



CREATIVE

Project Overview



Northern Education Initiative Plus

Quick Facts

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The project reaches around 400,000 out-of-school children and youth attending 8,700 Non-Formal Learning Centers, Adolescent Girls Learning Centers and Youth Learning Centers.

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Partners include three international organizations, four Nigerian organizations, federal, state and local education authorities, and more than 40 local Nigerian NGOs.

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This Initiative addresses learning, teaching, management, coaching and mentoring, parental and community participation.

More than 30 percent of school-aged children in Northern Nigeria do not have access to basic education.

This staggering figure is the result of cultural attitudes, religious beliefs, a lack of educational facilities and insurgency-related violence that affects schools across the region. Even for children who do attend school, the payoff is sometimes minimal. Inadequate teacher preparedness and low motivation, a lack of quality teaching and learning materials, insufficient funding for education and inadequate parental and community support result in poor student results.

Nigerian teachers are not equipped to offer higher-quality early grade reading instruction: Colleges of Education in Nigeria do not include early grade reading instruction in their curricula, and existing educational materials—already in short supply—do not incorporate modern pedagogical teaching approaches.

USAID's support for reading at every level

Funded by the U.S. Agency for International Development, the five-year Nigeria Northern Education Initiative Plus program works in the states of Bauchi and Sokoto to improve access to quality education with a focus on reading—especially for girls, orphans and children enrolled in nontraditional schools.

It will improve the reading skills of 1 million children in first through third grades and bring modern education to around

400,000 out-of-school children and youth attending some 8,700 Non-Formal Learning Centers, Adolescent Girls Learning Centers and Youth Learning Centers. The Initiative addresses critical supply and demand factors that affect learning, teaching, management, parental participation and responsiveness to children's needs.

The Initiative has developed a comprehensive program of learning to read in Hausa, the pupil's mother tongue and helping pupils transition to English (Mu Karanta! Let's Read!). The reading program will reach 6,631 in-service primary 1-3 teachers and an additional 5,000 pre-service teachers over a 5 year period.

The project is also strengthening Nigeria's Local Government Education Authorities so that they are better equipped to manage, train and provide follow up to teachers, ensure school governance, mobilize community support for learning, manage

timely distribution of materials, and deliver on professional development.

Broad ownership that builds commitment

Consistent with the USAID Forward strategy, the Initiative is building capacity and commitment to quality early grade reading instruction and increased access to education among federal, state and local education authorities. Creative is collaborating with these officials alongside three U.S.-based international organizations, four Nigerian organizations, and more than 30 local nongovernmental organizations.

The Initiative builds on Creative's highly successful Northern Education Initiative (NEI), which improved basic education systems in Bauchi and Sokoto by increasing access to quality basic education and social services.

The initiative will have trained more than 15,500 teachers and head teachers on evidence-based approaches to early grade reading, is building a cadre of trainers and school support officers to provide ongoing support at the school level and established teacher professional learning communities at the school and cluster level.

As the Initiative continues to strengthen Nigeria's educational system by working closely with federal, state and local education officials, teachers, parents, communities and civic society organizations, the project will ensure both short-term and long-term benefits to schools and the students they serve.



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