

Action Document for EU Trust Fund to be used for the decisions of the Operational Board

Title	Reference: T05-EUTF-SAH-NG-05 The Right to Write Nigeria Project
Zone benefiting from the action / localisation	Nigeria The action will take place in: Northern Nigeria
Total costs	Total estimated cost: EUR 3 000 000 Total amount drawn from the Trust Fund: EUR 2 400 000 Contribution of others donors: EUR 600 000
Method of implementation	Grant with Africultures
DAC Code ¹	110
Sector of Intervention of the Valetta Action Plan ²	-Support State building, rule of law and good governance -Enhance sustainable livelihoods and self-reliance -Boost social and economic development -Prevention of and fight against irregular migration
Indicator(s) of the Valetta Action Plan	A9. Create new economic opportunities for young women and men through initiatives focused on, among others, targeted measures to create jobs and employment opportunities and stimulate entrepreneurship), and programmes with civil society to foster youth
Sector of intervention of the Trust Fund	
Objective(s) of the Operational framework Sub-objective(s) of the Operational framework	Building a comprehensive approach for stability, security and resilience
	Preventing radicalisation and violent extremism
Length of implementation	24 months
Beneficiaries	150 765

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<http://www.oecd.org/fr/cad/stats/codes-objetclassificationsectorielle.htm>

1. SUMMARY OF THE ACTION AND ITS OBJECTIVES

The Right to Write (RTW) project aims to contribute to stability in Northern Nigeria by promoting social cohesion through the provision of educational and economic opportunities, especially for the youth and women, thereby reducing the potential for radicalization. It comprises a series of activities leading to, increased economic opportunities in writing and the publishing value chain for youth, women and girls in Northern Nigeria. It will help to improve literacy education in schools in Northern Nigeria and also provide an opportunity for citizen's advocacy for better governance through the use of conventional and social media, and digital technology. The Right to Write project will create a group of new role models and influencers in the project area showing the wide potential of the creative industry for employment and its value in education and will counter the Boko-Haram ideology which demonises books and education.

2. JUSTIFICATION AND CONTEXT

2.1. National context

The Federal Republic of Nigeria occupies 923 768 km² on the west coast of Sub-Saharan Africa. It is the most populous country in Africa and the sixth most populous in the world with a projected population of approximately 180,000,000 people³. Nigeria is a federal republic comprising 36 States and the Federal Capital Territory.

The IMF's World Economic Outlook for October 2016⁴, puts Nigeria's GDP at 415 08 billion dollars, making it the largest economy in Africa. Nigeria only returned to democratic rule in 1999 after years of continuous military rule. The government initiated a series of major reforms supporting the rebuilding of institutions and the development of a more robust economy. However, despite diversification through development of agriculture, solid minerals, telecommunications and services, the Nigerian economy remains heavily dependent on oil as the main source of Government revenues and foreign exchange. Therefore, although Nigeria's gross domestic product (GDP) grew at an average of six per cent in the last eight years, the recent drop in oil prices to below \$50 per barrel from a high of over \$100 has led to a slowdown in growth and according to the Minister for Finance the economy is in recession.

Socioeconomic outcomes did not significantly improve during the years of economic growth. Nigeria failed to meet targets for eradicating extreme poverty and hunger, and reducing child and maternal mortality and for education.

Inequality is a major problem and continues to increase. There is geographical inequality shown by a widening of income disparities between the Northern and Southern parts of the country.

This has been exacerbated by the on-going Boko Haram Crisis and resulting insecurity in the North. There has been significant curtailment of business activities in North East where security challenges are greatest.

Data show that geographic inequalities account for a large proportion of the poor performance in the achievement of MDG targets. Human development indexes are lowest

3 National population commission, 2006 Census.

4 <https://www.imf.org/external/pubs/ft/reo/2016/afr/eng/pdf/sreo0416.pdf>

in the North, and are particularly poor in the areas most affected by conflict. There are also significant and pronounced regional gender disparities - poverty levels are twice as high in the North as in the South – according to studies⁵ percentages of people living in poverty are as high as - 72% in the North East compared to 26% in the South East and reach a national average of 54%. These high levels of poverty have a worse impact on women and girls and negatively impact the quality of the lives of children and the families of these women.

