



ASSESSING THE ALMAJIRI EDUCATION SYSTEM: CHALLENGES, COMMUNITY PERSPECTIVES, AND VISUAL ADVOCACY FOR SYSTEMIC REFORM

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ABSTRACT

This study explores the challenges associated with the Almajiri system of education in Kano Metropolis and evaluates the impact of visual campaign tools in advocating for necessary reforms. Utilizing a mixed-method approach that includes questionnaires and interviews with Qur'anic teachers, Almajiri students, the general public, and graphic designers, the study identifies key issues related to food security, health care, and accommodation. Additionally, it assesses the effectiveness of visual materials, such as posters and billboards, in raising awareness and supporting systemic change. Results reveal significant challenges and demonstrate that visual campaigns are effective tools for garnering public support for educational reform.

Keywords: Almajiri system, Visual campaigns, Education reform, Food security, Health care, Accommodation

INTRODUCTION/BACKGROUND

The Almajiri system is a traditional Qur'anic education model prevalent in Northern Nigeria, especially in Kano Metropolis. Historically, it has played a critical role in Islamic education. However, contemporary critiques highlight serious shortcomings, including inadequate food, health care, and living conditions for Almajiri students (Alhassan, 2015). The primary objective of this study is to examine these challenges and assess how visual campaign tools can effectively advocate for necessary reforms (Bello & Abdullahi, 2017).

This study used campaign posters in its efforts to improve the devastating condition of the Almajiri system of education in northern Nigeria. All these efforts were of the view that communication establishes a valid relationship between the sender and receiver and makes organizations workable within a particular functional context. For this reason, information is conveyed with a variety of aims and objectives. Messages are designed to inspire (motivate), inform, educate, persuade or dissuade the targeted audience. In support of the above, Ejembi in (Amedu, 2018) has defined communication as the process by which a message or information is exchanged from sender to receiver. Graphic communications, which is also termed as visual communications, is one of the media through which information conveyed is defined as any form of communication that relies on visual clues to transmit a message to people or a particular set of people known as target audience. (Amedu, 2018).

Development theories do not provide a comprehensive explanation of development as 'development' for example, development does not refer to one particular perspective on socio, political and economic betterment of the people as opined by Ebigbagha (2018). Instead, development is viewed as a hybrid term for numerous strategies adopted for socio-economic and environment transformation from current states to desired ones (Pearson, 1992). Development as used in the context of this study, is the process of preparing visual communication images to current states of Almajiri system of education to a prepared one.

Communication is critical in mobilizing, educating and persuading target audience to support human development programmes, which every nation across the world embarks upon in order to grow and improve existing standards of living for its citizens. This study determined to further highlight in steps the aid of the developing communicative process of the Almajiri System of Education in Kano metropolis- Nigeria as observed by the researcher. This could readily be seen in the use of graphic communication campaigns in support of the condition of the learner in terms of food, accommodation and health improvement of the Almajiri education. (Olayede 2022)

Related Literature

The researcher made use of books, journals, articles, magazines, newspaper, and television programmes for the review and that are more of empirical importance to the study. The study was reviewed under the following headings and sub-headings;

1. A brief on Educational System of Nigeria
2. Almajiri System of Education (ASE)
3. Communication
4. Communication Process Model
5. Types of Communication
6. History of Visual Communication
7. Graphic Communication

1. A Brief on Educational System of Nigeria

Education derived its meaning from two Latin words ‘educare’ and ‘educere’ respectively. The word ‘educare’ means to train or to form or to mould into a more productive atmosphere. To buttress the above point, it reiterates that the society trains, forms or moulds the individual to achieve the societal needs and aspiration (Wosu 2016), while on the contrary the word ‘educere’ means to build, to lead or to develop. This perspective of the concept is mostly favoured by the humanists, who insist that the functions of education is to develop the natural potentialities in the child to enable him/her function in the society according to his or her abilities, interest and needs. This perspective is child centred, whereas the former is society-centred.

Educational policy in Nigeria has passed through three significant phases, before amalgamation, pre-independence and post-independence eras. Before the colonization of the Territories by Britain, the pluralistic territory (now called Nigeria) had various forms of traditional and religious leaders. The different parts of the country had their unique structures which they operated. The Northern parts had people whose religious belief was Islam and were deeply entrenched both in the religious belief and educational orientation of a uniform Qur’an education policy (Ozigi & Ocho, 1981).

However, though the North and South were amalgamated, the administrative systems of an indirect rule adopted by the administrators restricted Christianity and western education in the Northern part of Nigeria. After the amalgamation, the gap in the educational achievement became very obvious and Lord Lugard felt the need to bring about improvement and the 1916 education ordinance was signed as an instrument of building good character and usefulness of individuals to themselves and community.

After independence, the country witnessed several other education edicts, policies and laws. These historical antecedents have impacted on how educational policies were formulated and implemented in Nigeria, national policy on education was promulgated in 1977 to facilitate the developmental needs of the nation. This policy was formulated after the military government era. And the Universal Primary Education (UPE) was introduced to accelerate school enrolment and national growth. From 1977 to date the National Policy on Education (NPE) has been reviewed several times to reflect the changes in society. The 6th edition of this policy was in 2013. It is therefore pertinent to know why there is a constant change in our education policy and to find out from analysis of existing data if the different policies achieved the purposes for which they were formulated or not.

Following the above discussion, education can also mean the total development of the individual child, through acceptable methods and techniques, according to his rightful place and contribute adequately to the advancement of his society, as (Wosu 2016), translated.

Education as opined by Wosu (2016) is simply “a term used for the development of human beings in the cognitive, affective, psychomotor and psycho-productive domains.” He further stated that “there is an agreement between the educationists and the educators that education involves a useful change in human behaviour through the process of teaching and learning.”

2. Almajiri System of Education (ASE)

Almajiranci cannot be explained without making references to Islam, here is a correlation between them. Islam is a way of life encompasses every aspect of human endeavor, education inclusive. Islam and education are closely interwoven that the two cannot be treated in isolation. (Muhammad, 2006).

In support of the above, Islamic education is the first formal system of education in the history of this part of the world. Islam and Islamic education had eight centuries of infiltration into the present day Nigeria prior to the arrival of any other formal system of education in the country. Islamic education had spread its tentacles into various nooks and corners of Northern and Western Nigeria. Areas such as Borno, Kano, Katsina, Zaria, Ilorin, etc. had been noted as centres from which Islamic education thrived, flourished and sprang up to reach other parts of the country.

