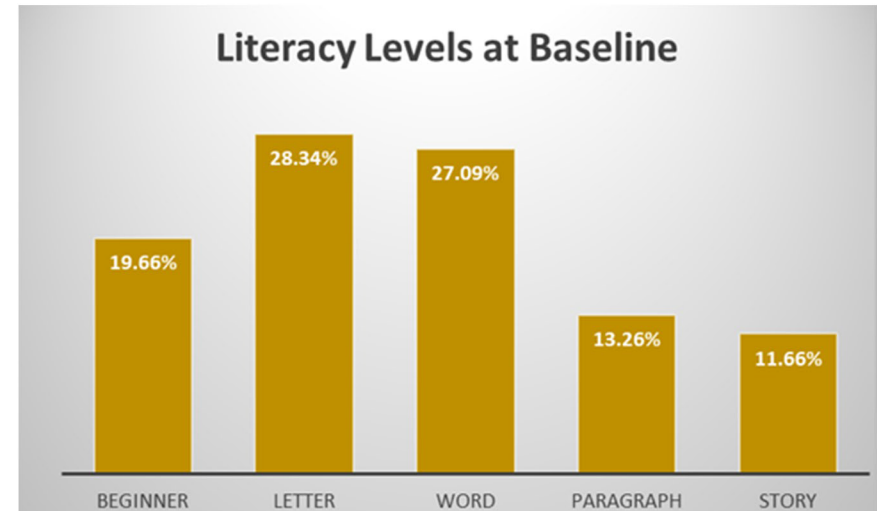# Findings from Baseline Assessments

Literacy

Out of the 875 learners assessed in 2 learning centers (Waru and New Kuch-ingoro), it is evident that the literary gap of learners is very high as 75.09% could not read short and simple stories leading to their placement into beginner, letter, and word levels.

By placing learners into appropriate learning levels and exposing them to the FastTrack methodology, it is anticipated that their foundational literacy skills will improve, resulting in a 30% increase in the number of learners who are able to read, as well as an increase in their progression to higher literacy levels.

Numeracy

At baseline in numeracy, only 16.17% of learners were able to solve division problems leaving 83.83% of learners at subtraction, two digits, one-digit, and beginner levels.

It is expected that at the end of the training, the percentage of learners who can solve division problems will increase by 30% same as the progression to higher numeracy learning levels, thereby reducing the percentage of learners at the beginner level and one-digit levels who cannot identify single digit numbers to less than 8%.

Literacy Levels at Baseline

	BEGINNER	LETTER	WORD	PARAGRAPH	STORY
	19.66%	28.34%	27.09%	13.26%	11.66%

Numeracy Levels at Baseline

	Beginner	One-digit	Two-digit	Subtraction	Division
	10.17%	13.03%	32.91%	27.31%	16.17%

Findings from Baseline Assessments

STEAM and Digital Literacy

Findings from the digital skills baseline assessment conducted reveal a low skill set of learners in Waru learning centre as only 27.91% of learners out of the 86 learners assessed could confidently turn on a computer, and neither of the learners could connect the computer to the internet, create a folder, locate documents saved nor perform tasks that exhibit social skills.

In New Kuchingoro learning centre, 58.33% out of the 12 learners assessed could confidently turn on a computer with 100% able to identify a mouse and tell the function of the glass hour symbol when using the computer. However, none of the learners were able to create a folder and share any document on the computer, which reiterates the digital skills gap and the need for accelerated digital skills training which will prepare them to adapt to the digital transformation of school and work.

Project Educate All Digital Skills Accelerator Training: % of digital skills possessed by learners at baseline											
Name of Learning Centre	Ability to turn on a computer	ICT Access and usage: Ability to identify basic parts of a computer			Ability to connect to the Internet	Ability to tell functions of symbols		Operational Skills: Ability to create a Folder	Ability to locate Documents	Information Navigation Skills	Social Skills
		Monitor	Mouse	Keyboard		Cursor	Glass Hour				
Waru	27.91%	13.95%	6.98%	26.74%	0%	2.33%	1.16%	0%	0%	1.16%	0.00%
New Kuchingoro	58.33%	41.67%	100.00%	66.67%	8.33%	25.00%	100.00%	0.00%	16.67%	8.33%	0.00%