2.2. Sectorial context

2.2.1. The Education System in Nigeria

Education in Nigeria is a 6-3-3-4 system. There are six years of primary and three years of junior secondary education. Subsequently there are three years of senior secondary education, and four years of tertiary education. One year of pre-primary education was introduced by the Federal Ministry of Education (FMOE) as part of an effort to more effectively prepare children for school. Responsibility for the provision of education is divided between the federal, state, and local governments as outlined in the Constitution, although some responsibilities are shared (concurrent), rather than exclusive.

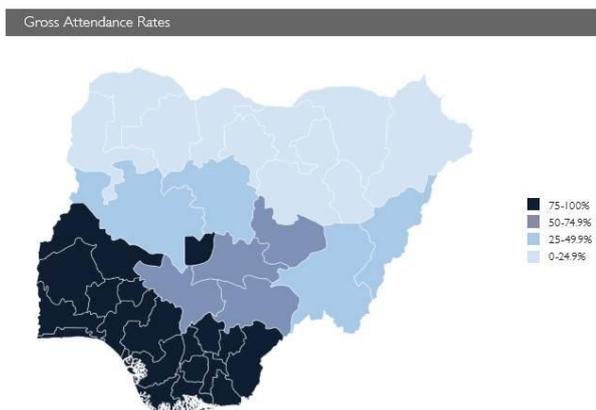
The highest decision-making and policy-setting body in the education system is the National Council on Education which is composed of the Federal Minister of Education, State Commissioners for Education, and the Education Secretary of the Federal Capital Territory (FCT). The National Assembly and State Assemblies are responsible for enacting laws for the education sector.

Budgets for Federal and State Education are ratified by the National and State legislative assemblies respectively. The implementation of the FMOE’s policies is carried out by 22 parastatals. Some parastatals are financed by the Federal Government to run programs directly in support of the education sectors of the State and Local Governments (i.e., the Universal Basic Education Commission (UBEC), and the Tertiary Education Trust Fund, (TETFund).

The education system at the State level is comprised of State Ministries of Education (SMOEs) and State Universal Basic Education Boards (SUBEBs), and additional agencies responsible for implementation. At the local level, local government education authorities (LGEAs) are primarily responsible for education provision.

The 2015 Nigeria Education Data Survey (NEDS)⁶ shows continued large disparities in educational indices between the North and South, for example, pre-primary attendance rates across the northern states are uniformly under 25% while in southern states are uniformly over 75%. Literacy rates present a similar dichotomy. Conflict in the North is worsening the situation. Since March 2014, schools in the north- eastern part of Nigeria

PARTICIPATION IN PRE-PRIMARY EDUCATION



⁵ British Council’s 2012 Gender in Nigeria Report

⁶ National Population Commission (Nigeria) and RTI International. 2016. 2015 Nigeria Education Data Survey (NEDS). Washington, DC. United States Agency for International Development

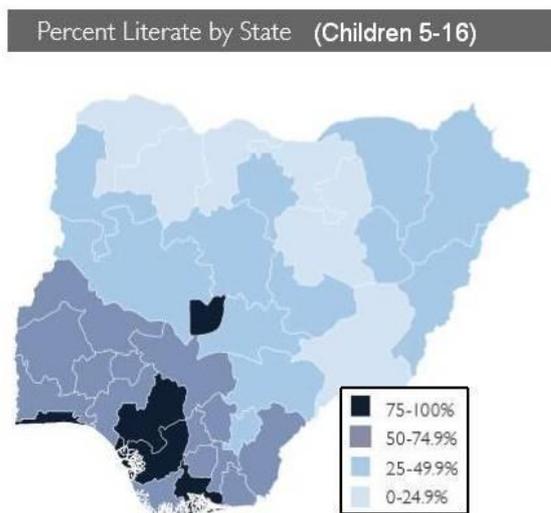
have been directly targeted by militants, leading to their closure in affected areas and significant displacement of the rural population. IDMC estimates that there are almost 2,152,000 internally displaced people (IDPs) in Nigeria as of 31 December 2015.⁷ Several children, especially girls are out of school, because girls are targeted by terrorists.

An additional challenge to the provision of education will come from population increase. By 2050, the United Nations Department of Economics and Social Affairs projects that Nigeria will be the world's third most populous country, with 440 million people. This risks overburdening the education systems.

Poor education will present a challenge for poverty reduction, job creation and development of Nigeria generally.

Out of School Children (OOS)

National primary enrolment has stagnated, according to the 2015 NEDS and the national



average masks significant differences between states, although some Northern states did show improvements. Despite some progress in recent years the levels of out of school children in the North remains high. Out of School OOS children comprise those who have never attended school and those who attend religious schools that have not been integrated into the formal education system and do not teach formal academic subjects such as Mathematics, English, Social Studies or Science.