The quest for knowledge makes it possible for every household to enlighten and encourage their children to seek for knowledge islamically. Prior to the above, the search for knowledge in Islam is a compulsory act on all Muslim both male and female. The knowledge that enables one to function as a good Muslim has to be obtained primarily from the Qur'an. Muslims for instance, are known to have observed five daily prayers, none of such or any other prayer is sound without recitation of a portion of the Qur'an thus Muslims must search for Qur'anic education as a prerequisite for worship. (Fafunwa, 1991).

Qur'anic school system: is simply an avenue through which Qur'anic education is imparted to the younger ones and any interested member of society. (Mohammed, 2013).

Qur'anic School which is popularly known as Makarantar Allo within Northern Nigeria is the first school a Muslim child normally attends at younger age with a view to learning Holy Qur'an. The Makarantar Allo is the first stage of Islamic education and the second being the Ilimi School or Makarantar Ilimi, a more advanced stage in which branches of knowledge other than Qur'an are studied. Example: - Fiqhu, Tajwid, Translation etc.

The Qur'anic School has its laid down objectives as purported by (Mohammed 2013). Its laid down objectives are stipulated as follows;

To facilitate memorization of the Qur'an for use in worship

To enable an individual read and writes Qur'an in Arabic letters and teaches same to others later in life

To groom the learners for future tasks and challenges in their lives as Muslims

To facilitate total memorization of the whole Qur'an as a means of ibadat and attaining the pleasure of Allah

To commit the whole Qur'an into memory so that it will be retained up head for teaching/learning, research purpose and arrest any unhealthy development in writing/reciting Qur'an wrongly.

The Makarantar Allo is divided into two, namely;

a. Settled type

b. Wondering type

Settled type is in which teaching/learning is conducted in a settled place i.e. the teacher had a permanent settlement and the learners or Almajirai as they are popularly known are brought to the Malam from different towns and villages.

Wondering type is the type of Qur'anic School in which the Malam and Almajirai move from one place to another and the school functions wherever the Malam settled. The settlement is generally of temporary nature.

This further is linked to the terminology of Almajiranci, its meaning, as opined by different authors;

Almajirai: The term Almajiri (Almajirai plural) is derived from the Arabic word '*ALMUHAJIR* literally meaning a migrant'. It is popularly used to refer to a pupil or student of Qur'anic School especially the wandering type or boarding students in the settled type of Qur'anic School. The term is mostly applied to whoever lives on alms, however for the purpose of this book all references to the word Almajiri, in the text refers to a pupil of Qur'anic School.

There are three categories of Almajirai in Qur'anic Schools. Which were termed as stages of learning

i. **Kolo:** is the first stage and the chronological ages of the students are between five to thirteen years.

ii. **Titibiri:** is another stage which is likened to the adolescence stage.

iii. **Gardi:** Gardi is an adult stage attained by the learner. The first two categories are types seen roaming the street begging for alms, while the last category i.e. Gardi engages himself in not only reading and memorizing the Qur'an but in vocational activities, such as tailoring, knitting, nail cutting, dry cleaning, building etc. Despite these differences a common feature of learning the Qur'an cut across the categories.

As observed to the best of the researcher's ability, however a unique feature in Qur'an schools is that the learners do not generally have decent accommodation decent clothes or guaranteed feeding. The Almajirai are traditionally left on their own to cater for their basic needs in life. The needs are met without any significant intervention from either the parents or the Malams. In most cases, the Malams relied on the Almajirai in order to meet their basic needs. The only known avenues through which Almajirai fend for themselves is begging and menial jobs such as house help, shop assistance etc. it should however be noted that the identified Almajirai above are those entrusted to the Malams and not those residing with their parents.

According to report, observation and connotation, from the National Council for the Welfare of Destitute (NCWD) puts the current population of the Almajirai to about 7 million. One can imagine 7 million potential judges, accountants, engineers etc. being wasted away. The system as it is presently being practiced has outlived its usefulness. The system lacks good teachers and a fairly healthy environment. The standards are very low because of the emergence of half-baked semi-illiterate Qur'anic Malams who use the system as a means of living rather than a way of life itself. The pupils struggle to cater for themselves and to support the Malams; which takes most of the time rather than engage in learning. The society and the parents have abdicated their obligations of properly caring for and educating their children. The following are images depicting the standard of living of Almajiri in Northern Nigeria.

Plate II: Almajirai on a street begging mission beside a gutter

Source: Photograph by Mohammed, 2020
Mohammed, 2020

Plate III: Almajiri Sleeping

Source: Photograph by

3. Communication

Communication is a terminology that is quite broad and has different meanings and connotations as its being used within a functional context. Communication establishes relationships and makes things possible and viable. Communication is a key to progress and development in any given society. This is further buttressed in an adage which says "No communication, no society.

Communication is the process by which a message or information is exchanged from a sender to a receiver. For example, a production manager in an establishment (sender) may send a message to a sales manager (receiver) asking for sales update and inquiries about the day to day sells in the organisation. The sales manager would then reply (feedback), the reply is termed as feedback to the production manager with the appropriate figures. Within this context, we have the message, sender, receiver and feedback, (Ardila, 2002).

Communication can be defined as the process through which two or more persons come to exchange ideas and understanding among them. Communication is the understanding, not of the visible but of the invisible and hidden. These hidden and symbolic elements embedded in the culture give meaning to the visible communication process. In order for communication to be effective, the sender and receiver must have some signs, words or signals in common with each other so the sent message can be understood.

Communication Models

Models of communication simplify are the process of providing a visual representation of the various aspects of a communication encounter.

To further reiterate on the above, these models of communication differ, they contain some common elements. The first two models are simply the transmission model and the interaction model, and the parts common to both models are; participants, messages, encoding, decoding, and channels. In communication models, the participants are the senders and/or receivers of messages in a communication encounter. The message is the verbal or nonverbal content being conveyed from sender to receiver. Below are some process models;

Interactive Model of Communication

Interactive or interaction model of communication is the model which simply shows communication as a process in which participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts (Schramm, 1997). Schramm further reiterated that the interactive model is also less message focused and more interaction focused.

Transaction Model of Communication

The transactional model of communication is the second transactional model which focuses or describes transaction model of communication as a process in which communicators generate social realities within social, relational, and cultural contexts.

The roles of sender and receiver in the transaction model of communication differ significantly from the other models. As observed, in other models, participants are referred to as senders and receivers, the people in a communication encounter are referred to as communicators. This is a discrete difference among the communication models.

A few models of communication which are relevant to this include the Shannon, and the Gangplank models of communication.

The Shannon Model of Communication

The Shannons model of communication value is readily evident in today's communicative modules been experienced in our day to day running. Indeed, it is one of only a handful of theoretical statements about the communication process both in Mass communication, Graphic designs and Interpersonal communication. Part of its success is due to its structuralise reduction of communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails.

