



TENT 2 SCHOOL
INITIATIVE

MID-YEAR REPORT

JANUARY - JUNE 2024

Executive Summary

The Accelerated Curriculum Learning Project started in September 2023, with baseline assessment of pupils' level of literacy and numeracy. On the 30th of October, 2023, classes began at the camp. Tent to School Education Initiative as the implementing partner uses the Teaching at the Right Level (TaRL) model, with an adapted curriculum suitable for Education in Emergency settings.

The project has reached 63 children, providing 15 weekly contact hours in English, Mathematics, Basic Science, and Morals/General Knowledge. In addition, a home-based school feeding program supports the children's nutrition. In February, a new 2-classroom Tent with an attached office was erected to facilitate learning.

As at May 2024, there were 221 internally displaced persons, and 51 households living in the camp.

About Us

Incorporated in January 2024 as Tent to School Education Initiative (RC: 7317424), 'Tent2School Initiative' began as an organization in October 2022. It is a youth-driven, volunteer-powered development organization dedicated to reshaping society by empowering underprivileged children in internally displaced persons camps, refugee settlements, and remote communities. We provide these children with quality education, valuable skills, and essential psychosocial support to help unlock their full potential and inspire them to become catalysts for positive change in their communities. We hope to foster a future of human dignity, equality and sustainable prosperity through promotion of healthy and safe educational environments.

Background to Intervention

Nigeria has about 20 million out-of-school children, 33% in the NorthEast region. Of the population of out-of-school children, 60% of them are girls. In Adamawa state, only 45.3 per cent of the school-age population attended any form of formal institution in 2018. This implies that 54.7 per cent of the school-age population in the state cannot be accounted for by the educational system. They are either dropped out of school or invisible to any form of formal institution. Between 2008 and 2013 there was a 22.1 percent increase of Net Acceptance Ratio in the state. However, these gains were eroded, resulting in a negative growth of 41% within five years of the Nigeria Development and Health Survey. This huge loss in the NAR is as a result of insurgency activity in the State. Finding the unaccounted and breaking the barriers to education is important for all.

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Project Activities

- **Development and Implementation of the TaRL Model curriculum for 63 Children**
 - **Development of the Curriculum**

Assessment of Learning Levels: The process began with an initial assessment to determine the current learning levels of the 63 children. This helped in grouping them based on their actual learning needs rather than age or grade.

Curriculum Design: The Teaching at the Right Level (TaRL) curriculum is tailored to address the specific gaps identified in the assessment. It focuses on foundational skills in reading and arithmetic, ensuring that the content is both age-appropriate and accessible.

Learning Materials: Development of customised learning materials, including workbooks, flashcards, and interactive activities, aligned with the TaRL methodology. These materials are designed to be engaging and support hands-on learning.

- **Implementation of the TaRL Model Curriculum**

Teacher Training: Teachers undergo specialized training to effectively implement the TaRL approach. This includes strategies for assessing student progress, group facilitation, and differentiated instruction techniques.

Classroom Setup: Classes are organized into small groups based on the initial assessments, allowing for targeted instruction. Three learning levels: Starters, Movers and Flyers are obtainable. The flexible grouping is adjusted regularly based on ongoing assessments to ensure children are continually learning at the right level. Each week, our learning facilitators dedicate 15 contact hours for learning.

Continuous Monitoring and Evaluation: Regular assessments are conducted to monitor student progress. The curriculum is adjusted as needed to ensure that all children are advancing in their learning.

- **Home-based school feeding program distributing food items to parents.**

The home-based school feeding program is an initiative aimed at ensuring that children continue to receive nutritious meals even when they are not attending school, such as during school closures or holidays. This program distributes food items directly to parents, ensuring that children can maintain a healthy diet at home.

Food Distribution: Parents receive food packages that include essential items such as maize, beans and rice. These packages are designed to meet the nutritional needs of children.

Distribution of Farm Inputs: The distribution of farm inputs like fertilizers and seeds during the rainy season plays a critical role in supporting community members, enhancing resilience, and ensuring food security. In the previous year, we supported 30 households with fertilisers and maize seeds. This is particularly vital for sustaining the home-based school feeding program, which relies on local agricultural production to provide nutritious meals to children.

Nutritional Education: Alongside the food distribution, parents are provided with nutritional education to help them prepare balanced meals for their children. This education often includes recipes and guidelines on food storage and preparation.

Community Involvement: The program encourages active involvement from community leaders to ensure efficient distribution and monitoring. This also helps in addressing any challenges faced by families in accessing the food supplies

- **Construction of a safe space for learning activities.**

The Tent to School initiative aims to provide safe and conducive learning environments for children in Internally Displaced Persons (IDP) camps. The construction of a tent as a learning space is a significant step in addressing the educational needs of these children who face numerous socio-economic challenges.

The tent serves as a temporary but essential solution to the lack of formal educational structures in the camp. It provides a sheltered space where children can engage in learning activities safely and without distractions. This environment is crucial for fostering a sense of normalcy and stability amidst the chaos of displacement.