The average primary completion rate for Nigeria is about 73.4 percent. However, only 70 percent of children who attend Primary 6 continue to secondary school, with the states of the North-East and North-West again weighing down the national average.

2.2.2. Why Learning Outcomes Are Poor

At the national level, on completion of grades Primary 4 and 6 only 60 and 44 percent of students respectively, could read a complete sentence in English.⁸ There are numerous contributory reasons including poor technical knowledge of teachers; low proficiency of teachers in the language of instruction; poor availability and quality of instructional materials; teacher absenteeism; limited and poor quality classroom space; and direct and indirect costs associated with schooling.

Poor learning outcomes are particularly evident in the North. The results of an Early Grade Reading Assessment (EGRA) conducted by USAID’s Northern Education Initiative Project, in Bauchi and Sokoto in 2011 and 2013, show that over 95 percent of pupils in Primary 1 and 3 had not acquired the foundational skills necessary to read Hausa fluently.

7 This figure is based on an assessment conducted from November to December 2015 by the International Organization for Migration’s (IOM) Displacement Tracking Matrix (DTM) team in 13 States of Northern Nigeria: Abuja (13,481 IDPs); Adamawa (136,010); Bauchi (70,078); Benue (85,393); Borno (1,434,149); Gombe (25,332); Kaduna (36,976); Kano (9,331); Nasarawa (37,553); Plateau (77,317); Taraba (50,227); Yobe (131,203); and Zamfara (44,929) ([IOM/NEMA](#)).

8 Nigeria Education and Skills Policy Notes, Policy Note 1: Education Access, Equity and Quality in Nigeria, June 10, 2013

2.2.3. Challenges in the Education Sector

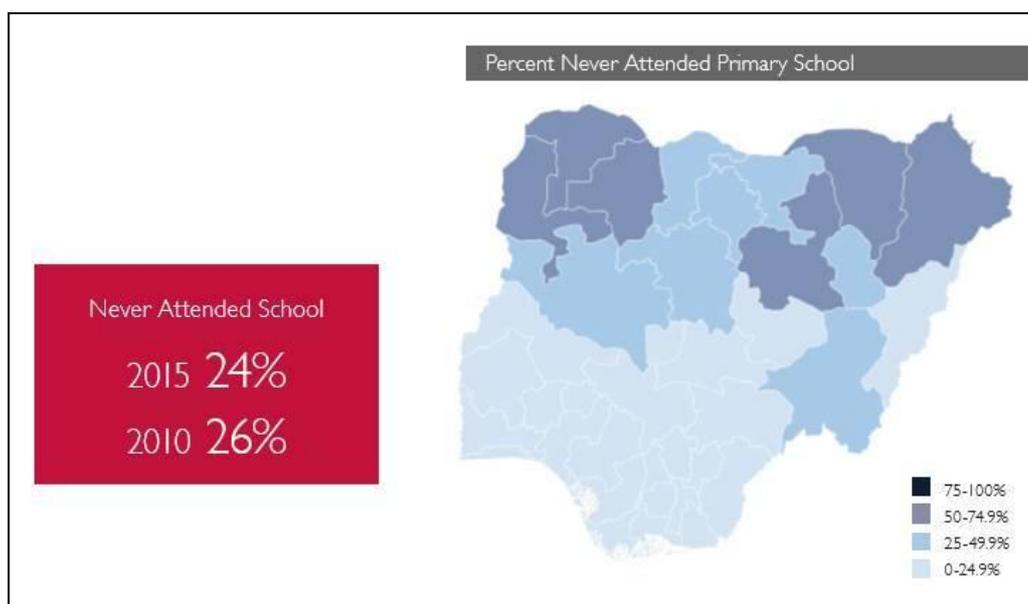
Key challenges in basic education in Nigeria include the insufficient supply of classrooms and associated infrastructure, poor proficiency in the techniques of teaching and poor quality or foreign/non-northern origin of materials, overcrowding of classrooms, and the inefficient utilization of resources. Other challenges are the prevalence of poverty, gender biases, interpretations of religious teachings, and the inadequate supply of school infrastructure.

The Right To Write (RTW) project will support efforts to address some of these barriers through its specific and gender sensitive interventions in literacy by targeting teachers, their teaching ability and available teaching materials to improve classroom and school level outcomes.

