Dr. Seun Asala

PROFILE & DESIGN PORTFOLIO



PROFILE

Dr. Seun Asala

I am a medical doctor by training, a public health professional, and a self-taught visual communication expert. Over the past 12 years, I have been involved in supporting the design, implementation, scale up and documentation of population-level interventions, aimed at improving the human condition, especially in the areas of HIV/AIDS, TB, Malaria, Nutrition, Maternal and Newborn survival, Prevention of Mother to Child Transmission of HIV, Reproductive health and much more.

I am passionate about supporting organizations and projects that improve lives and develop society, by helping them reach their goals, and tell their stories. I love to help individuals and organizations create, develop and share their stories through various channels: photography and videography; PowerPoint design and optimization; infographics and design media; newsletters, factsheets, posters, social media content, articles, and much more.

Since 2018, I have carried out several information design services (*document design, infographics, factsheets, brochures, PowerPoint slides, social media design etc.*) for a variety of organizations and projects including **Pathfinder International's Saving Mothers' Giving** Life project in Cross River state, FHI 360's SIDHAS, SFI and SURGE projects, Pact Nigeria's SAQIP project, the World Food Program, National AIDS Indicator and Impact Survey as well as for Ipas Nigeria (Adamawa, Kano, Anambra states) and many others.

I can be reached on mobile at 09038951488 and via email at **seun.asala@wearecognito.org** and **shawnasala@gmail.com**

My website link is: <u>https://shawnasala.wixsite.com/mysite</u>

SERVICES I PROVIDE

- Documentaries and short films
- Photography coverage
- Photo editing
- Videography and editing
- Infographic design
- Graphic design
- Data visualization
- PowerPoint design and optimization
- Document layout and design
- End-of-project multimedia documentation
- Content development for social media marketing, public relations, behavior change communication and business development
- Social media marketing and management
- Photography studio services
- Training and capacity development in visual media (photography, editing, videography and information design)
- Proposal writing
- Event planning, management and media coverage
- Personal and corporate branding
- Portfolio development
- Knowledge management services

ORGANIZATIONS SERVED

- TACONNECT
- DAI
- WHITE RIBBON ALLIANCE
- THE WELLBEING FOUNDATION AFRICA
- UN AGENCIES
- WHO
- HOPE WORLDWIDE NIGERIA
- MEASURE EVALUATION
- DANGOTE FOUNDATION
- ACASS CANADA
- MALARIA CONSORTIUM
- THE CHALLENGE INITIATIVE (TCI)
- FHI 360
- AIDS HEALTHCARE FOUNDATION
- IPAS
- PACT WEST AFRICA
- PATHFINDER INTERNATIONAL
- UNITS ENVIRONMENTAL SCIENCES
- FABRICS AND BEYOND ABUJA
- DREAMWEAVERS EVENTS ABUJA
- WEDEXPO
- MY BIG NIGERIAN WEDDING
- ZUHRI CONCEPTS
- ALL THINGS NAIJA
- ZAHARA MODEL MANAGEMENT
- 2FAFII CLOTHIERS LIMITED
- PENIEL APARTMENTS ABUJA
- AND MUCH MORE

REFERENCES

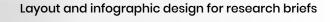
FHI 360 Zambia	Dr. Edward Kola Oladele	+234 802 659 3510
World Food Programme Ghana	Barbara Tulu Clemens	+233 54 666 9883
FHI 360 Nigeria	Dr. Hadiza Khamofu	+234 803 737 6804
TAConnect Nigeria	Dr. Lilian Anomnachi	+234 803 553 6626

Additional referees can be provided on request.

2015) reports the reading proficiency (comprehension level) o class 5 and 6 pupils at 4% and 5% respectively, there is, however, or data on the learning powerty rate for Kignia's. The learning poverty rate is a signal of the scale of the efforts to reach the Sustainable Development Gall SIG 64 targets of achieving universal quality deducation for all by 2030; The SD 4.116 target indicator estimates the percentage of pupils we are proficed in the primary should be oblighted by the importance of this indicator in meeting the SGG 2030 deduction Goal 4 surgets, it is important to asses the reading proficiency of pupils in bite primary or by age 10 to fill kernin poverty data sgate in Negret.

Summary of findings

01



Mapping the Learning Crisis: Learning Deprivation as an Early Warning Indicator Among In-School Children in Nigeria.

Introduction

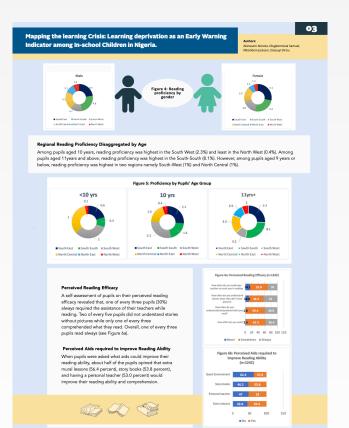
ency is a foundational skill for future learning a asses through school.¹ This forms the basis of the child progresses through school." This forms the basis of the child progresses through school. "This forms the basis of According to the World Bank, every child school to a basis and by as 10. Lawring goverty the hash basils to read-comprehend a simple text by the age of 10.¹⁻⁴ H is expected that by this sign. (which mission the school to be proficiency: be able to read simple, short narrative and expository test independently and fluensing. Prior to the audic-licence control world school to be approvery rate in flow- an middle-income control world school to be approvery taken to low an amonger." Although the 2015 Nigeria Education Data Survey (NEDS.

