



Project Books4All Overview 2023

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ABOUT PROJECT BOOKS4ALL

Project Books4All, established as a non-profit initiative in 2019, is driven by a central objective of combating educational inequality in Nigeria by championing equitable access to quality education, especially for marginalized children and groups. We are committed to bridging these educational disparities.

We are dedicated to promoting literacy, fostering access to education and learning materials, and nurturing a love for reading across all age groups and backgrounds.

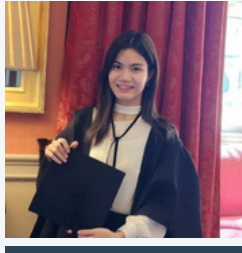
At its core, Project Books4All is committed to democratizing access to books, regardless of socioeconomic status, geographical location, or individual circumstances.

By addressing the worldwide challenge of limited access to learning materials and educational resources, Project Books4All aspires to contribute significantly to the creation of a more equitable and educated society.

MEET OUR TEAM



Anas Abubakar
President & Founder



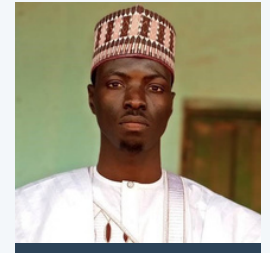
Odessa Ng
Co-Founder



Ana'ayi Danbagai Jennifer
Partnership & Communication Manager



Mubarak Musa
Secretary



Idris Ahmed
Program Officer



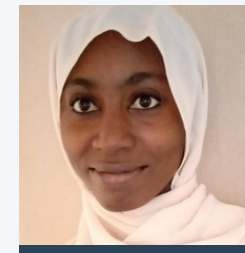
Jemima Tyoden
Legal Affairs Manager



Rasheedat Jamiu
Volunteer Coordinator



Yusuf Musa
Program Officer



Asmau Sagir
Program Design Consultant



Ochanya Okah
Research, M&E Manager



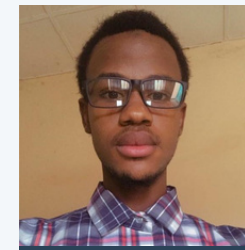
Umar Muhammad
Assistant Program Officer



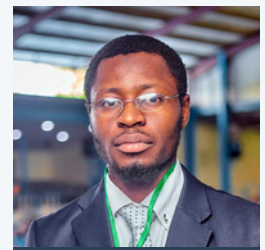
Abdullahi Yusuf
Logistics and Procurement Officer



Auwal Hassan
Assistant Program Officer



Yushau Sulaiman
Program Design Consultant



Sanusi Aminu
Accountant/Fundraising Manager

Introduction and Background:

Education is an indispensable right for children no matter where they are from, or what their economic, racial, or even religious backgrounds are. Education, especially basic education, is a requisite for the life of any individual to function as an active member of society.

But this is not the case for many of Nigeria's unfortunate but popular street children, the Almajiri (Plural: Almajirai and name of the concept 'Almajirci'). Many Almajiri children grow up on the streets begging and never have the chance to be in a classroom, the Quranic education they receive in their non-secular camps (Almajiri schools) does not include the basics of literacy and numeracy needed for normal functioning as members of today's society.

This programme is our attempt to provide the Almajiri children with the basic numeracy and literacy skills they need to function as members of society, as well as inspire them to understand the importance of education with the hope that they will gain enough interest to pursue it further.

Marketing Strategist

Marketing Analyst

Marketing Analyst



VISION



Our vision is a world where every person, regardless of their socioeconomic status, location, or individual circumstances, has unrestricted access to literacy, a rich and diverse array of books and educational materials. We aspire to create an inclusive society where literacy, knowledge, and the love of reading are cherished and celebrated, paving the way for individuals to achieve their full potential and contribute positively to their communities and the world.

MISSION



Project Books4All is committed to eliminating educational disparities and promoting equitable access to quality education and literacy for underserved Local Communities. Our mission is to empower individuals, especially marginalized children and groups, by making books and educational resources accessible to all, thereby fostering lifelong learning, personal growth, and community development.

VALUES



- **Inclusion**
- **Equity**
- **Impact**

PROGRAM DETAILS

1. THE ALMAJIRI LITERACY PROGRAMME

Today, over 20 million school-aged children in Nigeria are not enrolled in school ([Premium Times](#)), quoting new UNESCO estimates ([here](#)). According to UNICEF, one in every five of the world's out-of-school children is in Nigeria ([here](#)). There are about 10 million [Almajiri](#) children roaming the streets of Nigeria, this number represents about 81% of the out-of-school children population in the country according to Geoffrey Njoku, A UNICEF Communications Specialist in an article published by UNICEF Nigeria titled '[Children adjust to life outside Nigeria's Almajiri system 2020](#)'.