2.2.4. Access to Education for the Girl Child.

Poverty has a negative effect on girls' enrolment. A disproportionately large number of OOS children in Nigeria are female. Approximately 60 percent of girls in both the North-East and North-West have never attended school. Religious teachings and gender biases constitute significant barriers to the entry of female children into the formal schooling system.

Female education is also hindered by the gendered division of household labour, with female children often expected to contribute to activities such as providing care for infant siblings or engaging in farming activities. Girls in Northern Nigeria face additional barriers inhibiting their access to education, including early marriage, pregnancy and child labour. The effects of instability and insurgent activity in the three North-East states of Borno, Yobe and Adamawa, have been severe as a result of direct attacks on schools and the abduction of female students, most infamously through the kidnapping of the 'Chibok girls' in Borno state. Even as interventions are planned to address pressing issues, many women do not have their voices heard as most of the decisions affecting their welfare post-conflict are taken



2.2.5. Quality of Teaching/ Teachers

There is a dearth of teachers holding the minimum National Certificate of Education (NCE) qualification in some areas of Nigeria. Moreover, many qualified teachers do not have

adequate subject knowledge and professional competency to deliver effective teaching. Poor teacher training is part of the cause with inadequate in-service training, a lack of qualified and experienced teachers, and a poor fit between the education of teachers and the curricula. Teachers do not receive sufficient instruction in child-centred, gender-responsive teaching methods, and are not provided with specific techniques to improve learning. A detailed national assessment of Early Childhood Education (ECD) teachers found that the majority of pre-school teachers do not have basic teaching qualifications.

2.2.6. Educational Publishing

The poor reading culture in the country combined with the low level of disposable income and poverty in general has hit the publishing industry in Nigeria. Books published are often of low physical quality, and are costly. There is a particularly severe shortage of materials in national languages suitable for reading instruction. Many texts are based on imported books or are copies of them and thus are uninspiring to the students as they are culturally alien.

Publishing as an industry is showing some signs of resurgence, especially in the South. Educational publishing services, however, remain patchy as publishers rely mainly on government patronage in bulk ordering of textbooks. If there are no orders then the books are not produced. There is therefore also a dearth of second hand books due to the intermittent publishing supply line.

The RTW project not only plans to supply books but, in mentoring writers through to publication will create skills in the entire publishing value chain to enable the development of the necessary skilled personnel that will be required in book production.

2.2.7. Education, Employment and the Root Causes of Radicalisation

With high rates of poverty, illiteracy and unemployment, Northern Nigeria has become a recruiting base for religious extremists whose violent attacks have led to the forced displacement of over two million people.

Youths of school age or who have left school are particularly affected. They are even more distant from political processes than adults; many have no employment options and may suffer from frustration and desperation. These youths become easy targets for recruiters who entice or force young men and women with religious narratives, financial incentives, messages of hope or even threats.

The causes of radicalisation are complex and not fully understood but can be divided into proximate causes, underlying causes and root causes. Often a 'trigger' event or situation may exist.

UNDP summarises research in this area into factors affecting individual, group and community levels. Individual susceptibility can be exploited via powerful messaging in social media or direct personal contact. At group level are family and peer groups which can be supportive or when dysfunctional can leave individuals vulnerable. Third communities have formal and informal structures religious, social and governmental for example. When they feel excluded from political structures and processes due to the absence of state-society platforms, organised structures may spring up to exploit the sense of exclusion. Citizens need to feel connected to government.

A paper on Mitigating Radicalisation in Northern Nigeria⁹ highlighted research that showed the value of engaging youth and communities in peace-building programs that facilitate interactions among individuals of disparate backgrounds and to teach values of tolerance,

9 Mitigating Radicalism in Northern Nigeria. M. O. Sodipo. Africa Security Brief. <http://africacenter.org/wp-content/uploads/2016/06/ASB26EN-Mitigating-Radicalism-in-Northern-Nigeria.pdf>

and promote conflict resolution have been effective in diminishing prejudice and mitigating the appeal of radical ideologies.

It also highlighted the need for ‘a full spectrum of initiatives, including ...sustained development investments in marginalized communities and promotion of values of inclusivity to mitigate the spread of extremist ideology.

A paper from the office of the National Security Adviser¹⁰ stresses the role of inequality between groups and individuals – which is high in Northern Nigeria – as a likely ‘important pathway through which poverty as a whole feeds into grievances and radicalisation’. It is therefore important to increase the number of developmental projects that signal the desire of government to redress societal imbalances in the areas suffering high levels of poverty combined with inequity.

