



ALMAJIRI LITERACY PROGRAM

Report

2024

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ABOUT ALMAJIRI LITERACY PROGRAM

The Almajiri Literacy Program, a flagship initiative of Vision Books4All, is designed to provide foundational literacy, numeracy, and life skills to marginalized Almajiri children in Northern Nigeria. Launched in March 2024, the program aims to bridge the educational gap for Almajiri children who have little or no access to formal education. By integrating a comprehensive curriculum that combines academic learning with personal development and welfare support, the program offers a holistic approach to empowering these children.

Key components of the program include:

- **Accelerated Literacy and Numeracy:** A focused curriculum to quickly improve the reading, writing, and arithmetic skills of children.
- **Hygiene Education:** Practical lessons on personal and environmental hygiene, improving the children's health and cleanliness habits.
- **Mentorship and Exposure:** Guidance from volunteers and professionals who mentor the children, broadening their horizons and helping them envision a brighter future.
- **Nutrition/Feeding Program:** Weekly meals provided to the children to ensure regular attendance, reduce food insecurity, and support their overall well-being.

EXECUTIVE SUMMARY

The Vision Books4All Almajiri Literacy Program, running from March to September 2024, aimed to provide 30 Almajiri children with essential literacy, numeracy, hygiene education, and welfare support. The program offered a comprehensive approach to address both educational and personal development needs, focusing on accelerated learning, mentorship, and a weekly feeding program to boost attendance.

The program's key components included an Accelerated Literacy and Numeracy curriculum, which significantly improved the children's reading, writing, and arithmetic skills. In addition, Hygiene Education taught essential personal and environmental cleanliness, with hygiene kits provided to reinforce lessons on handwashing, oral hygiene, and body care. The Mentorship and Exposure sessions connected the children with professionals and volunteers, broadening their perspectives and inspiring their personal growth. The Nutrition/Feeding Program provided weekly meals to encourage regular attendance and reduce food insecurity.

The program achieved notable outcomes. Many children who previously lacked formal education made significant progress in their literacy and numeracy skills. Improvements in hygiene practices were also observed, as the children became more conscious of cleanliness. The feeding program played a crucial role in maintaining attendance, and the mentorship sessions instilled hope and motivation for future education and vocational pursuits.

Despite its success, the program faced challenges such as limited resources for consistent feeding and logistical difficulties in managing mentorship sessions. Moving forward, expanding the program to more children, implementing a follow-up system, and securing additional resources for the feeding program are recommended to build on the progress made.

In summary, the Vision Books4All Almajiri Literacy Program successfully provided holistic support to the children, laying a strong foundation for their continued growth in education and personal development.

PROGRAM OBJECTIVES



The key objectives of the program were as follows:

- 1.To provide accelerated literacy and numeracy education to Almajiri children who had limited or no prior exposure to formal education.
- 2.To improve personal and environmental hygiene practices among the children.
- 3.To mentor and expose the children to broader learning experiences that would expand their worldview and encourage their continued growth.
- 4.To reduce food and welfare insecurity through a structured nutrition/feeding program, improving attendance and overall engagement.

PROGRAM COMPONENTS

1. Accelerated Literacy and Numeracy Program: The children were enrolled in an intensive literacy and numeracy curriculum tailored to meet their educational needs. Over the six months, they made remarkable progress, particularly in their reading, writing, and basic arithmetic skills. Teaching methods were adapted to suit their learning pace, and innovative approaches were introduced, such as interactive learning sessions and the use of visual aids.



2. Hygiene Program

Hygiene education was an essential part of the program. Personal and environmental hygiene sessions focused on:

- Handwashing techniques
- Oral hygiene (brushing teeth twice daily)
- Cleanliness of surroundings and proper waste disposal
- Regular bathing and body care
- The children were provided with hygiene kits, including soap, toothpaste, toothbrushes, and detergents. The practical lessons reinforced these teachings, resulting in visible improvements in the children's hygiene habits by the end of the program.

3. Mentorship and Exposure

To broaden the children's outlook on life and inspire them to envision a future beyond their immediate circumstances, mentorship sessions were incorporated into the program. Volunteers and professionals from various fields engaged with the children, providing them with role models and encouraging them to pursue education and personal growth. These sessions also helped to build the children's confidence and aspirations. The children were also taken on an excursion to the national museum to broaden their cultural exposure.