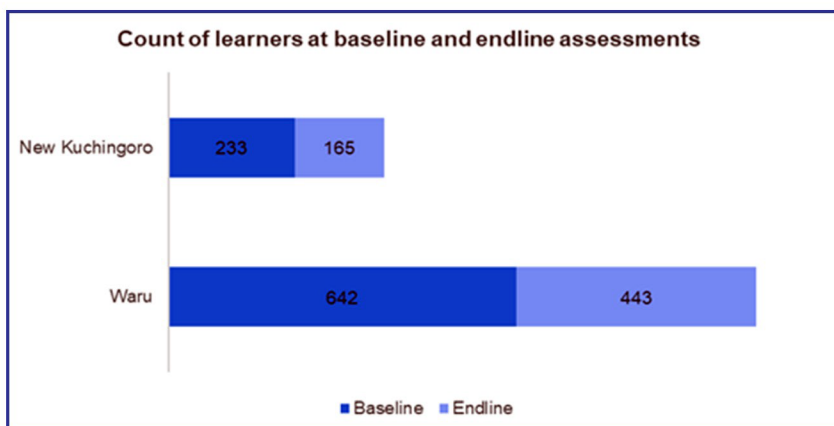# Division into Learning Pathways and Commencement of Learning Sessions

Depending on their age range and reading levels, beneficiaries were divided into 2 distinctive learning pathways; A total of 875 learners have been enrolled to participate in the intervention in two learning centres. Out of this population, 777 learners were in the foundational skills pathway and 98 learners were in the digital skills pathway. Three-month long phased learning sessions in literacy, numeracy, STEM and digital literacy, as well as 21st century and life skills, began with the support of skilled facilitators, adequate learning materials, and continuous monitoring for compliance with set standards. All students underwent a progression evaluation halfway through the lessons, and at the Waru and New Kuchingoro camps, 350 learners were assigned to new learning levels.

Endline Assessment

A series of final summative assessment of learners' learning capabilities was concluded with an endline assessment after 3 months of intensive training on foundational literacy and numeracy skills using the FastTrack methodology had 233 children at baseline in New Kuchingoro and 185 at endline assessment while Waru had 642 at baseline and 443 at endline.

Findings from Endline Assessments

The intervention which was characterised by baseline and endline assessments to determine learning outcomes had 233 children at baseline in New Kuchingoro and 185 at endline assessment while Waru had 642 at baseline and 443 at endline.The difference is largely attributed to absenteeism during the course of the assessments.

Outcome of Implementation

Count of learners at baseline and endline assessments

	Baseline	Endline
New Kuchingoro	233	165
Waru	642	443

COUNT OF LEARNERS WHO CAN READ

28% Baseline

44% Endline

Percentage of learners who can read in Waru and New Kuchingoro learning centres.

Literacy

At the end of project implementation in both camps, 44% of learners demonstrated sufficient literacy skills with the ability to read, comprehend and answer questions from the task given signifying a progression of 16pp from 28% recorded during the baseline assessment.

Findings from the endline assessment also demonstrate a decline in the percentage of students who could not identify letters at baseline to 1% showing progression to higher levels.

The peak of performance for the students is seen at the Word level (the ability to read only two and three-letter words) at both baseline and endline. There is a notable progression to paragraph and story levels where students demonstrate the ability to read short sentences with the cognitive ability to comprehend and answer questions from short passages.
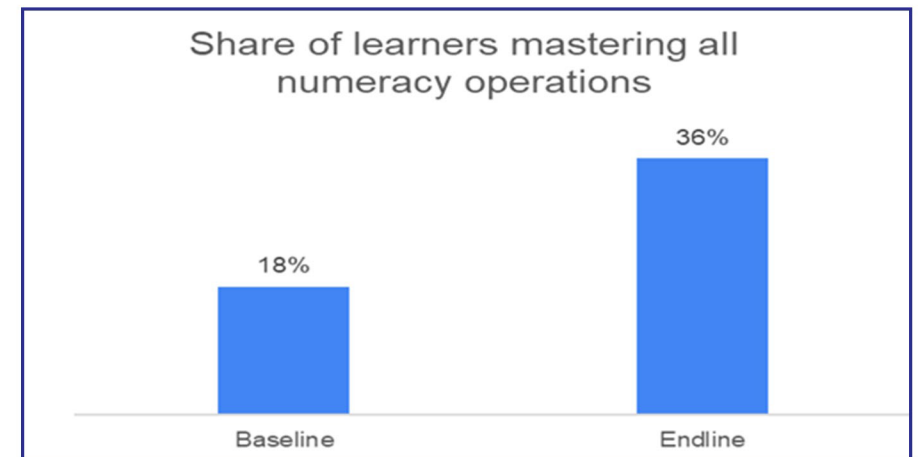
Numeracy

