



## EdData II—Nigeria Reading and Access Research Activity

### Implementing Partners:

- RTI International
- Cambridge Education
- National Bureau of Statistics
- State Agency for Mass Education
- State Universal Basic Education Board



The Nigeria Reading and Access Research Activity (RARA) is an \$8.7 million task order, funded by the U.S. Agency for International Development (USAID), designed to carry out research in the areas of early grade reading and access to education in Nigeria.

Despite significant increases in the number of children participating in formal schooling, too many children remain out of school, especially in northern Nigeria.

Of the 10 million children out of school in Nigeria, 92 percent are from the northern states. The differences in level of education between the north and the south are also stark: 68 percent of household members in the north have had no education, compared to 15 percent in the south.<sup>1</sup>

### Goal

The overall goal of RARA is to identify factors that improve reading skills and increase access to schooling for out-of-school children, especially for girls and *almajiri* (Islamic boarding school children). RARA will also help inform government actors, donor partners, civil society, the private sector, and USAID technical staff in developing a more nuanced understanding of activities that can be taken to scale in northern Nigeria to achieve this goal.

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<sup>1</sup> National Demographic Household Survey 2008, National Planning Commission, Federal Republic of Nigeria and ICF Macro (Maryland, USA), (November 2009).

## Objectives

The objective of this activity is to assist the Nigerian government with the development and testing of an instructional model to improve the reading skills of first and second grade children in Bauchi and Sokoto states. RARA will conduct additional research to better inform the Nigerian government as it develops new strategies to increase educational access for children in these states.

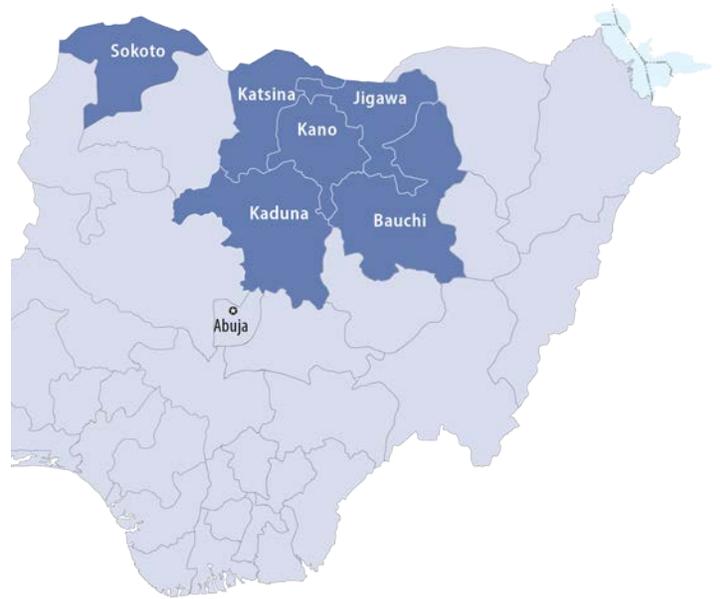
## Activities

To address the issue of poor school quality, the RARA team will:

- Conduct a series of desk studies to summarize best practices and inform the design of a pilot activity to improve Hausa language reading skills in early grades of primary school.
- Supplement existing school materials and approaches by providing scripted lesson plans for teachers, a leveled reading text for pupils, and post-training in-school support to teachers.
- Compare children's reading skills at the beginning and at the end of the 2014–2015 school year. Comparisons will be made among schools receiving the reading support and similar schools that are not part of the project to assess relative gains in reading in Hausa.



## Geographic focus of RARA activities



To address the issue of school attendance, the team will:

- Undertake research on barriers to school attendance, including economic, perceived school quality, and religious preference.
- Conduct specific household and focus-group research in sampled communities in Bauchi and Sokoto to explore the relationship between formal school quality and parental willingness to send children to school.
- Evaluate the impact on school participation of integrating conventional school subjects into Qur'anic schools.
- Work closely with state ministries of education and religious organizations to conduct a large-scale respondent-driven survey to map the nature of and participation in primary itinerant Almajiri education in Bauchi and Sokoto states.
- Build on the early grade reading assessments conducted in Bauchi and Sokoto states and lead the implementation of similar surveys in Jigawa, Kaduna, Kano, and Katsina states.