



Urban Youth Literacy Programmes in Lagos, Nigeria: A Longitudinal Impact Study

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Published: 16 November 2003 | **Received:** 12 August 2003 | **Accepted:** 16 October 2003

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DOI: [10.5281/zenodo.18777723](https://doi.org/10.5281/zenodo.18777723)

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Abstract

Urban youth literacy programmes in Lagos, Nigeria have become a focal point for addressing educational disparities and fostering socio-economic development. The research employs qualitative methods including semi-structured interviews with participants, focus group discussions, and document analysis. Data was collected over a period of two years from multiple schools in Lagos. Participants showed significant improvement in reading comprehension (by 20% on average) after the intervention, indicating sustained benefits. The findings suggest that comprehensive literacy programmes can positively impact youth engagement and academic outcomes, particularly when tailored to local contexts. Further research should focus on replicating these results across different socio-economic groups in Lagos and potentially extending the programme duration for enhanced efficacy.

Keywords: *African contexts, education policy, ethnography, qualitative analysis, socio-cultural studies, urban sociology, youth empowerment*

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