Despite the government's efforts to solve this crisis by creating the school feeding program as an incentive for the children to enrol in free basic schools and creating a few Tsangaya mixed Almajiri schools as a solution, the number of out-of-school children is only increasing daily.

The Almajiri Literacy Programme aims to complement government efforts by using a community-based approach, utilizing volunteer tutors from the community. Instead of building new schools, we will leverage existing Almajiri centres (Almajiri schools) where Quranic teaching takes place as hubs for education.

Initially, the pilot program will commence with two carefully selected Almajiri schools situated 3km apart in Rigasa, Kaduna. Our long-term goal is to expand this initiative beyond the pilot phase, covering more Almajiri schools across Rigasa, eventually throughout the state, and potentially establishing a nationwide network of volunteers and mentors through partnerships.

The pilot program's duration is six months, during which we will assess its impact on the children and whether we are meeting our objectives. We will also consider any necessary adjustments to the program structure based on the evaluation results.



Methodology

The Almajiri literacy project is designed to impart basic literacy and numeracy skills to the Almajiri children, to educate and sensitize them on the importance of education and the pursuit of knowledge. The project consists of the following steps:

i. Identification of Suitable Almajiri Schools:

the project team looks through the list of suitable volunteers and select a community that is close enough to the volunteers, together with the volunteers who are members of the community, the team visit the Almajiri schools and introduce themselves and the mission of the programme to the heads of the Almajiri schools.

After establishing an understanding, the team selects a school and set up a schedule that works with the team and the schools.

ii. Registration of Suitable Almajiri Schools: The team will immediately register all the Almajiri children in the schools selected and administer the baseline assessment using the custom assessment sheet. Each child registered and assessed will be documented, showing the baseline level of the in both literacy and numeracy to enable the team to track their development and gauge the efficiency of the program.

Figure 2. Results of Baseline Assessment.

Figure 1. Baseline Assessment Tool for Almajiri NFLCs

PROJECT BOOKS4ALL
ALMAJIRI LITERACY CENTER
ASSESSMENT TOOL

NAME: _____ DATE: _____
AGE: _____
SCH: _____
INSTRUCTOR: _____

BASIC LITERACY-ENGLISH

BEGINNER LEVEL

K	B	F	I	G	B	Z	A	R	Q
T	D	H	J	N	X	E	O	C	Y

WORD LEVEL

ME	HE	IS	WE
CAT	MAN	BOY	SIT
GIRL	AFTER	FATHER	HOUSE

SENTENCE LEVEL

1. THE WOMAN IS IN THE CAR
2. MY FATHER IS A MAN, HE IS NOT A WOMAN
3. THE CAT IS RUNNING AFTER THE RAT
4. I AM A GOOD CHILD

STORY LEVEL

All The Lazy Boy
There was a boy. His name is Ali.
He was very lazy; he does not wash his clothes or sweep his room.
One day, Ali was hungry, and he saw a mango tree.
He wanted to eat the mangoes, but he was too lazy to climb the tree, so he lay down under the tree, waiting for the mangoes to fall off.
All waited and waited until he was very hungry, but the mangoes never fell.

BASIC BASIC NUMERACY

1-Digit

9	1	4	8	3
7	5	2	6	10

2-Digits

91	11	54	81	33
79	57	25	65	10

3-Digits

999	100	454	658	213
717	590	222	609	101

MULTIPLICATION

10	10	20
X	X	X
2	3	3
5	3	5
X	X	X
5	3	2

DIVISION

10	10	20
÷	÷	÷
2	2	4
5	33	50
÷	÷	÷
5	3	2

BASIC LITERACY-HAUSA

KALMOMI

NI	BI	JA	JI
IDO	SHI	KAI	SHI
ALEWA	MOTA	BABA	GIDA

LABARI

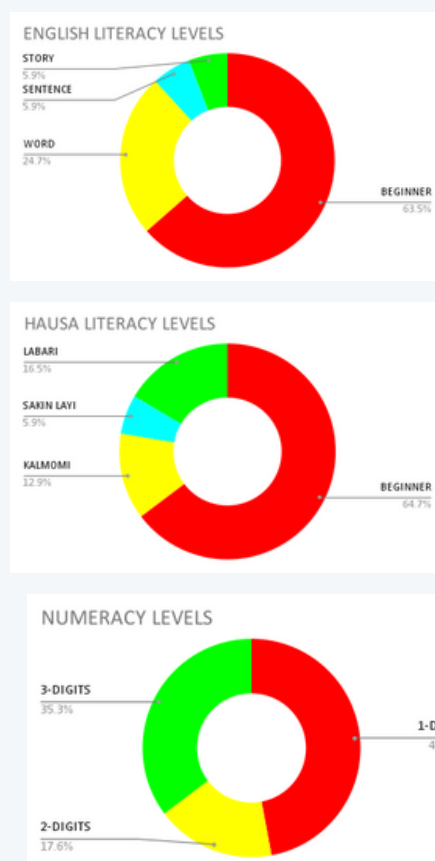
Ali Malalai
Wani yaro me suna Ali.
Yaron malalai ne, baya wanka, baya wanki, kuma baya shara.
Wata rana Ali yana Jin Yunwa, se yaga bishiyar lemu.
Yana son yasha lemu amma bayason ya hau bishiya.
Sai ya kwanta a kasan bishiyar lemu, yana jiran lemu ya fado.
Ali ya jira ya jira amma lemun be fado ba.