Basic arithmetic skills do not only serve as a building block to proficiency in mathematics but are also useful in navigating everyday life. At baseline, only 18% out of the 875 learners were able to perform the basic operations provided.

An 18 percentage point increase is seen at endline from 18% to 36% of learners demonstrating numeracy proficiency through their ability to perform both subtraction and division operations.

The percentage point of learners who could not identify one-digit numbers has also dropped from 11% to 1% same as learners who could only identify one-digit numbers declining from 11% to 6% indicating a 6pp change. This decline signifies a progression to the higher levels from number identification to performing basic arithmetic operations.
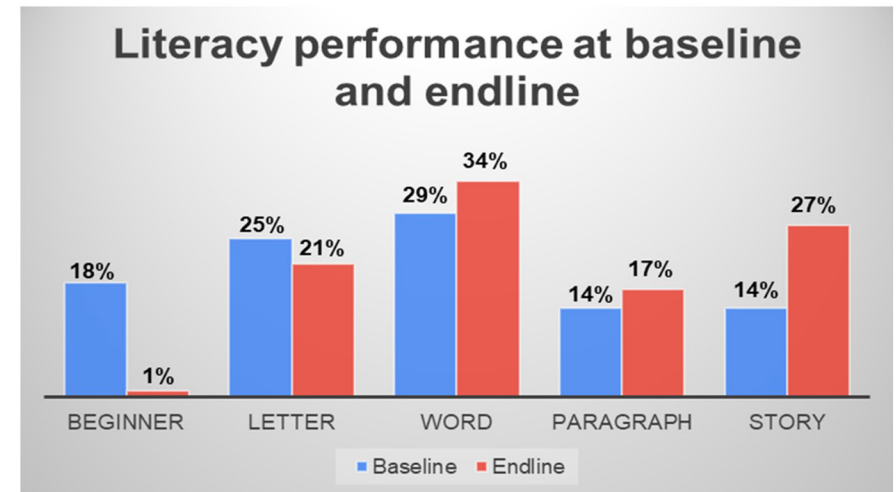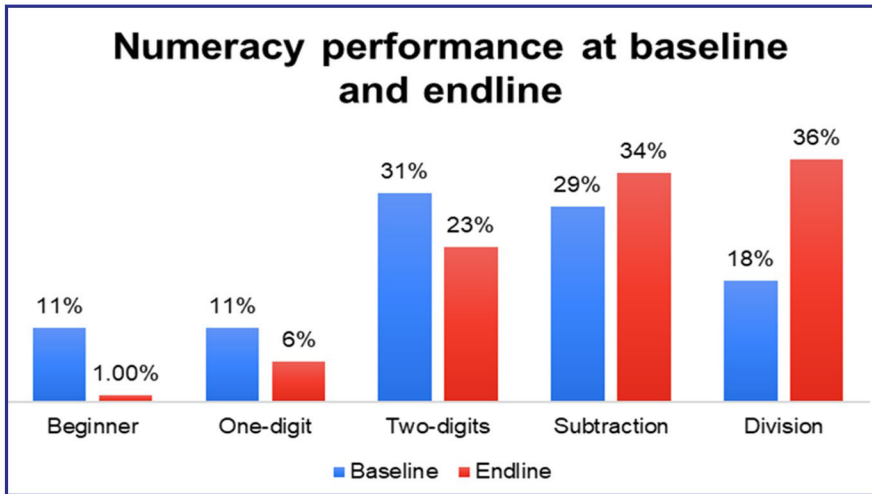

