



# WHAT WE BUILT IN SOKOTO

**250 LEARNERS. ONE PROVEN MODEL.**

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An Impact Report on the Sokoto State Digital Village Pilot, February 2025 – January 2026



# Empowering Global Progress Through Digital Transformation

We believe in harnessing the power of digital technology to catalyze positive change on a global scale, elevating communities, boosting economies, and improving lives worldwide.

## ELEVATE COMMUNITIES

Bringing quality education and digital access to the world's most excluded communities.

## BOOST ECONOMIES

Creating vocational and entrepreneurial pathways that generate lasting economic mobility.

## IMPROVE LIVES

Designing human-centered interventions that measurably transform how people live and learn.

FOUNDED ON A SINGLE CONVICTION

# Digital Technology Is the Greatest Equalizer of Our Time

Bragi Development Initiative is a specialist non-profit digital transformation organization focused exclusively on the communities where the gap between technological progress and human reality is widest.

We do not build products for the connected world. We build infrastructure, platforms, and programs for the communities that the connected world has left behind, equipping them with the tools, skills, and confidence to participate fully in the 21st-century economy on their own terms.

## UNICEF

### Validated Partner

Sokoto State DVI Pilot  
Feb 2025 – Jan 2026

## Ilimi

### Proprietary LMS

Built in-house. SCORM-compliant.  
Learning Passport integrated.

## 250+

### Learners Served

Sokoto proof of concept.



# BRAGI

## THE ORIGIN OF THE DIGITAL VILLAGE

# A Concept Born From One Unanswered Question

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### THE OBSERVATION

#### WHAT BRAGI SAW

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Hundreds of millions of people across the Global South remain locked out of the digital economy not by choice, but by geography, poverty, and systems that were never designed for them. In northern Nigeria alone, over 300,000 children in Kano State are out of school. Technology was transforming the world but bypassing the people who needed it most.

### THE CONVICTION

#### WHAT BRAGI BELIEVED

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Digital transformation cannot be a privilege for the already connected. If technology truly has the power to elevate communities, boost economies, and improve lives, as Bragi's founding mission holds then it must be deployed precisely where those needs are greatest. The question was not whether technology could help. It was: how do you bring it to a community that has never held a tablet?

### THE CONCEPT

#### WHAT BRAGI BUILT

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The Digital Village Initiative is Bragi's answer. A purpose-built, solar-powered digital learning hub, placed inside the community, delivered through a bespoke LMS (Ilimi), and designed around the learner's cultural reality rather than against it. UNICEF recognized the model's validity and became the full funding sponsor of the inaugural 12-month pilot validating Bragi's approach on the global stage.

*The Digital Village is not a program Bragi runs. It is the embodiment of what Bragi exists to do.*

# THE CRISIS SOKOTO SET OUT TO ANSWER

## A Critical Crisis. A Bold Response. A Year of Proof.

Northern Nigeria holds the largest concentration of out-of-school children anywhere in the country, among them: Almajiri boys locked within a traditional system that offers spiritual grounding but no economic pathway, and adolescent girls for whom the doors of formal education have never opened.

Traditional schooling cannot reach them. Not fast enough. Not at the scale this crisis demands.

The Digital Village Initiative set out to prove that a technology-enabled, culturally anchored model could succeed where traditional schooling could not. In partnership with UNICEF, Bragi Development Initiative built and ran a 12-month pilot at the Sultan Muhammad Maccido Institute in Sokoto State — one hub, three classrooms, 250 learners.

Twelve months later, the results answered the question this initiative set out to ask: can a solar-powered digital hub, built inside the community, reach the children the formal system leaves behind? The evidence on the following pages says yes.

- ✓ UNICEF-validated proof of concept — Sokoto State, 2025–2026
- ✓ 1 hub | 3 classrooms | 250 learners transformed
- ✓ Proprietary Ilimi LMS — built, tested, community-endorsed
- ✓ 12-month pilot completed — outcomes fully documented



Sokoto State, 2025 — An out-of-school girl learner navigates the Ilimi LMS independently.



# WHY FORMAL SCHOOLING CANNOT SCALE FAST ENOUGH

Structural barriers make conventional schooling an inadequate response.