SAKIN LAYI

1. YARA SUNA WASA
2. MALAM YANA KARATU
3. MAGE A KAN BISHIYA
4. KARATU YANA DA AMFANI

ENGLISH: _____
NUMERACY: _____
HAUSA: _____
INSTRUCTOR: _____
COMMENT: _____

Over 100 children were assessed and the following results were obtained based on the model built: Click [HERE](#)



iii. Procurement of White Board and Learning materials:

The team immediately procure the learning materials that are necessary for the learning and teaching of the children to take place, these include but are not limited to pens, pencils, exercise books, alphabet tracing and writing books, charts, illustrations, a whiteboard, markers etc.

iv. Tutorship: Once the above have been put in place, a timetable is set for tutorship with the relevant mentors teaching the students at least 3 lessons a week, each lesson lasting a minimum of 2 hours and a maximum of 4 hours. The tutorship is set to last the next six months for every level learner to move at least one stage ahead of where they started.

- Tutors must at least possess a Secondary school certificate
- All tutors are documented and kept on a strict schedule by which all of them must comply.
- They must be endorsed by at least one of the core members of the initiative.
- All Tutors must attend periodic meetings and trainings organized by the founders.

Baseline Assessment: The team will administer a custom baseline assessment to every child registered at the beginning of the program, this will help the team to establish the level of understanding of the child, and it allows for proper placement of the children into the appropriate group of learners that will help them grow and learn efficiently.

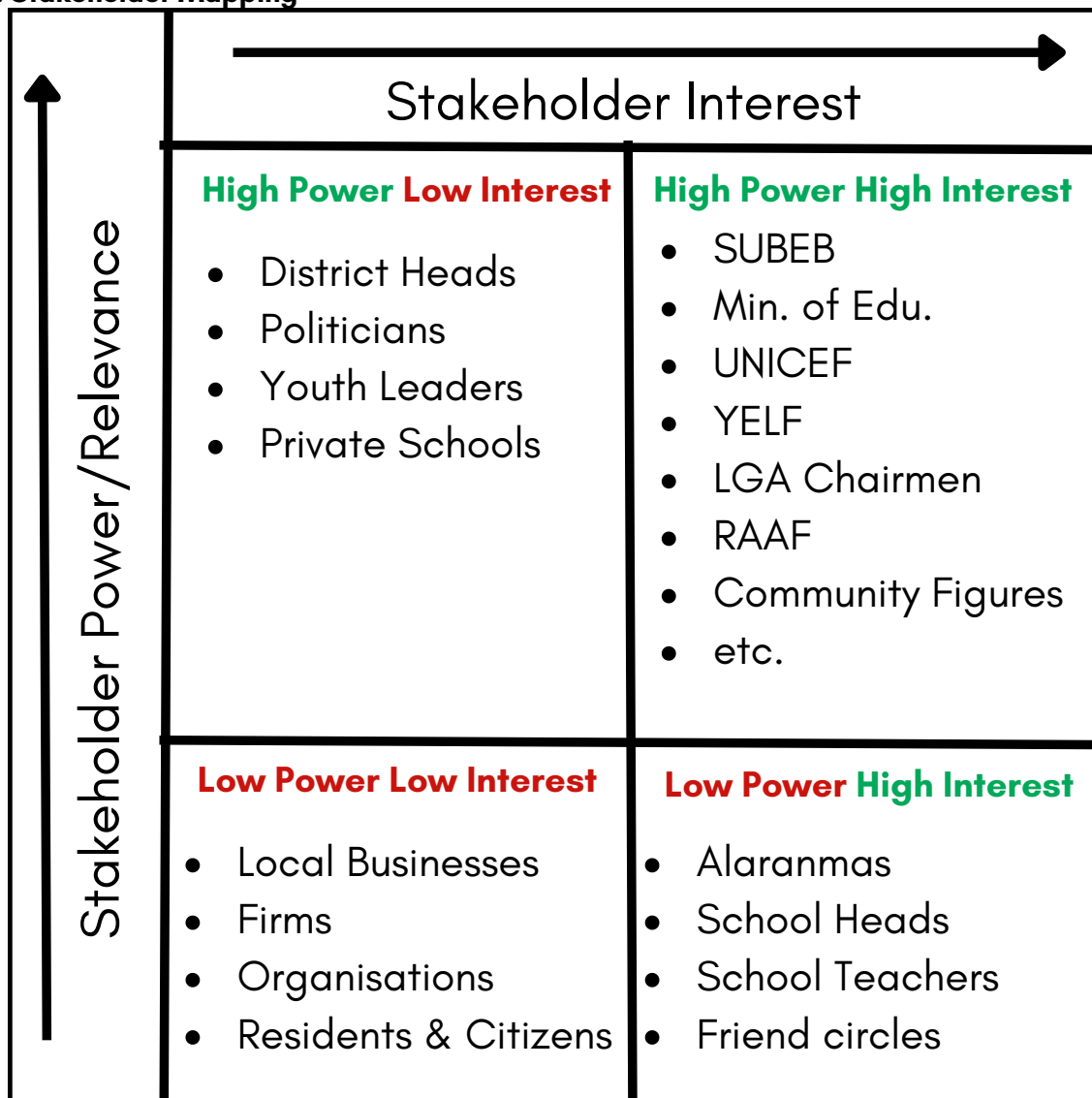
Midline Assessment: At the half mark period of the pilot version of the Almajiri Literacy Project, every child that has enrolled so far would be assessed again to determine the impact of the program on their basic literacy and numeracy skills. This will help the team to determine the efficiency of the program and the right approach to be adopted.