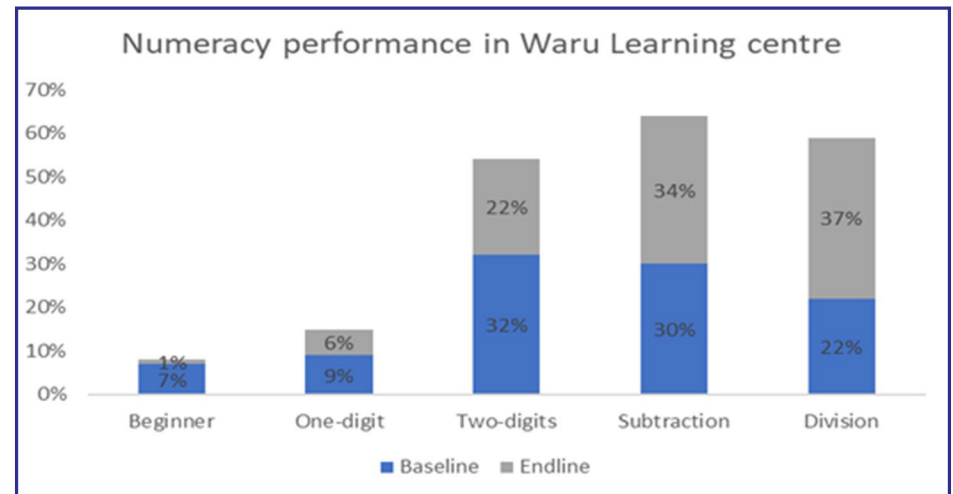*Learners performance in Waru and New Kuchingoro at baseline and endline assessments*

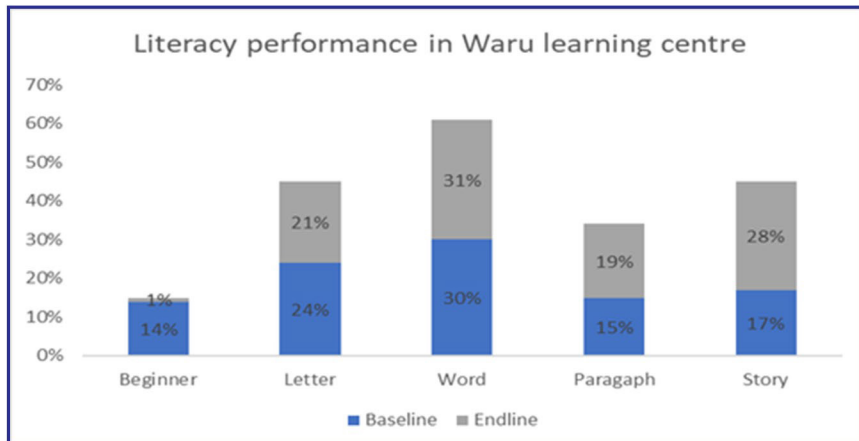*Share of learners mastering all operations in Waru and New Kuchingoro*

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Share of learners mastering all operations in Waru and New Kuchingoro
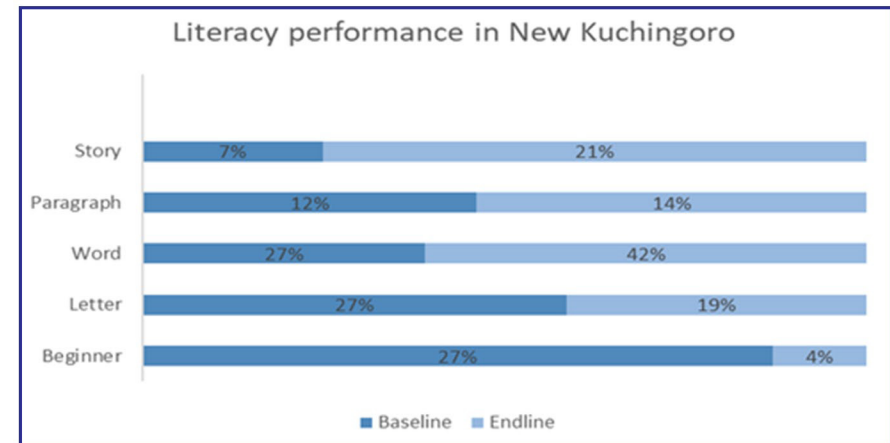

Numeracy performance in Waru.