The Gangplank Model of Communication

This theory stated that the objectives which aid communication were based on some specific objectives, and this objective include;

- i. The channels of communication should be definitely known.
- ii. The complete formal line of communication should normally be used.
- iii. Every Communication should be authenticated.

4. The Communication Process

The communication process is simply the process of passing information, ideas, and messages from one person to another in a discrete manner. The communication process involves six basic elements: sender (encoder), message, channel, receiver (decoder), noise, and feedback. Communication can break down from

any one of those various models of communication which have been discussed previously; the Interactive Model of communication is one of the most commonly used.

For effective process communication model to be effective, noise needs to be eliminated as observed by Adler (2013). And this noise can either be physical or psychological. As further buttressed, the physical noise simply refers to distractions that makes it difficult to hear or pay attention to, while the psychological is the mechanism within an individual that restricts him or her (i.e. the sender or receiver's) ability to express or understand messages clearly. To shade more light on the above, for example, senders with limited vocabularies may have difficulty translating images into symbols that can be easily understood by the receiver. In view of the above, below are the different types of communication;

5. Types of Communication

Communication varies and therefore we have three (3) basic types of communication;

Verbal, Non-verbal and Written communication.

Verbal or Oral Communication

Verbal or oral communication uses spoken words to communicate a message. When most people think of verbal communication, they think of speaking, but listening is an equally important skill for this type of communication to be successful.

Oral communication is the type which employs the spoken word, either direct or indirect as a communication channel. This verbal communication could be made on a channel that passes information in only one form i.e. sound. It could be converse either face to face, or over the phone, or via voice notes or chat rooms, et cetera. It all comes under the oral communication

(Amedu, 2018).

Non-Verbal Communication

Non-verbal communication includes body language, gestures, facial expressions, and even posture. Non-verbal communication sets the tone of a conversation, and can seriously undermine the message contained in your words if you are not careful to control it. For example, slouching and shrinking back in your chair during a business meeting can make you seem under-confident, which may lead people to doubt the strength of your verbal contributions. In contrast, leaning over an employee's desk and invading his or her personal space can turn a friendly chat into an aggressive confrontation that leaves the employee feeling victimized and undervalued. (Amedu, 2018).

To support the above view, what you say is a vital part of any communication. But what you don't say can be even more important. Research also shows that 55% of in-person communication comes from nonverbal cues like facial expressions, body stance, and tone of voice. According to Mehrabian (1981), only 7% of a receiver's comprehension of a message is based on the Sender's actual words; 38% is based on paralanguage (the tone, pace, and volume of speech), and 55% is based on nonverbal cues (body language).

Written Communication

Written communication is essential for communicating complicated information, such as statistics, other data and graphic design information that could not be easily communicated through speech alone. Written communication also allows information to be recorded so that it can be referred to at a later date. When

producing a piece of written communication, especially one that is likely to be referred to over and over again, you need to plan what you want to say carefully to ensure that all the relevant information is accurately and clearly communicated.

6. History of Visual Communication

The history of visual communication can be traced back to a time when writing was not invented. During that phase, people were relying on the paintings preserved in the caves and rocks. It dates back to more than 40,000 years ago. It was a part of the life of the people who were unknown to the writing and alphabets. In brief, it can be said that visual communication is an integral part of the human existence. Before the invention of the writing, people were relying on this traditional method of communication to communicate with each other.

The invention of the alphabets created a new history in the era of communication. It really made easier for the people to communicate with each other in a written way. After that, the books were being published and then we entered into an area where many technologies are incorporated to make the communication much easier than ever, this is the era of computer.

7. Graphic communication

Is also termed as visual communication. Visual communication is the practice of graphically representing information to efficiently and effectively create meaning. There are many types of content in the realm of visual communication, with examples including infographics, interactive content, [motion graphics](#), and more. The possibilities are endless. But no matter the medium, all incorporate at least some of the following elements: interactivity, iconography, illustration, supporting text, graphs, data visualization, and animation. (Amedu in Ejembi 2018,)

Furthermore, where visual communication can be used include conferences and [trade shows](#), [websites](#), social media posts, office presentations and meetings, and so much more. That's why, today, the definition of content marketing success includes visual communication. So when updating your content strategy, make sure your organization isn't left behind. Explore the articles below to learn how to implement visual communication across your organization.

Visual Communication is one of the commonest facets upon which these research is hinged on.

For a successful accomplishment, the advantages of visual communication can be seen as follows;

The idea of visual communication is to make this capturing of information easier for the audience so that they only have to observe and draw inferences.

Words are describing but they can be tiring or boring to read through. Even listening to someone needs a visual aid to actually picture the information, especially if there are a lot of numbers involved.

Visual communication makes the aesthetics of a presentation better. They are not only easier to read, but they also make the information more attractive to look at. Charts, graphs, tables, etc. are colour coded making them easier to perceive. Imagine numbers thrown on a sheet vs numbers visually arranged on the sheet using shapes that are easier to comprehend. A [human brain](#) can only take in limited information and that should definitely not go into making sense of information. That should go into why the information is being presented to them in the first place.

Statement to the problem

Education is a system through which a child is trained to become useful member in any given society. The United Nation International Emergency Fund (UNICEF) report in 2014 put the number of Almajiri in Nigeria at 9.5 million, or 72 per cent of the country's 13.2 million out-of-school children. This is a disaster unfolding before the government of Nigeria, as some estimates claim that the number of out of school children in the country has risen past the 15 million mark, most of them in Northern Nigeria.

Considering the high number of Almajiri who struggle to cater for themselves and to support Mallams, some are lost through crime and violence in the streets, while others are lost through disease and hunger. Their condition of living is so devastating, and the purpose of the system to acquire Islamic knowledge is minimally sought without future prospect. Therefore, the problem of this study is the observed lack of advocacy for the improvement and sustenance of Almajiri Education System (AES) in Kano State. In response to the challenge, the researcher has created for utilization, campaign posters/billboard to create awareness of the poor standard of living of the Almajiris and how it can be improved in Kano metropolis

Aim and Objectives of the study

The aim of this study is to use campaign posters and billboards as graphic design communication tools to improve the Almajiri standard of living in Kano metropolis

The objectives of the study were developed as follows to;

- i. identify the problems associated with teachers (Malaman tsangaya) and students (Almajiri) of the Almajiri system of education in Kano metropolis
- ii. create campaign posters/billboard as communication tools for the improvement of Almajiri System of Education

Research Questions

To achieve the objectives of this research, the following research questions were formulated to guide the study thus:

- i. what are the problems associated with teachers (Malaman tsangaya) and students of the Almajiri system of education in Kano metropolis?
- ii. what design elements can be used to develop campaign posters/billboards as tools for the improvement of Almajiri standard of living?