Study Aim

- udy was conducted to assi
- The reading proficiency of primary 5 and 6 pupils in primary schools in Nigeria. Learning poverty among in-school children in Nigeria Perception of in-school children about their reading self-efficacy and associated factors.

This survey was part of a larger county-wide mixed method stedy on searing powery in Nignet. We conducted a survey among 2450 primers? and 6 papit, drawter from 241 papita achoes in site (8) states, each representing a geopolical area of Nignet. The states were purposively selected based on: primary education indices, alternative pathways for out-of-school childmen and geopolicital graves 251 statefler andoon stempting was used to stetict the school within each state. The administered on 12.024 out of the 2450 patients areas and administered on 12.024 out of the 2450 patients areas and primary exclosed 24.04 of the 2450 patients areas and primary technologia. The NATL's aligned with Biom Tanoonay and banchmistered with Biom Tanoonay and banchmistered with Biom Tanoonay and banchmistered with Biom Tanoonay and periodensity assessed through the 51 states School State Biesenth and Development Counch statedards for each papit self-predensity assessed through the 51 states and participation profilement and participation profile and Registra- technologi the state track Vironis Lovel; Paragraph Level; States Lanoot participation Level (Recall, Comprehension, Understanding).

11 Median age of 92 Average Learning Poverty Ret Lowest in the North-West region of Nigeria Highest in South-South region of Nigeria. **** two out of five in-school children were proficient at reading 19.3 Percent Reading 21.7 Reading



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"A tired child from the workshop cannot pick a book to read": The context of learning deprivation among in-school children

Introduction

Learning powerty LP) is defined as the inability to read and comprehend a simple text by the age of 10. ¹ To highlight the global learning datalenge, the World Berk and the URSCO Institute for Statistics created the Learning Powerty Index in 2019 r LP combines the share of pimary-aged out-of-school children who are schooling deprived, and the share of pupils below a minimum porticinney in anequity, who are learning deprived. The high burden of learning powerty is a sign that acquire the fundamental skills for development ².

Evidence prior to the COVID-19 pandemic showed that 6 out of 10 children in low-and middle-income countries were learning deprived. However, recent results indicate that the pandemic has caused a sharp increase in global learning povery and exacertabetia direquilities in education? Evidence shows that out of the total number of children not in school worldwide, 2005 of them liven insperia which translates to 1 in

Methods

In the call balance of the sequence context and factors influencing learning among school-age children in Gombe, Soloton, Ekiti, Edio, Eborgi, and the Federal Capital Territory (FCI). To better understand the context of learning povery among in-school children in the study states, interviews were conducted utilizing a Participatory Learning and Action approach. The relevant government ministires, departments, and agencies participated in multi-stateholder dialogues and provided misights into education policies, childreges to policy implementation, and factors that contribute to learning deprivation. In-depth interviews (DI) with teachers and in-chool children, servel as focus group discussions (FGD) with parents, were used to describe experiences and perspectives about the causes of learning deprivation. FGD with community structures elicited information. FGD with about institutional elements influencing learning. Three were 106 ILD, 20 KI, 60 FGD, and A MSD na II. Regrous measures were understate learning administrators elicited information about institution guarante the conditionality of the participants. Ethical approal was obtained from the National Health Research Fichical Committee all ose polore emerging patterni and Demose within the data.

S children in Nigeria with girls making up a substantial proportion. In Nigeria, only one in every five children aged 5 to pryams in literate, and barley half of the school-age children are in school. Az least 1 in every 3 children does not complete primary school, and only approximately half of those who complete primary school progress to secondary school. ³⁴

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57.8 49.8 41.1 1 91.7

Story Comprehe

nhirs (n=1242)

Authon: Akinwumi Akinola, Olugbemisola S Mbotidem Jackson, Osasuyi Dirisu

Figure 1: NRAT Assessment Performance among Primary School Pupils (ARC-P Survey, 2022; n=1242)

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ercentages

Learning deprivation makes it significantly challenging for children to learn the technical skills required to three in the competitive labour markets, as well as for countries to build the human capital required for sustained, inclusive economic growth "Externe poverty, child marking, unemployment status of household heads, and parental indifference to schooling are all contributors to learning poverty. There is limited understanding of the context and dynamics of learning deprivation in Nigeria. This brief provides valuable information about the context of learning deprivation in selected Nigerian states.



Mapping the learning Crisis: Learning deprivation as an Early Warning Indicator among In-school Children in Nigeria.

Findings

Pupils' Demographics About half of respondents were male (49%) and resided urban areas, (52%) median age for all respondents was 11 years. More than half of the respondents were from households with a low wealth status (62%).