- The Almajiri system is a chosen identity, a secular classroom competes with it and loses.
- Poverty is both cause and effect. Many Almajiri boys beg to eat. Attendance competes with survival.
- Early marriage remains the dominant pathway for girls. Fixed hours and mixed spaces do not remove these barriers.
- Nigeria builds schools faster than it trains culturally competent teachers. Infrastructure without the right pedagogy produces empty buildings.
- The farming season (June–September) removes tens of thousands from any fixed-schedule system for months at a time.

*"What works in one community context must begin from where the learner is not where the system expects them to be."*

*— Digital Village Initiative Thematic Analysis, 2025*

**A TECH-ENABLED, CULTURALLY EMBEDDED  
ALTERNATIVE PATHWAY IS NOT A  
COMPROMISE.  
IT IS THE ONLY VIABLE ROUTE TO SCALE.**

The Digital Village model meets learners where they are, physically, culturally, and spiritually. It does not ask Almajiri boys to abandon their Qur'anic identity. It enhances it, while layering in the digital literacy, vocational competency, health knowledge, and entrepreneurial orientation that their futures require.





PART TWO

# THE DIGITAL VILLAGE INITIATIVE

A UNICEF-Validated Model. Twelve Months. 250 Learners. Proven.

Everything that follows is not ambition. It is documented evidence.



# THE DIGITAL VILLAGE INITIATIVE: AN OVERVIEW

A fully equipped, community-embedded digital learning hub, built for children the formal system leaves behind.

## THE PHYSICAL HUB

A renovated, solar-powered community learning space equipped with high-speed internet, LCD interactive boards, one-to-one tablet provision, and air conditioning, purpose-built for learners in low-infrastructure environments. Each hub operates independently of the national power grid, guaranteeing 24/7 operation.

## THE ILIMI LMS

Learning is delivered entirely through Ilimi a bespoke, SCORM-compliant Learning Management System. Facilitators manage courses, track learner progress, and deliver multimedia content all in local languages and cultural context.

## THE LEARNER

Almajiri boys and out-of-school adolescent girls, two of northern Nigeria's most marginalized populations. The program is designed around their realities: flexible attendance, culturally resonant content in Hausa and Arabic, vocational training with immediate income potential, and deep integration with Islamic educational values.



# THE SOKOTO PILOT: UNICEF'S INVESTMENT IN PROOF

February 2025 – January 2026 | Sultan Muhammad Maccido Institute For Qur'an and General Studies | Sokoto State

The Digital Village Initiative's inaugural 12-month pilot was fully sponsored by UNICEF's Sokoto Field Office, it represents the United Nations' formal certification that this approach works, can be managed responsibly, and delivers measurable outcomes for the children it targets.

## Infrastructure Established at the Sultan Muhammad Maccido Institute:

- 1 Central Hub comprising 3 fully equipped digital classrooms
- Solar power system – 24/7, independent of the national grid
- High-speed internet with mobile data backup
- LCD digital interactive boards – the single most impactful element per facilitators
- 250 tablets on a 1:1 learner-to-device ratio, preloaded with Ilimi LMS
- Air conditioning, comfortable environment
- Modern classroom furniture for whole-group and peer learning

| TARGET                                | ACHIEVED                                 |
|---------------------------------------|------------------------------------------|
| 250 learners enrolled                 | ✓ Achieved                               |
| 150 Almajiri boys (2 classrooms)      | ✓ Achieved                               |
| 100 out-of-school girls (1 classroom) | ✓ Achieved                               |
| 30 facilitators trained               | ✓ Achieved                               |
| 5-domain curriculum                   | ✓ Achieved + supplementary content added |
| 12-month operation                    | ✓ Completed January 2026                 |



Sultan Muhammad Maccido Institute – Host of the UNICEF-sponsored pilot



One of three UNICEF-equipped classrooms – 24/7 solar powered, fully connected



# 12 MONTHS. 250 LEARNERS. RESULTS THAT EXCEEDED ALL EXPECTATIONS.

UNICEF's programme documentation records these outcomes across all five delivery domains.