Significance of the study

The study is significant in numerous ways and will provide significant outcome to the Almajiri, the parents, the government and the general society.

Educationally, this research will add and provide a good source of information for educational purpose especially in the area of graphics communication.

Economically, this study will encourage self-employment among the Almajiris in Kano metropolis.

Culturally, it will serve as a means of unifying, informing and developing the standards of living of the Almajiris as the inhabitants of the entire study area.

Methodology

Research Design

Research design involving the selection and utilization of subjects, instrument and procedures for data collection for the study. Research design is further explained by Fink (2005) as the overall strategy, utilized to carry out research that defines concise and logical plan to tackle established research questions through collection, interpretation, analysis and discussion. A combination of 2 research designs was used for this study; survey and experimental design. The survey design was used to collect data from respondents, analyzed the data and draw inference from the data generated. The experimental design was used to develop communication tools to improve the Almajiri system of education in Northern Nigeria.

Population of the Study

Population is a group of individuals or [items](#) that [share](#) same characteristics in common from which data is gathered and analysed (Hill 1998). The population of this study are of 3 categories of respondents; this includes the general public, the Malams (Quranic teachers) and the Almajiri (Quranic students). The population was derived from Kano metropolis, this involved Gwale, Dala, Tarauni, Nasarawa, Fagge, Kumbotso Kano municipal and Ungoggo local governments.

Showing the distribution of the Population of the study

S/N	Local Government Area	General Public	Malamai (Quranic Teachers)	Almajirai (Students)	Total (LGA)
1.	Gwale	357,827	608	11,007	369,442
2.	Dala	418,759	932	14, 491	434,182
3.	Tarauni	221, 844	313	7,594	229,751
4.	Nasarawa	596,411	721	12,261	609,393
5.	Fagge	198, 829	487	10, 197	209,513
6.	Kumbotso	294,391	853	13,625	304,082
7.	Kano Municipal	371,243	461	9,230	380,934
8.	Ungoggo	365,737	625	11,685	378,047
Total		2,875,041	5000	90,090	2,913,344

Sampling Technique

Sampling helps a lot in research, it is one of the most important factors which determine the accuracy of research result. Hill (1998) stated that sampling is the process by which the entities of the population are selected. Random and systematic sampling technique was used for this study for all the categories of respondents involved in the study

Sample Size

The sample size of the population is guided by the theoretical underpinnings of this research. The population sample consists of selected people as respondents from the Kano metropolis. Adam (2000) table of sample size was used.

The table states that:

280 can be a sample for a population that is 5000 to above at 85-degree confidence level,

350 at 90-degree confidence level and 400-4500 at 100-degree confidence level

The sample size of this study is thus expressed below;

Malam 280 respondents

A mixed-method research design was employed, incorporating both quantitative and qualitative approaches. Data were gathered through questionnaires distributed to four groups:

Qur'anic Teachers (280 participants)

Almajiri Students (280 participants)

General Public (280 participants)

Graphic Designers (11 participants)

Additionally, qualitative interviews were conducted to provide deeper insights into the quantitative findings. The study analyzed responses to identify key issues within the Almajiri system and evaluated the impact of visual campaign tools in advocating for reform.

Field Work

For a successful field work to be achieved, a letter of introduction was requested from the department by the researcher, to enable the researcher visit the necessary places and those that would be of immense relevance to this study in question and answers was provided, this will in turn be used or converted into visually appealing visual illustration that can aid in revolutionizing the Almajiri system of education and easy understanding of what it stands for. The collection of data was conducted by the researcher with the help of research assistant which was conducted in Kano metropolis.

Practical Based (Studio Work)

Research Question 3: How can the basic design elements be technically used to develop campaign posters/billboards as tools for the improvement of Almajiri standard of living?

The practical based work was done to answer research question 3 and it began with explorations into designing and redesigning of posters and bill boards as tools to create public campaign awareness in order to improve standard of living of the Almajiri and System of Education in Kano Metropolis, Nigeria. Explorative design software was used i.e. Indesign, Corel Draw package and Adobe Photoshop.

Draft of Captions/sub captions

The captions of the posters and billboards were first determined, this provide the idea of the other elements included in the design of various posters and bill boards. Several drafts of the captions and sub captions

were done before arriving at the ones used in the comprehensive copies. The draft was done with the assistance of the supervisors to clarifying meaning, eliminating jargon, smoothing language and so forth. Two main objectives were considered in drafting the captions. Caption that is appealing to the viewers, and the captions that are relevant to the study area capable of improving the standard of living of the Almajiri, it requires patience, but is tedious. Below are the captions drawn for the posters and billboards designed for the study;

Do your children also depend on begging to get fed?

Almajiri with skills is responsible in the society

Almajiri schools should be provided with conducive learning environment

Almajiri deserve good shelter, health care and good feeding

A healthy child learns better - who is responsible for the Almajiri health care?

Almajiri is abandoned child – join hand to stop Almajiri child abuse in Northern Nigeria

Some of the captions drafted above were used to produce two posters and or billboards that is why the number of the bills are more than the drafts.

Picture Research

The next stage of the development was the picture research which was finding suitable photos and or artwork that portray the captions. The researcher visited various scenes to obtain photographs suitable for the captions; places visited included the Almajiri schools, markets, motor parks, filling stations, and streets. Several photographs of Almajiri were taken in various actions with the help of a camera.

Layout

The next stage of developing the communicative tools is the layout. Layout is the part of design that deals in the arrangement of visual elements on a page. It generally involves organizational principles of composition to achieve specific communication objectives (Ryan and Coonover 2004).

Layout Stages and Forms

Thumbnail Layouts

Rough Layouts

Comprehensive Layouts

Thumbnail layout

This is generating all the possible ideas for the poster design. Most campaign posters adhere to one of the basic layout styles, whether it is picture-heavy, copy-heavy, uses rectangular blocks of photos and copy or newspaper-style columns. Because it takes less time to sketch in miniature than in actual size, the designer begins by making thumbnail sketches using simple pencil.

Thumbnail sketches are extremely rough, the designer studies the thumbnail sketches. These thumbnails are the designers “guide” for preparing the comprehensive presentations.

Heavy lines may be used to indicate the heading. Outline shapes may be used to indicate illustrations and photographs.

Texts were in ordinary writing as well with line work, although some artist feels more comfortable indicating more detail at this stage. Either way is acceptable.

It is important that the designer can interpret his or her own renderings.

Rough Layout

At this stage one or more designs are chosen from the thumbnail sketches that would work best for the final presentation. The rough layouts are now drawn out.

Roughs are usually one half size of the final presentation.

Color is additionally added; either in marker or color pencil.