The EU Trust Fund aims to create educational and economic opportunities for young people and women in particular, with a focus on training and advocating for better governance.

RTW, by focusing on the three areas of economic opportunity, education and literacy and citizen’s advocacy, this project will contribute to fostering stability in northern Nigeria by addressing the root causes of destabilisation such as radicalization and extremism which ultimately result in displacement and irregular migration.

3. LESSONS LEARNT AND COMPLEMENTARITY

3.1. Organisation's experience and lessons learnt

Africultures is a French registered charity promoting the knowledge and recognition of contemporary African cultures through several publications (“Africultures” reviews, “Afriscoppe” magazine) and websites. Founded in 1997 and based in Paris, Africultures is now regarded as one of the foremost Francophone platforms about African culture. A number of activities in collaboration with African and French partners have proved Africultures to be a reliable Internet operator. Its projects include:

The website www.africultures.com which was launched in 1998 and is known as a useful and worthy source of information and exploration of African cultures. This main website has more than 500,000 visitors per month.

Southplanet portal - www.spla.pro - was set up in 2006 to meet the need of ACP (Africa, Caribbean and Pacific) institutions countries artists and cultural network operators. Both a database and a professional network, SPLA offers unprecedented visibility through its free platform that has hosted 43,000 individual artists and other professionals and 11,800 cultural organizations to date). It was set up with the support of the French Ministry of Foreign Affairs and later with ACP Cultures and EU Funds. It has been further developed in collaboration with international partners (Groupe 30 Afrique from Senegal, Media Sport and Entertainment from Jamaica, Gens de la Caraïbe and Collectif 2004 Images from Haïti, Further Arts from Vanuatu).

Our main partner, Book Buzz Foundation, has been involved in setting up libraries in Northern Nigeria, in collaboration with philanthropic donors. During this libraries project, the extreme low level of available literacy aids was apparent. Less than 3% of the schools visited had libraries. Where there was a library, it was a small number of out-of-date texts which were not relevant culturally. Particularly in government-run schools, there is of a

¹⁰ Policy Brief. Violent radicalisation in Northern Nigeria The macro Regional Context. Office of the National Security Adviser. <http://www3.qeh.ox.ac.uk/pdf/nrn/onsa-pb04.pdf>

widespread lack of engaging and culturally relevant texts which has a directly negative impact on literacy teaching and the resulting educational outcomes.

Book Buzz Foundation has been very active in Nigeria in activities involving the development of literacy and the distribution of books into northern Nigerian schools. The foundation has recently concluded a project in Kaduna State which involved the delivery of mini libraries to schools in the remotest part of the state. Book Buzz Foundation currently organises the most important literary festival on the African continent. They have a very efficient structure and staff that will be able to convene writers and mentors who will constitute the writing element of the action. The main members of staff have been involved with education in Nigeria for over fifteen years. The Book Buzz Foundation also publishes a much-respected journal of creative writing and art by writers of African origin. Book Buzz Foundation is unique because it combines, within one organization, the extensive experience in the areas of education, the management of creative writing and publishing.

BBF experience also shows that while often enthusiastic and committed, many teachers are not trained in teaching methods. This project therefore intends to maximise impact by the provision of teaching guides, broadcast lessons and training of teachers in the use of the books and in literacy teaching principles. These lessons will be broadcast via radio on BBC Hausa, DW, RFI and local radio stations because experience shows that radio has very deep penetration in Northern Nigeria and it is the most effective means of engaging the population.

3.2. Complementary actions

The Government of Nigeria has dedicated significant resources to improving human capital along with the efforts of international development partners. Aside from budgetary spending through the education ministries and their agencies, the Federal Government established a fund, managed by the Office of the Senior Special Assistant to the President on MDGs, for the achievement of the MDGs and which now monitors progress towards the SDGs as well as funding / coordinating a variety of projects.

Savings from the reduction in the subsidy on petrol have been utilized for the creation of the Subsidy Reinvestment and Empowerment Program (SURE-P), which includes a Technical and Vocational Education and Training (TVET) component being implemented at the federal level.

In addition, international organizations including the United Kingdom's Department for International Development (DfID), the United States Agency for International Development (USAID), the Japan International Cooperation Agency (JICA), the World Bank, and local nongovernmental organizations (NGOs) continue to support programs throughout the country, in particular in the Northern states where the majority of the poor, malnourished, and out-of-school (OOS) children reside. For example, the World Bank currently supports the Federal Government in Northern states through the State Education Program Investment Project.