## DIGITAL TRANSFORMATION

### From Zero to Independent Navigator

Learners who had never held a tablet progressed to independent navigation of the Ilimi LMS. Program graduates could explain digital technology more clearly to laypeople than JS3 students in formal school — documented by Facilitators in exit interviews.

## VOCATIONAL & ENTREPRENEURIAL OUTCOMES

### From Begging to Brand Building

Boys in shoe-making used digital literacy to photograph products and advertise on Facebook, YouTube & Instagram. Girls created WhatsApp business groups, designed digital brand stickers, and navigated microloan options of ₦10,000–₦20,000, all documented in facilitator testimonials.

## BEHAVIOURAL TRANSFORMATION

### A Shift in Identity and Aspiration

Mallam testimony confirmed significant improvements in hygiene, confidence, goal-setting and personal development. Boys who arrived dependent on street begging left articulating concrete entrepreneurial goals: bank accounts, POS services, small businesses.

## COMMUNITY & PEER EFFECTS

### Impact Beyond the Classroom

Even non-enrolled Almajiri boys were positively influenced through peer effects, particularly in hygiene, moral conduct and problem-solving. Zero families withdrew learners due to content concerns. Mallams actively assisted in ensuring attendance.



# THE COMMUNITY HAS SPOKEN

Mallams— the gatekeepers of the Almajiri system — formally endorsed what they witnessed.

*"Many children who previously engaged in street begging are now acquiring digital and vocational skills aspiring to entrepreneurship. The change in these boys is not small. It is fundamental."*

— Mallam A Testimonial

*"I have seen significant improvement in hygiene practices, in confidence, in how these children carry themselves and set goals for their lives. Even children not in the program are changing because of those who were."*

— Mallam B Testimonial

*"We embraced this program because it does not take our boys away from their faith. It gives them skills, direction, and dignity."*

— Mallam A Testimonial



*Facilitators and teachers endorsing program outcomes —  
Sokoto, February 2026*

*Zero families withdrew a learner due to content concerns during the entire 12-month Sokoto pilot. — UNICEF Digital Village Final Closure Report, February 2026*

# ILIMI: THE LEARNING MANAGEMENT SYSTEM BUILT FOR THIS WORLD

Not imported. Not adapted. Bespoke, designed from the ground up for northern Nigeria's most marginalized learners.

Ilimi (meaning "knowledge" in Hausa) is a proprietary web-based Learning Management System. Built on the Laravel/PHP framework and fully SCORM-compliant, the platform is integrated with Nigeria's Learning Passport for cross-system progress tracking. It was not bought off a shelf it was engineered for this context.

## COURSE MANAGEMENT

Administrators create multi-format course content – video, document, image, and text within a clean intuitive dashboard. Courses are structured in sections with lessons, quizzes, and completion tracking.

## LEARNER PROGRESS TRACKING

Each learner's engagement is monitored in real time. Enrollment history, session durations, quiz scores, and module completion rates are logged – providing the quantitative evidence base for MEAL reporting.

## MULTIMEDIA DELIVERY

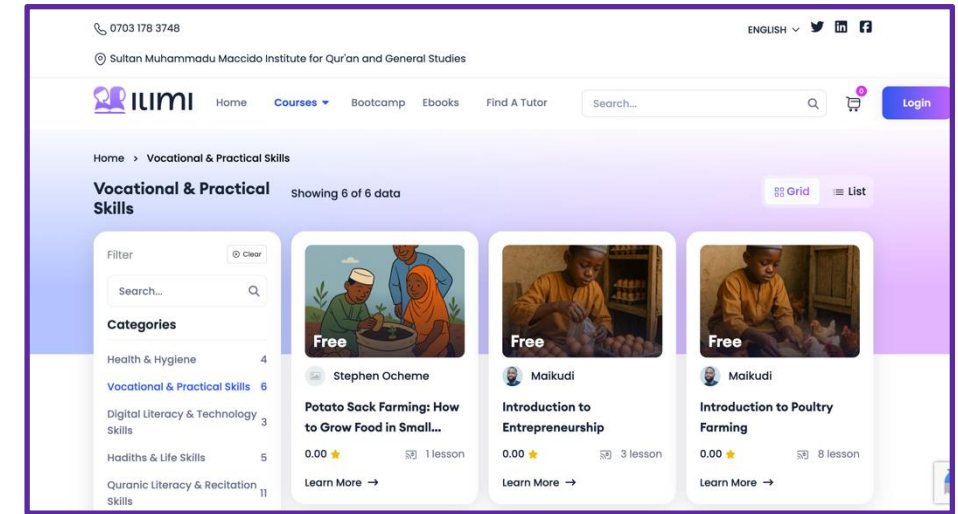
Content delivered via YouTube, Vimeo, uploaded video, Google Drive, documents, or images, giving facilitators flexibility to deploy rich content regardless of bandwidth conditions.

