**Literacy teaching in northern Nigeria**

**Mary Anderson, BALID**

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* Country statistics: The population of Nigeria is approx [174 million](http://en.wikipedia.org/wiki/Demographics_of_Nigeria) and is growing very fast. Primary-age children constitute some 16% of the population. The [UNESCO Institute of Statistics](http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS&popupcustomise=true&lang=en) gives the estimated figure of 4,151,599 new entrants to grade 1 of primary school in Nigeria in 2012.
* Hausa: [Ethnologue](http://www.ethnologue.com/country/NG/languages) indicates that approximately one third of people in Nigeria speak Hausa as a first or second/third language. So as a very rough guide you could say that 1/3 of educational and language statistics for Nigeria will refer to Hausa–speakers.

Hausa:

* Third language of Africa
* Spoken as mother tongue: 25 million people
* Spoken as a second language: 18 million more
* Also used as market language and *lingua franca* in Benin, Togo, Ghana, Cameroon, and beyond
* 90% Moslem, but some pentecostal Christians
* Very strict dress code, including men’s flowing robes
* Strict social codes involve deference, pride and respect
* Mainly subsistence farmers and traders.

Primary Hausa books market: The primary Hausa market in Nigeria (never mind Ghana and Niger for the moment) as **1.5 million per school year**. This figure must be tempered by the fact that the North is poorer than the oil-rich South, which limits buying power. On the other hand, the younger [population](http://en.wikipedia.org/wiki/Demographics_of_Nigeria) is growing exponentially so that figure may be quite conservative.

Re population

<http://www.bbc.co.uk/news/world-39211144>

Boko haram

<http://www.musliminstitute.org/blogs/travel/nigerias-boko-haram-professor-murray-last>

ESSPIN: <http://www.camb-ed.com/intdev/article/390/a-lasting-legacy-for-nigerian-education>

Ajami in African languages, esp Hausa: <http://alma.matrix.msu.edu/wp-content/uploads/2010/02/AjamiIntroductionFallou.pdf>

Luepke, F and Bao-Diop (2014): ‘Beneath the surface: Contemporary Ajami writing in West Africa, exemplified through Wolofal’. in Jufferans K., Asfaha, Y.M. and Abdelhay, A. (eds): African Literacies: Ideologies, Scripts, Education. Newcastle, UK: Cambridge Scholars Publishing. See: <https://books.google.co.uk/books?id=8C9QBwAAQBAJ&pg=PA92&lpg=PA92&dq=Hunwick+ajami+writing+Nigeria&source=bl&ots=HMVOCGis9w&sig=GHDPun8cywHaUJ9G1VEKM_QeMCQ&hl=en&sa=X&ved=0ahUKEwjk1smVhJDTAhVVFMAKHTxWAKEQ6AEIOTAF#v=onepage&q=Hunwick%20ajami%20writing%20Nigeria&f=false>

Alan Rogers: ‘Improving the quality of adult literacy programmes in developing countries: The “real literacies” approach’. In [International Journal of Educational Development](https://www.researchgate.net/journal/0738-0593_International_Journal_of_Educational_Development) 19(3):219-234 · May 1999

<https://www.researchgate.net/publication/248167888_Improving_the_quality_of_adult_literacy_programmes_in_developing_countries_The_%27real_literacies%27_approach>

Emir Sanusi wants Arabic studies mainstreamed in Nigeria’s education system - Premium Times Nigeria

<http://www.premiumtimesng.com/news/headlines/225526-emir-sanusi-wants-arabic-studies-mainstreamed-nigerias-education-system.html>

Kano market literature: <http://en.paperblog.com/52-years-of-nigerian-literature-hausa-popular-literature-377904/>

Two traditions – islamic and western: <http://www.bbc.co.uk/news/world-africa-27658382>

Education in Northern Nigeria: mixing the modern and the traditional: <http://www.economist.com/news/middle-east-and-africa/21608809-trying-teach-children-not-be-extremists-mixing-modern-and>

**Universal Learning Solutions/Jolly Phonics**: <http://universallearningsolutions.org/wp-content/uploads/2015/03/2016-Nigeria-Impact-Report-Training-and-Materials-.pdf>

# fhi 360: The Reading and Numeracy Activity (RANA): <https://www.fhi360.org/projects/reading-and-numeracy-activity-rana>

Pflepsen\_Nigeria materials development-2.pdf

<https://globalreadingnetwork.net/.../Pflepsen_Nigeria%20materials%20development.p>...