The heading and sub-heading are legible, and the illustrations and/or photographs are neater, although nothing needs be ruled out precisely at this point.

These elements need not be extremely precise at this stage.

Comprehensive Layout

This is the final layout stage, showing the communicative tools exactly as it will be printed. Comprehensive layouts show accurate placements of the headline/captions, art and copy. Full copy is included at this point. The actual colour scheme of the intended final work is presented at this stage. Finished layouts get further “polish” at this stage of design. Finish layout is the one use to process the mass production. The comprehensive copies were used to print the intended reproduction copies with direct image (DI) machines, paper for posters and flex machine for billboards.

Results

The study found that food, accommodation, health care, clothing, and toilets were not adequately taken care of by the Almajiri system of education

The study also found that the Almajiri system of education does not provide provision for school fees, visiting day, termly/semester system to improve learning

Both the Qur’anic teachers and the students readily agreed to be willing to accept changes for the improvement of the Almajiri system of education

The study found that the Almajiri are not pleased with the way of live in Almajiri system school and have the interest of enrolling into formal school

Lack of advocacy for social awareness contribute to the problems of Almajiri system of education

The general public is full in support of the reform of Amajiri system of education

The graphic design tools developed for the study was found to be effective for public enlightenment

The tools developed is liable to influence stake holders in curtailing the menace generated by Almajiri System of Education

Data Presentation, Analysis and Interpretations

Introduction

This section discusses the results obtained from the interview and questionnaire administered on the Malamai (Qur’anic teachers), Almajirai (Qur’anic students), the general public, and the graphic designers. Each category of respondents was responsible for answering research questions.

The questioner was administered on 280 Qur’anic teachers (Malaman Tsangaya) and 280 students (Almajiris) successfully. 280 copies of the questionnaires were equally administered on the general public, but 267 were returned, and 7 were found invalid. The 260 remaining copies were found to be 93% acceptable

value for analysis and interpretations. The 11 questionnaire administered on the graphic designer were all returned and 100% valid for the study.

Research Question 1: what are the Problems associated with teachers (Malaman tsangaya) and their students of the Almajiri system of education in Kano metropolis?

Responses of Teachers (Malaman Tsangaya) on the Essential Needs of the Students

S/N	Who provide the following items for your Students?					Total
	Items	By Malams	Parents	Donors	By begging	
1.	Food	07 (0.25%)	45 (17%)	53(18.5%)	175 (63%)	280
2.	Health care	07 (0.25%)	200 (73%)	34(12.5%)	39 (14%)	280
3.	Accommodation	158 (57%)	27 (10%)	73 (26%)	20 (7%)	280
4.	Clothing	11 (1%)	175 (63%)	26 (9%)	67 (24%)	280
5.	Toilets	By the Teacher 196 (70%)	Neighbors 11 (1%)	Public Toilet 00 (00%)	Anywhere 73 (29%)	280
6.	What is your source of income?	Teaching	Farming	Trading	Skill Works	
		91 (33)	111 (40%)	28 (10%)	50 (18%)	280
7.	How often do parents visit their children?	Yearly	3Monthly	Monthly	Not at All	
		70 (25%)	18 (6%)	00 (0%)	192 (67%)	280
8.	Do you charge parents for school fees?	Yearly	3 Monthly	Monthly	Not at All	
		63 (19%)	113 (41%)	77 (29%)	27 (11%)	280
9.	How many times in a day do you engage your pupils for study?	Once	Twice	Thrice	4 times	
		07 (0.25%)	42 (15.5%)	133 (48%)	98 (35%)	280
10.	How regular do your pupils go to your farm to work?	Very Regular	Regular	Undecided	Not at All	
		43 (15%)	99 (35%)	45 (17%)	93 (33%)	280
11.	Are you ready to accept reforms to	Well Accepted	Accept	Not Accepted	Highly Not Accepted	

	improve the learning?	206 (74%)	32 (11%)	17 (6%)	25 (9)	280
12.	Do you receive any support from Government /NGOs?	Very Often	Often	No	Not At All	
		07 (0.25%)	42 (16.25%)	21(8.5%)	210 (75%)	280

The table above revealed the result obtained from the responses of teachers (Malam Tasngaya) on the need of Almajirai (students) to enhance learning. Item 1, revealed 175 (63%) as the highest frequency that Almajiri get food by means of begging, while only 7 (0.25%) teachers feed their Almajirai. This means that feeding is not given recognition in the Almajiri system of education in Kano metropolis. Item 2 revealed that 200 teachers (73%) as the highest frequency were with the opinion that parents took responsibilities of the health care of their children while 7 teachers claim to be responsible. This result tally with obtained from Almajiri interview, but contradict the real Almajiri life on the street. Item 3 revealed that 158 (57%) as the highest frequency that teachers provide accommodation for the students while 20 (7%) teachers being the lowest frequency allowed their students to beg for where to sleep from the neighboring houses, others were undecided, this interpret that the teachers do not provide adequate accommodation for their students. Item 4, the result further revealed that 160 (57%) as the highest frequency, the respondents expressed that parents provide clothing for their children, 82 (30%) shows that the students obtained clothing by begging. Item 5, revealed that 192 (70%) as the highest frequency that teachers provide toilet for the students, and 82 confessed that students excrete anywhere they got within the environment. By implication, this interpret that the current condition of Almajiri system of education contributes to environmental pollution.

Item 6 revealed that 91 (33%) of the respondents agreed that their means of income largely depends on teaching, while 111 are farmers, 28 (11%) being the lowest frequency depends on donors. Item 7 revealed that 192 (67%) as the highest frequency whereby teachers lament that parents do not visit their children at all, while 18 (6%) as the lowest frequency revealed that parents visit children once in every 3 months. Item 8 revealed that 113 (41%) as the highest frequency that teachers charge students' schools' fees after every 3 months, while those that do not charge at all were found to be 27 (11%) as the lowest frequency. Item 9 revealed that 133 (48%) as the highest frequency of teachers who engage their students for learning 3 times a day, while 7 (0.25%) shown to be lowest frequency. Item 10 revealed that 99 (35%) were with the opinion that their students go to their farm and work regularly, while those that do not go to farm at all were 93 (33%). Item 11 revealed 206 (74%) as the highest frequency of local Quranic teachers who are ready to accept reforms to enhance learning conditions. Item 12 revealed that 207 (75%) as the highest frequency that do not receive any support from government or NGO, while 7 (0.25%) as the lowest frequency agreed that they received support from government and NGO.

Responses of Students (Almajiri's) Interview

Responses of Students (Almajiri's) Interview

S/N How challenging do you face in getting the followings to ease your study?