## MULTILINGUAL ARCHITECTURE

Full language customization enables delivery in Hausa and Arabic, the primary languages of Almajiri learners, removing the language barrier that has undermined adoption of global platforms like Khan Academy in this context.

*"The way ilimi was designed is very effective, they shouldn't touch it in the next phase. They should upgrade and add features, but it is very good."*

– Senior Facilitator B, Digital Village Exit Interview, February 2026



*Ilimi– SCORM-compliant Learning Management System*

Platform: Laravel / PHP Framework  
Compliance: SCORM – eLearning Standard  
Integration: Nigeria's Learning Passport  
Access: Web-based and Android  
Devices: Android tablets, smartphones  
Languages: English, Hausa, Arabic



PART THREE

# THE ILIMI CURRICULUM

Seven Domains of Transformation Delivered in Sokoto, One Learner at a Time

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Every module is localized. Every lesson is culturally grounded.  
Every domain maps directly to what these children needed most.



# DOMAIN 1: HEALTH, HYGIENE & NUTRITION

Delivered through a tablet, to children who had never received this education before.

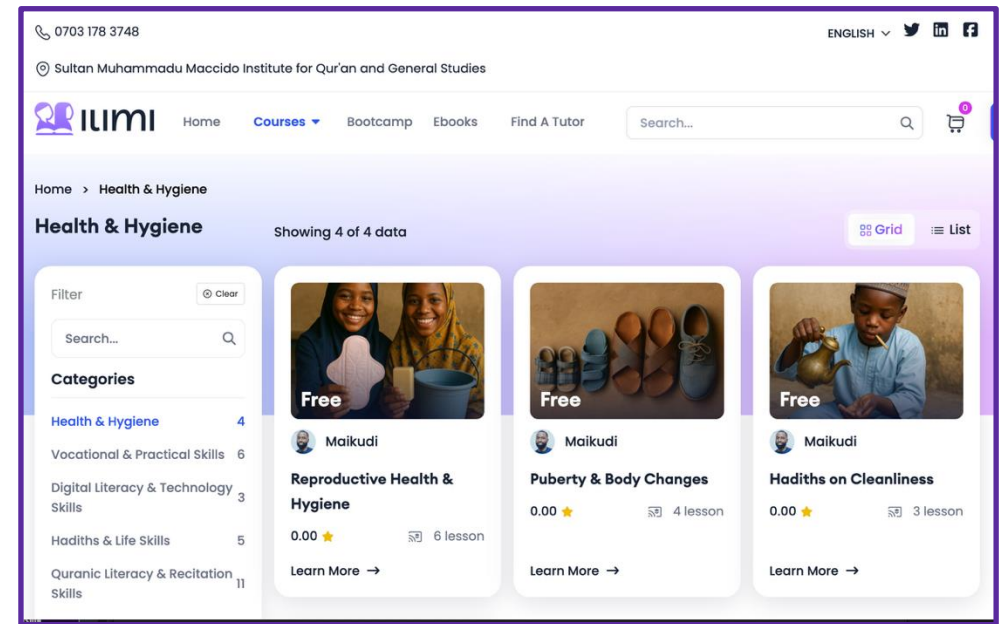
## What Almajiri Children Currently Face

The Sokoto pilot documented a stark reality: many Almajiri boys ate program-provided food multiple times during a single session because they were acutely hungry. These children live with chronic nutritional vulnerability, minimal hygiene infrastructure, and no formal health education whatsoever. Mallam testimony from Sokoto confirmed that improvements in personal hygiene were among the most visible transformations and spread even to non-enrolled boys through peer effects.