Endline Assessment: At the end of the allotted six months for the pilot version of the Almajiri Literacy Project, every child who has undergone the program will be assessed to determine the impact of the program on their basic literacy and numeracy skills. This will help the team to determine the efficiency of the program and the approach that to be adopted.

Expansion of the Plan: the program will be expanded to other schools one at a time, gathering momentum and gaining recognition as its impacts become more and more popular.

Stakeholder Mapping

Figure 3. Stakeholder Mapping



Expected Outcomes:

1. We Expect to graduate a set of the Almajiri children at the highest level
2. To produce Almajiri children who can read and write in English and Hausa
3. To produce Almajiri children who can perform simple Numeracy operations
4. To avail Almajiri children the chance to acquire the basic Literacy and Numeracy skills they need to function properly in Society.

Figure 4. Pictures from Almajiri NFLCs





2. KEEPING CHILDREN IN SCHOOL PROGRAMME

The World Bank and National Bureau of Statistics data revealed As many as 4 in 10 Nigerians live below the national poverty line. Many Nigerians especially in the country's north also lack education and access to basic infrastructure, such as electricity, safe drinking water, and improved sanitation. Jobs do not translate Nigerians' hard work into an exit from poverty, as most workers are engaged in small-scale household farm and non-farm enterprises; just 17 percent of Nigerian workers hold the wage jobs best able to lift people out of poverty.

Most of the parents of children from these households cannot afford to buy their children any of the necessary learning materials that they need for proper classroom learning. So, a typical poor person may send their ward to school, but poverty plays a detrimental role in the learning process and abilities of the child because the free education policy of the government does not cover the materials the child needs for learning.

The keeping Children in School Programme was created solely to intervene and solve this problem. our strategies involve fundraising campaigns alongside solicitations for donations of learning material and school supplies that include but are not limited to:

- Exercise Books
- Note Books
- Pens
- Pencils
- School Uniforms
- White Socks
- School Sandals
- School Bags
- Etcetera.

We write to identified primary schools ahead of time and send a delegation to sit and plan with the school authorities how to go about sourcing the neediest of the students whom the intervention will have the most impact on, before we proceed to set a day to do the distribution.

So far, we have taken our Interventions to two primary schools. UBE Abuja Road and UBE Chawai Rigasa Kaduna. In the near Future, we hope to have an intervention visit at the beginning of every school term and to intervene in a total of 100 schools.

Expected outcomes:

- Reduction in school dropout due to lack of learning materials
- Incentive for parents to keep sending children to school
- Better teaching experience for the teachers
- to Keep 1,000 children in school as a result of the provisions from our intervention.

Figure 5. Photographs from our intervention visits to primary schools



Figure 5. Photographs from our intervention visits to primary schools



EVENTS

1. Sallah Feeding



On 1st of July 2023, Project Books4All celebrated Eid-el Kabir by feeding 200 of our Almajiri students.

During the Program, they were told the importance of Education and how it transforms the lives of individuals and groups.

They were also encouraged to keep up the good work of showing to their classes every week despite their challenges

2. Almajiri Child Rights Day



Project Books4All Celebrated Almajiri Child Rights Day on the 26th of May 2023.

Marking such a remarkable day, over 200 Almajiri students were provided with food and drinks to signify the place of all Almajiri Children and recognise their rights as members of the society. Policy advocacy was conducted as well.





**Thank
You**



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