4. Nutrition/Feeding Program

To address the food and welfare insecurity common among Almajiri children, the program incorporated a feeding scheme that provided meals on a weekly basis. The meals served not only encouraged regular attendance but also contributed to the children's physical well-being, ensuring they were nourished and healthy enough to focus on learning. The feeding program played a pivotal role in reducing absenteeism, with full attendance achieved on feeding days.

In total, the children were fed over 1,600 plates of food within the 6 months of the program.

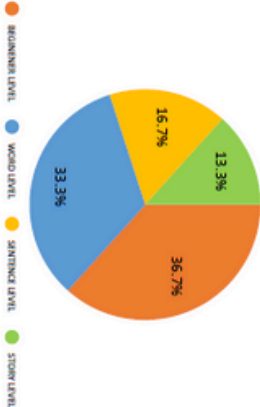
PROGRAM OUTCOMES

- **Literacy and Numeracy:** Many of the children, who were initially unable to read or write, demonstrated a marked improvement in their literacy levels by the end of the program. Some advanced to reading simple sentences and solving basic arithmetic problems, paving the way for their continued education.
- **Hygiene:** The personal and environmental hygiene habits of the children improved substantially. Feedback from caregivers and community members noted that the children had become more conscious of cleanliness.
- **Attendance and Welfare:** The feeding program proved to be a key motivator for attendance, reducing food insecurity and encouraging regular participation in the literacy and hygiene sessions.
- **Mentorship:** The mentorship component helped instill a sense of hope and motivation among the children, many of whom expressed a newfound interest in pursuing formal education or vocational skills in the future.

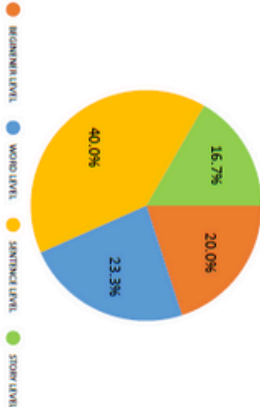


BASELINE MIDLINE ENDLINE

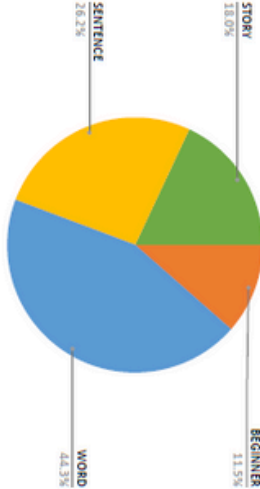
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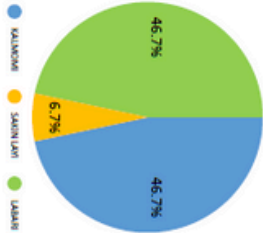
(M) ENGLISH LITERACY



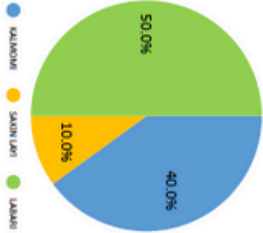
(E) English Literacy



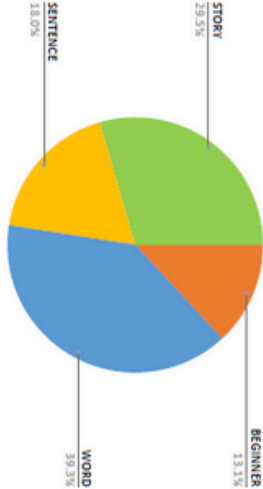
(B) HAUSA LITERACY



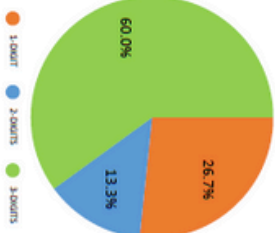
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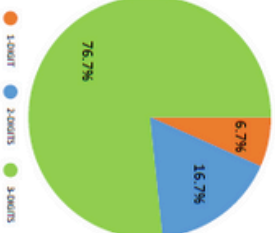
(E) Hausa Literacy