## Modules Delivered Through the Ilimi LMS

- Personal Hygiene Fundamentals — bodily care, oral hygiene, sanitation; gender-specific facilitation
- Nutrition & Food Safety — nutritional needs, food preparation hygiene, safe water practices
- Communicable Disease Prevention — malaria, diarrhoeal disease, respiratory illness
- WASH (Water, Sanitation & Hygiene) — safe water, sanitation infrastructure, community norms
- Maternal & Reproductive Health (Girls only) — menstrual health, prenatal awareness, family nutrition

*For every Almajiri learner the Digital Village reached, health and nutrition education reached them too — not through a clinic, but through a tablet in their hands. For many, it was the first formal health instruction they had ever received.*



*Health & Hygiene module delivery — Sokoto pilot, 2025*



*Nutrition practical vegetable growing in sacks— Sokoto, 2025*

# DOMAIN 2: VOCATIONAL & PRACTICAL SKILLS

Economic Empowerment and Entrepreneurship — turning survival skills into small businesses.

## What Sokoto Proved: The Intersection of Digital and Vocational

The Sokoto pilot produced one of its most powerful outcomes at the intersection of digital literacy and vocational training. Boys in shoe-making learned to photograph their products and advertise on Facebook, YouTube, and Instagram. Girls connected existing small businesses to digital tools — creating WhatsApp groups, designing brand stickers, and identifying microloan sources to expand. When digital and vocational learning happen in the same space, the result is something more powerful than either alone: a young entrepreneur in formation.

## Vocational Curriculum Modules

- Shoe-Making & Leathercraft — production, quality, pricing, digital marketing
- Tailoring & Textile Design — pattern cutting, sewing, brand identity
- Poultry Farming & Animal Husbandry — production cycles, feed management, market selling
- Cosmetology & Beauty Services (Girls) — professional skills and self-employment
- POS & Financial Services — operating point-of-sale terminals, digital payments
- Entrepreneurship Fundamentals — business planning, cost management, brand building, microloan navigation
- Agricultural Innovation — Irish potato & sweet potato cultivation in sacks

*"They set their goals. When we finish the Digital Village, we are going to become self-sufficient — open an account, use POS, start a small business. This is the mindset we changed."*  
— Senior Facilitator A, Sokoto Exit Interview, February 2026



Girls' entrepreneurship module — poultry farming, Sokoto 2025



# THE COMPLETE ILIMI CURRICULUM: ALL SEVEN DOMAINS

A holistic, interlocking framework so that every domain reinforces every other.

## 01 HEALTH, HYGIENE & NUTRITION

Personal hygiene, communicable disease prevention, WASH, nutrition, reproductive health (girls)

## 02 VOCATIONAL & PRACTICAL SKILLS

Shoe-making, tailoring, poultry farming, cosmetology, POS services, entrepreneurship, agricultural innovation

## 03 DIGITAL LITERACY & TECHNOLOGY SKILLS

Device navigation, internet safety, social media literacy, LMS proficiency, online advertising, digital brand identity

## 04 HADITHS & LIFE SKILLS

Prophetic traditions applied to daily life; civic responsibility; goal-setting; time management; financial planning; community service

## 05 QUR'ANIC LITERACY & RECITATION SKILLS

Tajweed, Qur'anic memorization support, digital Qur'an tools, Islamic studies complement to, not replacement of, Mallam instruction

## 06 ETHICAL & MORAL REASONING

Islamic ethics, community values, honesty in business, conflict resolution, respect for elders and peers, civic participation

## 07 EMOTIONAL RESILIENCE & REGULATION

Stress management, self-awareness, handling adversity, peer support, mental wellbeing sensitive to learners' histories of vulnerability

*The Ilimi curriculum: Qur'anic and Islamic content forms the spiritual spine, vocational and digital skills form the economic ladder, health, ethics, and emotional resilience form the foundation of sustainable human development. No domain is optional. Every domain serves every other.*