The tent acts as a focal point for community engagement and support. It allows teachers, volunteers, and NGOs to conduct educational programs and provide necessary resources and support to the children. This community-centric approach helps in building a supportive network around the children, enhancing their overall well-being.

Sustainability Of Projects

- Continued use of the TaRL model ensures scalable and adaptable teaching methods.
- The home-based feeding program fosters community involvement and support.
- The new classrooms provide a durable infrastructure for ongoing educational activities.

Challenges

The following challenges have been documented during the project implementation phase:

The community faces significant food insecurity due to economic challenges, which impacts children's ability to focus and learn effectively. Addressing hunger is crucial for improving educational outcomes as children cannot learn effectively on an empty stomach.

- Recommendation for Sustainable Food Security: Provision of Farm Inputs: Fertilizers, Improved Seeds and pesticides.

Instructional Materials: There is need for workbooks and textbooks to allow the children transit from the teacher based approach into a learner based approach.

- What We Have Done: During previous implementation of the Accelerated Curriculum Project at the Damare Camp, we printed workbooks for pupils from our resource library put together by our team. This was no longer feasible due to hike in printing costs and paper. We require support as we transition into the learner based approach.

School Desks: There is need to construct classroom desks. This is for convenience during learning process and also allows the children learn in a more conducive environment.

- What is Obtainable: Mats are currently in use as students sit on the floor to learn. While this is exciting for game based learning activities, activities that involve writing are often met with difficulty.

Skills acquisition support: In November 2022, we conducted skills acquisition training like soap making, air freshener production and barbing. Three of our trainees are today professional barbers (2 from Damare, 1 from Quantanamo). This has helped increase their family income and living conditions. We have conducted an analysis for in-demand skills in the camp and would love to share our logical framework and sustainability plan if this is considered.

- **Teacher Motivation:** Due to compelling economic challenges, it has become increasingly difficult to retain teachers for the 'Movers Class' and 'Flyers Class'. This is because transportation to the camp and back gulps a huge percentage of wages. The current salary structure is captured below. Due to lack of finances, we have been unable to continue with the 'Flyers Class'. There is a need to review the salary structure to reflect current economic realities, and provide transportation allowance.

S/NO	Description	Amount
1.	Starters Class	50,000
2.	Movers Class	20,000
3.	Flyers Class	20,000
	Total	90,000

Future Activities

The Tent to School initiative aims to enhance the educational experience and holistic development of children in Guantanamo Camp. To this end, we propose the establishment of two clubs: a Peace Club and a Climate Active/Tree Planting Club. These clubs will foster important life skills, promote environmental stewardship, and contribute to creating a peaceful and sustainable community.

Peace Club

Formation of Peace Clubs:

- Establish Peace Clubs in various schools with a structured membership and leadership.
- Collaborate with organizations like JDPC to learn from existing successful models.

Workshops and Training:

- Conduct regular workshops on peace education, conflict resolution, and human rights.
- Invite guest speakers and peace ambassadors to share experiences and knowledge.

Peace Projects:

- Organize community service projects that promote peace and unity.
- Facilitate dialogues and discussions on pressing community issues.

Climate Active/Tree Planting Club

Awareness Campaigns:

- Launch campaigns to educate children and the community about climate change and environmental protection.
- Use IEC materials to make learning engaging and impactful.

Tree Planting Activities:

- Organize tree planting events in schools and local communities.
- Collaborate with local environmental organizations for resources and expertise.

Eco-Friendly Projects:

- Implement projects such as recycling programs, creating school gardens, and clean-up drives.
- Encourage children to adopt sustainable practices in their daily lives.

Significance of Projects

Holistic Development:

- Participation in these clubs provides a well-rounded educational experience beyond traditional academics.
- Develops critical thinking, problem-solving, and leadership skills.

Empowerment:

- Empowers children by giving them a voice and active role in their community.
- Enhances self-esteem and confidence through participation in meaningful activities.

Community Building:

- Fosters a sense of community and belonging, reducing feelings of isolation.
- Promotes social cohesion and mutual respect among diverse groups.

Environmental Stewardship:

- Instils a sense of responsibility towards the environment, preparing children to be future custodians of the planet.
- Provides practical knowledge and skills for sustainable living.

The establishment of the Peace Club and Climate Active/Tree Planting Club within the Tent to School initiative will significantly contribute to the personal growth and development of educationally underserved children. By promoting peace and environmental stewardship, these clubs will help build a more just, peaceful, and sustainable future.

Conclusion

As an organisation focused on assisting stakeholders and citizens in the North East transition from humanitarian to development sector, Tent2School remains committed to using an evidence-based approach in improving educational outcomes among underserved children as the project transitions into its second year in September. The host community has at all times shown a great level of gratitude and ownership of our work.

Our appreciation goes to the following partners and sponsors for their immense contribution and support over the years: Eternal Love Services (ELS), Brain Builders Youth Development Initiative (BBYDI), Nigeria Youth Futures Fund (NYFF), CITADEL, Global Shapers Community, Yola Hub and the Sustainable Development Goals CDS Group, NYSC Adamawa State.



Implementation of TaRL Model



Distribution of Food and Farm Inputs