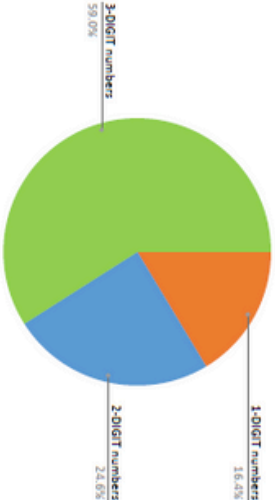
(B) NUMERACY (Digits Identified)



NUMERACY (Digits Identified)



NUMERACY (Digits identified)



CHALLENGES

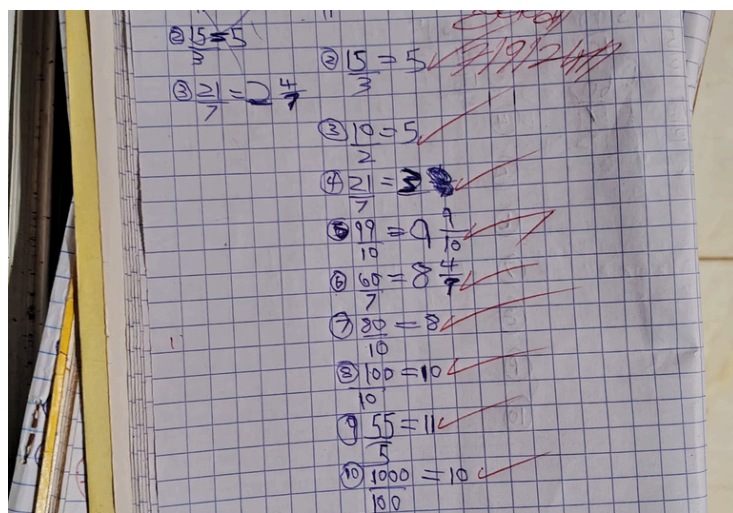
While the program was a success, it faced certain challenges, including:

- Limited resources to provide consistent feeding beyond the allocated weekly schedule.
- The need for more structured follow-up mechanisms to track the progress of the children after the program ended.
- Logistical challenges in managing hygiene supplies and maintaining regularity in mentorship sessions due to the varying availability of volunteers.



CONCLUSION

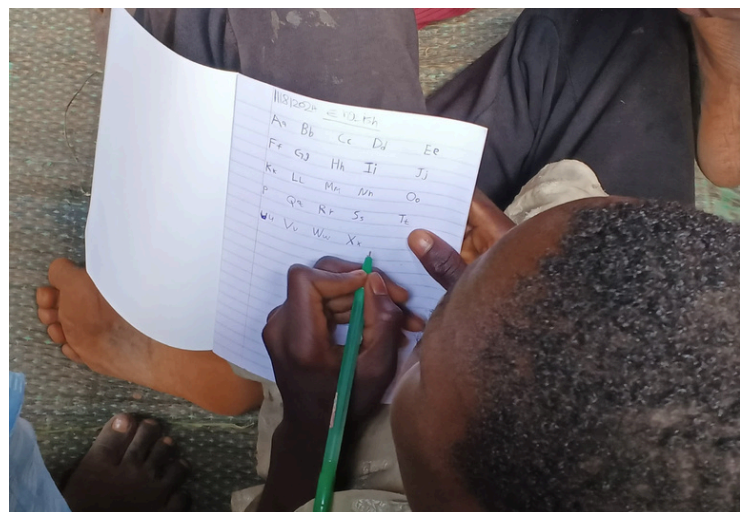
The Vision Books4All Almajiri Literacy Program successfully achieved its objectives of providing foundational education, improving hygiene practices, and addressing the welfare needs of 30 Almajiri children. The comprehensive approach, combining literacy, mentorship, hygiene, and nutrition, created an impactful and sustainable difference in the lives of the beneficiaries



RECOMMENDATION

To build on this success, it is recommended that:

- 1.The program be expanded to accommodate more children, given the positive outcomes and growing interest from the community.
- 2.A follow-up system be implemented to monitor the continued educational and personal development of the children post-program.
- 3.Additional resources be mobilized to sustain the feeding program more frequently, as it plays a vital role in ensuring attendance and engagement.



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