# INSIDE THE SOKOTO HUB

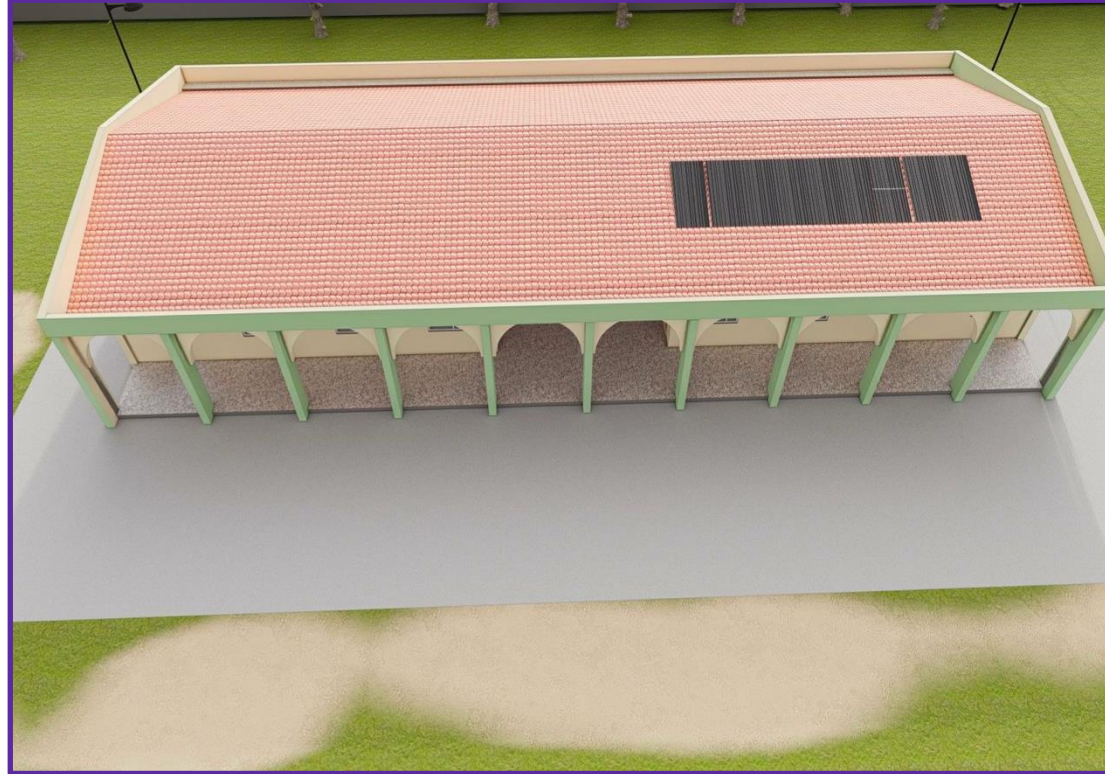
The UNICEF-validated specification behind the hub — built rigorously, without compromise.

## 24/7 SOLAR POWER

Standalone solar array with battery storage. Grid-proof operations — no dependency on NEPA supply. Tested and validated in Sokoto with zero prolonged power failures across 12 months.

## THE FULL DIGITAL STACK

LCD interactive boards (1/classroom), Android tablets (250/hub, 1:1 ratio), Ilimi LMS preloaded, air conditioning, ergonomic furniture.



*Sokoto hub architecture classrooms 1& 2*

## HIGH-SPEED INTERNET

Primary wireless router per classroom. Dedicated mobile data SIM backup per hub. Zero sessions abandoned due to connectivity failure in the Sokoto pilot.

## 30 TRAINED FACILITATORS

1:10 ratio. 14-day induction in digital pedagogy, Ilimi LMS, curriculum facilitation & community engagement. Drawn from local education personnel in Sokoto State — building lasting community capacity.

*A permanent installation at the Sultan Muhammad Maccido Institute — not a program that packed up when the pilot ended.*





# **THIS IS WHAT 250 CHILDREN IN SOKOTO NOW LOOK LIKE.**

Twelve months. One hub. Two hundred fifty futures, changed for good.