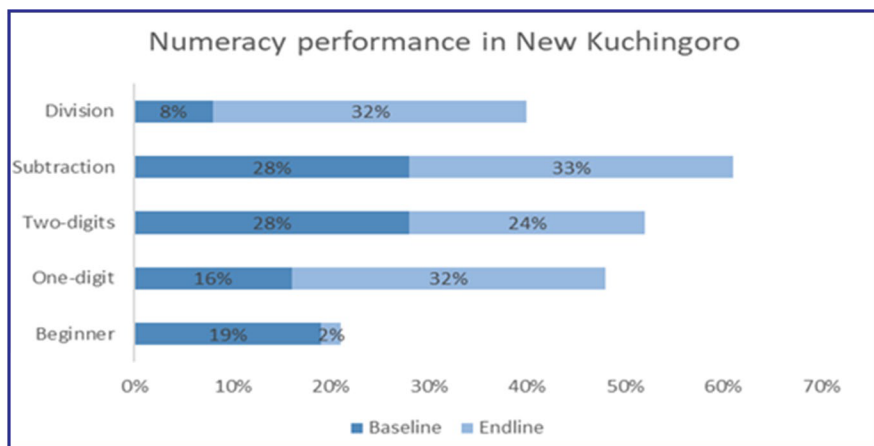## Outcome by Learning Centre
Waru Learning Centre

New Kuchingoro

Literacy performance in Waru learning centre

Literacy Performance in New Kuchingoro

Literacy Performance in New Kuchingoro

Next Steps across the Second Phase of Implementation

As designed, the project will be implemented in eight (8) IDP settings. Therefore, in addition to rigorous monitoring and supervisory visits that will be implemented in New Kuchingoro and Waru learning centres to ensure seamless and quality learning, the following activities will be implemented to expand programme coverage to six (6) additional camps:

1. Community Entry and stakeholder's engagement in Wassa, Malaysian Garden, Karon Majigidi, New Karshi, and Yimutu IDP communities.

Effective stakeholder and community engagement in project planning builds an understanding that ensures community ownership and impactful project implementation. The team will therefore carry out a series of visits to these communities to ensure relevant stakeholders are consulted and engaged in the planning and implementation of Project Educate All. This will not only ensure all people of concern within the target age range are engaged but also actively participate in all planned sessions throughout the duration of the project.

Next Steps across the Second Phase of Implementation

2. Installation of one transitional learning centre in New Karshi

One of the most critical aspects of learning outcomes is the ability to create a conducive and positive learning environment for students, and this is not non-existent in New Karshi. To ensure our people of concern are able to learn in a conducive environment, a transitional learning centre will be erected in a location that will be agreed upon by the community and furnished appropriately for learning.

3. Beneficiary mapping in Takushara, Wassa, Malaysian Garden, Karon Majigidi, New Karshi, and Yimutu IDP communities.

Our people of concern within Takushara, Wassa, Malaysian Garden, Karon Majigidi, New Karshi, and Yimutu IDP communities will be identified with the assistance of stakeholders engaged within the communities to make up the learner population. 3,125 learners will be identified and engaged in addition to the 875 learners in New Kuchingoro and Waru learning centres to make up a total of 4,000 learners for foundational skills development, digital literacy, 21st century, and basic life skills.

4. Engagement of Facilitators across newly engaged learning centres.

One of the most critical aspects of learning outcomes is the ability to create a conducive and positive learning environment for students, and this is not non-existent in New Karshi. To ensure our people of concern are able to learn in a conducive environment, a transitional learning centre will be erected in a location that will be agreed upon by the community and furnished appropriately for learning.

5. Baseline Assessments across six Learning centres.

In other to measure the outcome of the project and to assign the learners to their appropriate learning levels, a baseline assessment will be conducted across the new centres of learning using the assessment tools developed by the Monitoring, Evaluation, Accountability, and Learning (MEAL) Team in line with set standards for ethical compliance. The facilitators engaged will be adequately trained to implement this process under the support and guidance of the AREAi team. Results will be analyzed and used for the intended purpose.

Next Steps across the Second Phase of Implementation

6. Learning pathway distribution and commencement of learning sessions.

Findings from the baseline assessment will inform the placement of learners into appropriate learning levels for 3 months phased learning. Learners will be grouped into clusters of 15-20 per cluster according to their learning levels and assigned to dedicated facilitators for foundational skills development. Learners who, at baseline, possess sufficient literacy skills will be assigned to the digital skills development programme and all learners engaged will participate actively in the 21st century and Basic Life Skills development component of the programme.