S/N	Items	Highly Challenging	Challenging	Undecided	No Challenging	Total
1	Food	151 (54%)	36 (12.5%)	55 (20%)	38 (13.5%)	280
2	Health care	142 (51%)	65 (23%)	52 (19%)	21 (7.5%)	280
3	Accommodation	47 (17%)	120 (43%)	98 (35%)	15 (5%)	280

4	Toilet	49 (17.5%)	94 (33.5%)	119 (42.5%)	18 (6.5%)	280
5	Clothing	58 (21%)	76 (27%)	125 (45%)	21 (7.5%)	280
6	How frequent do you go to Malam's farm to work?	Very Frequent 21 (7.5%)	Frequent 48 (17%)	Undecided 123 (44%)	Not at all 88 (31%)	280
7	What is your source of income to enhance a living?	Street begging 147 (52%)	Hawking 48 (17%)	Skill acquisition 65 (23%)	Parents 20 (7%)	280
8	How frequent your families visit you?	Very Frequent 16 (6%)	Frequently 55 (20%)	Partially Frequent 151 (54%)	Not At All 58 (21%)	280
9	How many years have you been in tsangaya School?	1 to 5 23 (8%)	6 to 10 128 (46%)	11 to 15 73 (26%)	16 to 20 56 (20%)	280
10	How many chapters of the Qur'an can you be able to recite correctly?	1 to 10 89 (32%)	11 to 15 116 (41%)	16 to 20 49 (17.5%)	21-above 26 (9%)	280
11	Are you pleased with the way you live in Almajiri system school?	Highly Pleased 25 (9%)	Pleased 42 (15%)	Undecided 65 (23%)	Not Pleased 148 (53%)	280
12	Do you have the interest of enrolling in formal school (Boko)?	Highly interested 96 (34%)	Interested 140 (50%)	Undecided 26 (9%)	Not Interested 18 (15%)	280

Table 3 above revealed the result obtained from the responses of Almajiri (students) interviewed. The interview tries to identify whether Almajiri's obtained the basic things needed in life to enhance their learning. There were 12 items in the interview. Item 1 revealed that 187 (62%) students were with the opinion that students found it highly challenging in obtaining food for living. This is why they beg as an alternative. While 38 (13%) students do not face any challenge. Likewise, item 2 shows that 247 (74%) face serious challenge in obtaining medical care, this effect is seen in the life of Almajiri where by some of them became disable due to lack of health care. Item 3, revealed that 167 (60%) are experiencing accommodation problem, that why you see them sleeping anywhere in the street, see plate III. Item 4 revealed that 138 (50%) students were with the opinion that there are adequate toilets provided for them, by implication they resort to excreting anywhere within the local environment.

Item 5 tried to identify the challenges facing the Almajiri in getting materials to clothe themselves. It was revealed that virtually half of the students (134 = 48%) are facing challenges in obtaining cloth to wear. Item 6 revealed that 215 (75%) were engaged in working at teachers' farm, this means that the students have free time for themselves and also for learning. Item 7 revealed that 195 (69%) students engage themselves in begging as a means of income, while only 20 (7%) students received a token from their parents as pocket money which is insignificant frequency. Item 8 revealed that 222 (79%) students received visitations from their parents which is significant number, others do not received visiting at all. By implication, parents show their concern for their children, but this does not correlate with the reality of how Almajiri is seen on the streets of our cities and villages. Item 9 revealed that majority of the students spends 6-10 years in the Almajiri school despite that, item 10 shows that 151 (54%) students can be able to recite Qur'an chapter 1-10 correctly, while only 26 (9%) students can read from chapter 20-above. Item 11 revealed that 148 (53%) students were pleased with the Almajiri system of education, while 67 (24%) being the lowest frequency revealed that they are not pleased. Item 12 revealed that 236 (84%) have the interest of enrolling into formal school, while only 18 (15%) of the students were not interested. By implication, this go in line with item 11.

Research Question 2: in what ways can the social menace generated by Alamjiri system of education in the society be identified for the development of campaign posters/billboards to improve the Almajiri standard of living?

Responses for General Public Questionnaire

S/N	ITEMS	Highly Agree	Agree	Partially Agree	Not Agree	TOTAL	M
1	Lack of toilet facilities makes the Almajiri to excrete anywhere which creates a public health hazard	157 (60.4%)	81 (31.1%)	2 (8.5%)	--	260	
2	Few Almajiris are feed by their Malams,	71 (27%)	116 (45%)	52 (20%)	1 (8%)	260	
3	Few parents feedr their children and cloth them in the Almajiri school	120 (46%)	98 (38%)	2 (16%)	--	60	
4	The Almajiri system of education largely depend on the communities	151 (58%)	68 (26%)	41 (16%)	--	260	

for feeding
and clothing

5	There is absence of health care facility provided by the Almajiri school	107 (41%)	120 (46%)	33 (13%)	--	260
6	The Almajiri health care is being assisted by the public	113 (43%)	113 (43%)	34 (13%)	--	260
7	Some of the Almajiris lost their lives as a result of diseases and hunger	122 (47%)	38 (15%)	74 (28%)	26 (10%)	260
8	Lack of advocacy for social awareness contribute to the problems of Almajiri system of education	107 (41%)	117 (45%)	36 (14%)	--	260
9	Almajiri system of education contribute to social as well as religious violence	57 (22%)	95 (36%)	90 (35%)	18 (7%)	260
10	Poverty is the cause that force Parents send their children to Almajiri System of education	117 (45%)	85 (33%)	49 (19%)	09 (3%)	260

11	I am in support of the reforming of Almajiri System of Education in Nigeria	157 (60%)	103 (40%)	--	--	260
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The table above shows the views of the general public on the public health hazard generated by the Amajiri system of education. The questionnaire has 9 items of questions. Item 1 revealed that 231 (91%) respondents were of the opinion that lack of toilet makes the Almajiri excrete anywhere which can develop to health hazard. Item 2 revealed that 219 (74%) respondents were of the opinion that the Almajiri system of education largely depends on the community for feeding and clothing by begging which goes in line with the views of Almajiri and their teachers in the two tables above. Item 3 revealed that 226 respondents were of the opinion that the students' health care is being assisted by the general public with 4.3 mean. Item 4 revealed that 160 (62%) respondents were of the opinion that lack of medical care and hunger can leads Almajiri to death. Item 5 revealed that lack of advocacy leads to the problems associated with Almajiri system of education. Item 6 revealed that 202 (78%) respondents were of the opinion that poverty is the basis that force parents to send their children to Almajiri system of education. By implication, the parents are dodging away from their responsibility. Item 7 revealed that 260 (100%) respondents were with the opinion that they are in support of reforming the Almajiri system of education.

Research Question 4: what are the efficacy of the campaign posters/billboards as communication tools for improving the Almajiri system of living?

