

Empowering Dreams

Mrs. Asana Alhassan and the Journey of Young Takuli

Mrs. Asana Alhassan, a skilled hairdresser at the bustling Madina market, is not only a master of her trade but also a devoted mother to a young 3-year-old boy named Takuli. Their story demonstrates the transformative power of learning and community support.

The first time the team ventured into her bustling hair salon, she meticulously braided a customer's hair. The team highlighted the goal of the project to gain her buy-in. With warmth and a welcoming smile, Mrs. Asana consented to her son, Takuli, to participate in the project. For Mrs. Asana, the prospect of her son engaging in structured learning through play was exciting. It meant that her work as a hairdresser would be less disrupted when customers came around. Equally significant was her son's safety, as he would no longer venture near the roadside.

It's essential to note that Takuli had not yet started his formal education journey. He typically accompanied his mother to the market because she believed that her young boy wouldn't have the opportunity to attend school. Takuli, however, displayed an unmistakable curiosity when the content box was opened for the first time, revealing its colorful contents. His eyes lit up with delight. He eagerly reached for the box, setting in motion a remarkable transformation. Over time, Takuli displayed an increasing willingness to learn. Activities such as coloring, buttoning, matching colors with pegs, playing with balloons, and creating smiley faces became sources of enjoyment and learning for him.

Witnessing her son's curiosity and increasing knowledge of the patterns, colors, and challenges he engaged with in the box, Mrs. Asana recognized the immense potential within Takuli. She has since been actively planning and saving to ensure he attends kindergarten and receives a formal education, a dream she once thought was unattainable.



At the Mastercard Foundation, we believe that talent is everywhere, but opportunity is not. That's why we partner with organizations like KCC to increase opportunities for all.

Mr. Amos Odera

Program manager - Lead, Office of The Executive Director
- Pan African Programs at the Mastercard Foundation



In partnership with



Unlocking Informal Innovation

The Early Learning Content Box Project Project Dissemination Meeting

10th November 2023 | Tomreik Hotel, East Legon | 9:00 AM



Beyond equal access, let's reach for equitable access for early childhood development for the most vulnerable in our society. The most powerful solutions are often the simplest of innovations.

Rose Dodd

Director, KCC Early Childhood and Kindergarten



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Thank you

to all stakeholders and
The Mastercard Foundation

Meeting agenda

- 9:00 AM Registration and refreshments
- 9:30 AM **Welcome address and purpose of meeting**
Speaker: Mrs. Evelyn Kwofie (Project Curriculum and Content Creation Manager)
- 9:45 AM **Remarks by Mastercard Foundation**
Speaker: Mr. Amos Odera (Program manager – the Lead, Office of The Executive Director – Pan African Programs at the Mastercard Foundation)
- 10:00 AM **Presentation of the project model and outcomes:**
Video screening | Project presentation | Launch policy brief | Impact stories
Presenters: Rose Dodd (Project Lead, and Director, KCC) and Yaw Duah Akuamoah (Monitoring and Evaluation expert)

A comprehensive summary of the project, highlighting its overarching goals, key activities, baseline and end-line data, lessons learned throughout its implementation phase, and the most significant achievements and outcomes.
- 10:30 AM **Open forum discussion**
- 10:50 AM **Closing remarks**
- 11:00 AM **Exhibition and departure**
Facilitators: Miss. Rita Abia Dugbenu, Mr Samuel Sasu Adonteng

A self-paced walk-through experience featuring pictures and sample content box activities used to engage children during the project’s lifecycle. Participants can explore project-related exhibits and engage with the project team, youth, and mothers.

Project Overview

The Early Learning Content Box Project (CBP) was developed and implemented by Kaya Childcare (KCC), an early childhood and kindergarten based in Madina Accra, in partnership with the Mastercard Foundation under the name, **Unlocking Informal Innovation: Early Learning Content Box project.**

The CBP engaged a design team made up of young women working as market porters in Ghana, locally known as kayayei (singular kayayoo), early childhood teachers, and community youth to explore the feasibility of piloting a flexible and accessible solution for childcare and learning for the kayayoo community in Madina.

The project sought to do this through a community-based model that developed the entrepreneurial capacities of youth and kayayei in the community. The CBP implemented ensured that the 2 to 4-year-old children of kayayei and other low-income households served do not miss out on proper and timely development because their guardian is caught up in the busyness cycle of urban livelihood.

Over the seventeen-month project period

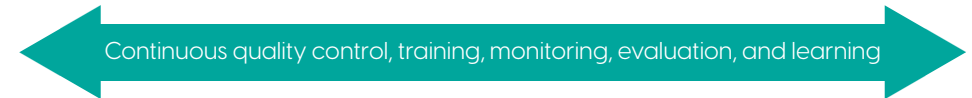


Where: Pilot location



The four core parts of the piloted model

<p>The unique play curriculum</p> <p>Customized to engage the curiosity and playfulness of the child, and progressively scaffold their development. The 14-week content was cycled over the full 17 months.</p>	<p>The creation workshop</p> <p>A fully stocked workshop for the content production process. Run by kayayei and un/underemployed youth in the community, engaged on an hourly basis.</p>
<p>The babysitting kiosks</p> <p>Safe spaces to drop off child for a few hours per day. Assigned facilitator babysits the children in the space as they engage with the content boxes. Mothers/caregivers can drop in anytime.</p>	<p>The mobile learning distributors</p> <p>Engaging children who sit in the market or by the street with their mothers and caregivers. Trained facilitators distribute boxes, briefly engage child and mother, and pick up at the end of the day.</p>



Proposed policy brief

From the learnings and outcomes of the project, KCC has developed a policy brief for consideration by key stakeholders in developing opportunities to sustainably increase access to learning development for children in low-income households, including children of vulnerable groups like the kayayei. The policy brief demonstrates how this can be achieved with a community-based model that engages youth and kayayoo in a productive and economically enriching way.



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