7. Internal monitoring of learning sessions.

Monitoring sessions will be conducted by both the AREAi team and the NCFRMI to ensure trainings are conducted in line with set standards and as planned. This will also ensure issues that may arise are adequately addressed for smooth and impactful learning sessions.

8. Endline Assessments.

These assessments will be conducted across the remaining six centres of implementation to assess learning outcomes across all the pathways of project implementation. The endline assessment for foundational skills development will involve a one-on-one assessment of all learners who have participated in FastTrack and digital skills development, while a sample will be selected to participate in the 21st century and Basic Life skills pathways.

9. Final Report and Project Closeout.

A final report will be developed by the AREAi Team and shared with NCFRMI at the conclusion of endline assessment across all learning centres of implementation. The report will include a detailed breakdown of both programmatic and financial components with recommendations for subsequent scale-up or future implementations.

Conclusion and Recommendations

While Project Educate All has continued to reflect an ongoing success, the complexity of development practice as a result of the complex interaction between stakeholders involved and the challenges one faces when trying to translate an idea into real-life impact have also become glaring.

Through verifiable outcomes across 2 camps of implementation and evidence generation, FastTrack has evidently improved its beneficiary's level of proficiency in literacy and numeracy showing the effectiveness of the program on targeted beneficiaries. This is also attributable to the continuous mentorship and support provided to the facilitators. Although we haven't experienced any challenge that will disrupt the effective implementation of the project, we therefore propose the following recommendations, which we believe can further strengthen the implementation of the next steps and also impact the ease of implementation in subsequent phases and scale-up.

1. We recommend that in-demand training and capacity-building sessions should be organized at intervals for early-grade facilitators for improved learner outcomes and experiences.

2. We recommend that community immersion processes should be holistic, involving multiple stakeholders, and this process should be effectively managed through a binding memorandum of understanding.

3. We recommend that all project stakeholders should work together with a mutual sense of urgency and avoid unnecessary bureaucratic processes that can slow down the implementation plan.

4. For subsequent scale implementation, we recommend that all stakeholders, including host organisation/implementation partners and the commission, should adhere to delivering on assigned roles and responsibilities to avoid communication gaps and address project threats in a timely manner.

5. Finally, the evidence generated from the intervention shows the level of transformative impact that can be achieved through partnership. For sustainability and expanding the reach of FastTrack, we call for the strengthening of the existing partnership with the NCFRMI in ensuring that no child is left behind.

Definition of Terms

Baseline: This refers to the starting point or the condition that exists at the beginning of a project, study, or process against which future progress or changes can be measured. In the context of education, a baseline assessment is an initial evaluation of a student's level of knowledge or skills in a particular subject area prior to instruction or intervention. This assessment serves as a reference point against which progress can be measured.

Endline: In the context of education, "endline" refers to an assessment or evaluation that is conducted at the end of a program, course, or intervention to measure the progress or achievement of students. An endline assessment is used to determine whether students have met the learning objectives or outcomes that were set at the beginning of the program or course. This type of assessment is often compared to the baseline assessment conducted at the start of the program to measure the improvement or change in students' knowledge or skills over time. Endline assessments are important for evaluating the effectiveness of educational programs or interventions and for making data-driven decisions about future educational initiatives.

Foundational Learning: Foundational learning refers to basic literacy, numeracy, and transferable skills such as socio-emotional skills.

Learning Pathway: A learning pathway is a structured approach to learning that outlines a sequence of courses, activities, or experiences that individuals can follow to achieve a specific learning goal or acquire a particular set of skills or knowledge.

Persons of Concern (PoCs): A population of persons identified by the UNHCR as refugees, returnees, stateless people, internally displaced, and asylum-seekers.

Theory of Change: Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

Transitional Learning Centre: A Transitional Learning Centre is a temporary educational facility that provides educational services to students who are either in a transitional phase or who are unable to attend regular school for various reasons. These reasons may include displacement due to conflict or disaster, lack of access to educational facilities, or other challenges that make it difficult for students to attend a regular school. Transitional Learning Centres typically offer a range of educational services, including basic literacy and numeracy skills, vocational training, and life skills training, and they are designed to help students transition back into a regular school or to improve their employability skills.

Project Educate All