School Sta

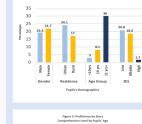
School Statuat Two of every five pupils in primary five (45%) and more than one-third of those in primary six (35%) evere overage. According to the Nigerian Education Data Survey (NEDS), children are over-aged when they are at least 2 years older than the age expected for their class. Based on the NEDS, pupils who were above the age of 11 years in primary five, an 12 years in primary is were classificat o roman.

essments by Geo-political Zones

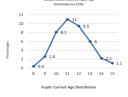
Trenz assessments by use-pointical zones the NRXI Assessment showed a reading proficiency of 41% among in-school children across all the geo-policial zones in Nigeria. Three regions namely north-west (16%), north-east (21%) and south-west (40%) reported reading proficiencies below the national average. South-south, south-east and north-central regions reported 60%. Six and 50% respectively which was above the national average (See Fig. 1)

Reading Proficiency and Learning Deprivation

Reading Proficiency and Learning Deprivation Overall, female pupils (228) were more proficient at stoy comprehension level compared to mule pupils (1994). Ubban residents (248) were more proficient than rual residents (1793. Seveny-iesph percent (1896 / pupils who patricipated in the NRAT assessment were aged 11 years and above, 178 of pupils (211) were 10 years old and Sk (62) were belw 10 years old. This reflects the fact that children are enrolling in chool later than expected for that class level. It also suggests that children aged 10 years are more likely to be in Primary 3 and 4 and 11 in creasible to assess leming deprivation at that level. Only 8% of those aged 11 years were learning deprived. About 11% of those aged 11 years were learning deprived. About 11% of those aged 11 years more reading participer, increased with age up to 11 years and teading ductiony increased with age up to 11 years and teading ductions afterwisers suggesting that older pupils experience higher learning deprivation than younger children

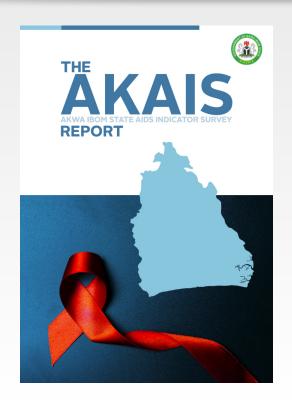


Witter



Regional Reading Proficiency Disaggregated by Gender Male pupils from South-South were the most proficient at story comprehension level (5%) while those from North-West were the least proficient (1%). Females from the South East were the most proficient at story comprehension level (6%), while those from the North West were the least proficient (1%).

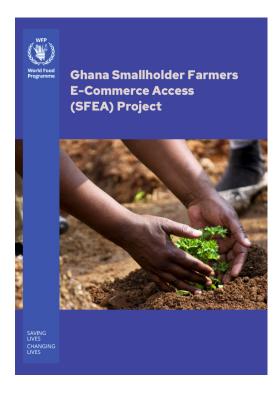
Cover design and document layout for Akwa Ibom state AIDS Indicator Survey



Factsheet design for Epic Nigeria COVID-19 Ventilator Support Program



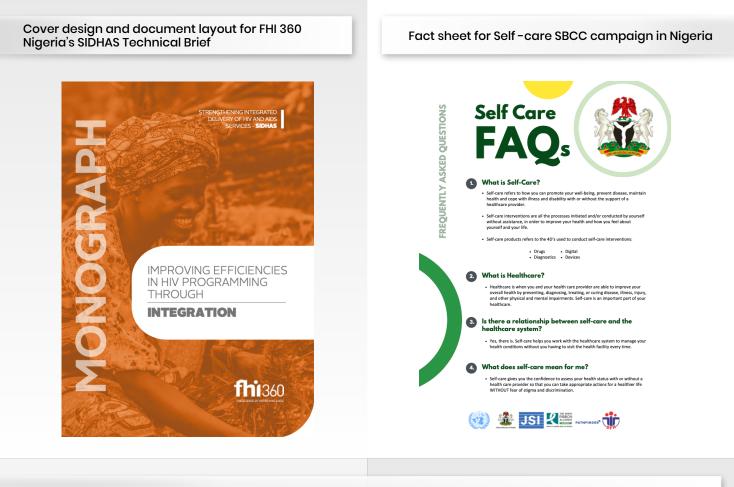
Cover design and document layout for World Food Programme



Advococy Brief design for Epic Nigeria COVID-19 Ventilator Support Program



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Trifold for Self-care SBCC campaign in Nigeria

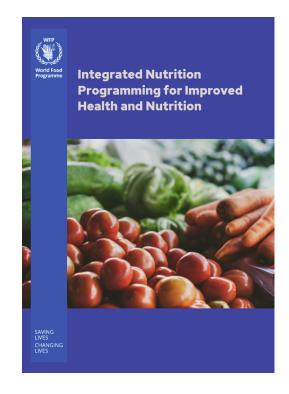


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Poster for Self-care SBCC campaign for JSI/WRAN/ FMOH



Cover design and document layout for World Food Programme



Newsletter design and document layout for Ipas/GAC project on SRH

Cover design and document layout for FHI 360 Nigeria's SIDHAS Technical Brief