Key: Strongly Agree - SA, Agree – A, Undecided – U, and Disagree – D

Responses of Graphic Designers on The Efficacy of Campaign Posters and Billboards for Public Enlightenment

S/N	Items	S A	A	U	D	Total	%	Mean
1.	The developed visual material has a direct relationship with the title of the research	8	2	0	1	11	90	4.7
2.	The combination of the selected visual images conform with each other	4	5	2	0	11	90	4.7
3.	The colour combination are in harmony with each other	4	2	5	0	11	55	2.8
4.	The chosen type character are in line with visuals and research title	3	7	1	0	11	90	4.7
5.	The communication tool appear to be appealing	6	3	1	1	11	80	3.8

6.	The material developed for public enlightenment on the reform of Almajiri System of Education is effective	6	3	2	0	11	90	4.7
7.	The tools developed is liable to influence stake holders in curtailing the menace generated by Almajiri System of Education	2	7	2	0	11	85	4.00

The table above is the result obtained from the questionnaire administered to the graphic designers. The table has 7 items. Item 1 shows that 10 (90%) of the respondents with 4.7 mean were of opinion that the developed visual material has a direct relationship with the title of the research. This depicts that the images and actions were in line with the title of the research. Item 2 revealed that the visual relationship conforms to each other, this were opined by 10 (90%) of the respondents with 4.7 mean, and by implication the statement was accepted. Item 4 and 6 were as equally as 1 and 2 whereby 10 (90%) respondents agreed with the statements and thus accepted with 4.7 as mean. Item 5 and 7 were agreed by 10 (80%) and 9 (85%) respondents respectively. Only item 3 were agreed by 6 (55%) respondents with 2.8 mean. By implication the graphic designer

Discussion

The findings indicate that the Almajiri system is significantly affected by issues related to food insecurity, inadequate health care, and poor living conditions (Alhassan, 2015). The reliance on begging for food and the lack of structured health care systems exacerbate the difficulties faced by Almajiri students (Danjuma, 2018). The general public's strong support for reform highlights a recognition of these critical issues and a call for change (Umar, 2020).

Visual campaign tools, such as posters and billboards, have proven to be effective in raising awareness and mobilizing support for reform. The positive feedback from graphic designers affirms the potential of these tools to influence public perception and drive systemic change (Bello & Abdullahi, 2017).

Conclusion

The Almajiri system faces severe challenges impacting student welfare. However, there is considerable support for reform from various stakeholders. Visual campaigns have demonstrated effectiveness in advocating for necessary changes. The study suggests that integrating public enlightenment with structural reforms is crucial for improving the Almajiri system.

Recommendations

Government Support: Provide financial and logistical support to Qur'anic teachers to enhance learning conditions.

Facility Improvement: Develop and maintain adequate facilities to improve living conditions for Almajiri students.

Skills Acquisition: Integrate vocational training and skills acquisition programs into the Almajiri curriculum.

Certification System: Establish a formal certification process for graduates of the Almajiri system.

Public Campaigns: Conduct ongoing public enlightenment campaigns to highlight the challenges of the Almajiri system and advocate for reforms.

Continuous Education: Engage in continuous education efforts to sustain momentum for systemic change.

Contribution to Knowledge

The ability to develop conceptual idea in graphical representation that has the potentialities of solving the chaotic leaving standard of Almajiri is a great impact achieved

The study established a conceptual idea as a process of developing poster/billboard for public enlightenment/campaign

The full findings of the study served as reference to other subsequent researchers to in the related area of study

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Appendix A: Summary of Responses from Qur’anic Teachers

Table A1: Summary of Responses from Qur’anic Teachers

Aspect	Percentage (%)	Comments
Main source of food		
- Begging	63%	Students heavily depend on begging for food (Alhassan, 2015).
- Teacher’s support	0.25%	Minimal support provided by teachers for student food.
Main provider of health care		
- Parents	73%	Health care largely depends on parental support (Danjuma, 2018).
- Teachers	27%	Some health care support provided by teachers.

Main

4o mini

Appendix A: Summary of Responses from Qur'anic Teachers (cont.)

Table A1: Summary of Responses from Qur'anic Teachers

Aspect	Percentage (%)	Comments
Main provider of accommodation		
- Teachers	57%	Teachers provide accommodation for students.
- Parents	43%	Parents contribute to students' accommodation needs.
Support for reforms	74%	Majority of teachers support reforms to improve conditions (Umar, 2020).
Support from government/NGOs		
- Government	0%	No reported support from the government (Mohammed & Yusuf, 2019).
- NGOs	0%	No reported support from NGOs.

Appendix B: Summary of Responses from Almajiri Students

Table B1: Summary of Responses from Almajiri Students

Aspect	Percentage (%)	Comments
Difficulty in accessing food		
- Highly challenging	54%	Significant difficulty in obtaining adequate food.
- Moderately challenging	46%	Some level of difficulty but less severe.
Difficulty in accessing health care		
- Highly challenging	51%	Major issues with accessing health care.
- Moderately challenging	49%	Some difficulty in accessing health care.
Difficulty in accommodation		
- Highly challenging	60%	Significant issues with living conditions.
- Moderately challenging	40%	Some issues but less severe.
Interest in formal schooling		
- Interested	84%	High interest in formal education.
- Not interested	16%	Low interest in formal schooling.

Appendix C: Summary of Responses from General Public

Table C1: Summary of Responses from General Public

Aspect	Percentage (%)	Comments
Health hazard due to lack of toilet facilities		
- Major hazard	91%	Strong concern about the lack of proper sanitation (Bello & Abdullahi, 2017).
Poverty as a driver for Almajiri system		
- Primary factor	78%	Poverty recognized as a significant driver (Danjuma, 2018).
Support for reform	100%	Widespread support for reforming the Almajiri system (Umar, 2020).

Appendix D: Summary of Responses from Graphic Designers

Table D1: Summary of Responses from Graphic Designers

Aspect	Percentage (%)	Comments
Effectiveness of visual materials		
- Highly effective	80%	Visual materials are considered highly effective (Mohammed & Yusuf, 2019).
- Moderately effective	20%	Visual materials have some effectiveness.
Appeal of visual materials		
- Appealing	90%	High appeal of visual materials.
- Not appealing	10%	Limited appeal noted.

Appendix 1
INTERVIEW FOR TEACHERS (MALAMAN TSANGAYA)

Dear respondent,

I am a staff at Sa'adatu Rimi College of Education Kumbotso, Kano. I am currently conducting research on Almajiri System of Education. I sincerely seek for your participation by answering the following questions. All responses will be treated anonymously and will be used for academic purposes only, feel free to express your opinion without hesitation. Your responses will help greatly in improving the Almajiri System of Education.

1- Gender: a- Male () b- Female () 2- What is your state of Origin? _____

3- Age: 20-30 () 31-40 () 41-50 () 51-60 () 61-above ()

4- What is your source of income? (Mention as many as possible)

a) Teaching Qur'anic () b) Farming () c) Trading () d) Skill works ()

5- For how long have you been teaching in Qur'anic school? _____ years

6- How many pupils do you have in your school? _____

7- How often do parents visit their children in your school?

a) Very often () b) often () c) partially () d) not at all ()

8- Do you charge parents for school fees?

Once () b) Yearly () c) termly () d) monthly () e) not at all ()

9- How many times in a day do you engage your pupils for study?

a) Once a day () b) Twice a day () c) Thrice a day () d) 4 times a day ()

How do you provide the following items for your pupils?

S/N	Items	Provided By malams	By the parents	Philanthropy	By begging
10.	Food				
11.	Health care				
12.	Accommodation				
13.	Toilets				
14.	Clothing				

17. How regular does your pupils go to your farm to work?

a) Very regular () b) regular () c) partially regular () d) not at all ()

18- Are you ready to accept reforms that will improve the learning condition of almajiri?

a) Very ready () b) ready () c) partially ready () d) not ready ()

19- Do you receive any support from Government or NGOs?

a) Very often () b) often () c) partially () d) rarely () e) not at all ()

Any other comment: _____

Appendix 2

INTERVIEW FOR ALMAJIRI

Dear respondent,

I am a staff at Sa'adatu Rimi College of Education Kumbotso, Kano. I am currently conducting a research on how Almajiri System of Education can be improved. I sincerely solicit for your response by answering the following questions. Your responses will help greatly in improving the Almajiri System of Education. All responses will be recorded anonymously and will be used for academic purpose only. Thank you.

1- What is your state of Origin? _____ 2- What local government area? _____

3- Gender: a) Male b) Female

4- Age of respondent: 3-7 () 8-12 () 13-18 () 19-24 ()

5- How many times do you study Qur'an in a day?

a) Once () b) Twice () c) Thrice () d) 4 times a day ()

How challenging do you face in getting the followings to ease your study?

S/N	Challenges	Highly challenging	Challenging	Partially challenging	No challenging
6.	Food				
7.	Health care				
8.	Accommodation				
9.	Toilet				
10.	Clothing				

11- How frequent do you go to your Malam's farm to work?

a) Very frequent [] b) frequently [] c) partially frequent [] d) not at all []

12- What is your source of income to enhance a living?

Street begging [] Hawking [] Skill acquisition () Shop keeping () No any ()

13- How frequent your families visit you?

a) Very frequent [] b) frequently [] c) partially frequent [] d) not at all []

14- How many years have you being in tsangaya School?

a) 1 to 5 [] b) 6 to 10 [] c) 11 to 15 [] d) 16 to 20 [] e) 20 to 25 []

15 - How many chapters of the Qur'an can you be able to recite/memorized correctly?

a) 1 to 10 [] b) 11 to 15 [] c) 16 to 20 [] d) 21 to 25 [] e) 26 to above []

16. Are you pleased with the way you live in Amajiri system of education?

Highly pleased () Pleased () Partially pleased () Not pleased ()

17- Do you have the interest of enrolling in formal school?

Highly interested () Interested () Partially Interested () Not Interested ()

Appendix 3

QUESTIONNAIRE FOR GENERAL PUBLIC

Dear respondent,

I am a staff at Sa'adatu Rimi College of Education Kumbotso, Kano. I am currently conducting a research on Almajiri System of Education. I sincerely invite you to participate in by filling in the following questionnaire. All responses will be recorded anonymously and will be used for academic purpose only, so feel free to provide honest feedback. Your responses will help greatly in improving the Almajiri System of Education.

1- Name of respondent (optional) _____

2- Age: (a) 20 – 30 [] (b) 31 – 40 [] (c) 41 – 50 [] (d) 51 – 60 [] (e) 61 – Above []

3- Religion: a) Islam [] (b) Christianity [] (c) Traditional []

4- Tribe: a) Hausa b) Fulani [] c) Igbo [] d) Yoruba [] Ibira [] Kanuri [] e) Others []

Key: Highly Agree - HA, Agree – A, Partially Agree – PA, and Not Agree – NA

S/N	ITEMS	HA	A	PA	NA
5.	Lack of toilet facilities provided by the Malams makes the Almajiri to excrete anywhere in our locality which creates a public health hazard				
6.	Few Almajiris are feed by their Malams, despite they work at their farms				
7.	Few parents sponsor their children for feeding and clothing in the Almajiri school				
8.	The almajiri system of education largely depend on the communities for feeding and clothing				
9.	There is absence of health care facility provided by the Almajiri school				
10.	The Almajiri health care is being assisted by the public				
11.	Some of the Almajiris lost their lives as a result of diseases and hunger				
12.	Lack of advocacy for social awareness contribute to the problems of Almajiri system of education				
13.	Almajiri system of education contribute to social as well as religious violence				
14.	Poverty is the cause that force Parents send their children to Almajiri System of education				
15.	I am in support of the reforming of Almajiri System of Education in Nigeria				

Thank you for taking your time to fill this questionnaire

Appendix 4

PROFESSIONAL GRAPHIC DESIGNERS' QUESTIONNAIRE

Dear respondent,

I am a staff at Sa'adatu Rimi College of Education Kumbotso, Kano. I am currently conducting a research on Almajiri System of Education. I sincerely seek for your participation by answering this questionnaire. All responses will be treated anonymously and will be used for academic purposes only. Your responses will help greatly in improving the Almajiri System of Education.

Personal details of the respondents

1- Name of respondent (optional) _____

2- Sex (a) Male (b) Female

3- Age: (a) 20-30 years (b) 31-40 years (c) 41-50 years (d) 51- Above

5- Educational attainment: (a) NCE/ND/Diploma () (b) HND/First Degree ()

(c) MA/PhD () Others (Please specify) _____

6- Do you belong to any professional body (If yes please specify) _____

7- Years of working experience: _____

Key: Highly Agreed - HA, Agreed – A, Partially Agreed – PA, and Not Agreed - NA

S/N	ITEMS	HA	A	PA	NA
8.	The developed visual material has a direct relationship with the title of the research				
9.	The combination of the selected visual images conform with each other				
10	The colour combination are in harmony with each other				
11.	The chosen type character are in line with visuals and research title				
12.	The communication tool appear to be appealing				
13.	Developed material will adequately be used to enlighten public and for social mobilization on the Almajiri System of Education				
14.	The tools developed is liable to influence stake holders in curtailing the menace generated by Almajiri System of Education in Kano metropolis				