The RTW project also plans to ensure synergies with other EU TF funded programmes already on-going or starting in the Northeast. They include two projects on "Linking Relief, Rehabilitation and Development and promoting the stability and safety of communities in displacement in North East Nigeria" implemented by the Danish Refugee Council and the Norwegian Refugee Council which have activities for at risk youth regarding de-radicalisation, and another on "Investing in the Safety and Integrity of Nigerian Girls (I-SING)", implemented by Mercy Corps, emphasizing the rights of girls. In light of their relevance, special coordination arrangements with these projects could be put in place.

3.3. Synergy and coordination of actors in the zone of intervention

As noted above, there are many governmental and non-governmental actors in this area although none with the ground-up approach of this project. There are many opportunities for synergy.

Part of the project inauguration phase involves publicity and targeted advocacy and communications to actors in the education and development sector. Project managers will ensure the major on-going government and non-government projects and programmes are identified. The relevant organisations will be contacted and provided with information about RTW.

Additionally, RTW project staff will appraise the identified projects looking for areas of synergy or of conflict and ensure dialogue ensues to maximise the benefits and minimise challenges in the area of intervention due to co-existence of the programmes.

If interaction is required with a large enough number of actors, a formal liaison mechanism may be required, but initially the function will be guided by the project director.

4. DETAILED DESCRIPTION

4.1. Objectives

The overall objective of the action is:

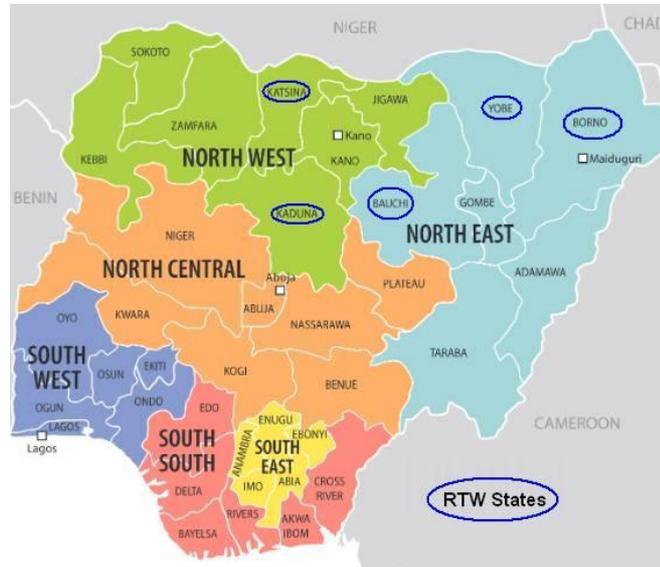
To contribute to stability in Northern Nigeria by promoting social cohesion through the provision of educational and economic opportunities, and advocacy platforms especially for the youth and women, thereby reducing the potential for radicalization.

The specific objective(s) of the action is/are the following:

- Specific Objective 1: To increase economic opportunities for youth and women in Northern Nigeria
- Specific Objective 2: To achieve Improved educational standards by improving literacy in schools in Northern Nigeria
- Specific Objective 3: To Provide outlets for citizen's advocacy for better governance through the use of conventional and social media, and digital technology.

4.2. Targeted groups and final beneficiaries

This project targets a series of interconnected groups aiming to have a cascading effect within communities in the target states of Borno, Bauchi and Yobe, which have experienced substantial terrorist activity, and Kaduna and Katsina states which are at significant risk.



1) Promising creative individuals

These are individuals who have the potential to communicate positive messages powerfully and in a culturally relevant way. They will be trained in the process of getting their work published. Additionally they will be encouraged to develop as change agents, and role models. Part of this process will involve brainstorming sessions and preparatory creative sessions in which the important issues that the project wishes to address will be thoroughly investigated and analysed thus giving the authors a good understanding of key message to be conveyed and the potential impact of their books. Examples could include:

- The value of education
- The importance of educating women
- Positive developments in the North East
- The dangers of migration
- Citizen power
- Role models for the youth
- Counter narratives to extremist messages
- Cultural treasures

They will be supported to work in schools, universities and assisted with getting their work online and on broadcast media. At least half of the creatives will be female.

2) Teachers in primary and secondary schools

A contributing factor to poor educational outcomes is the poor teaching skills of teachers in the target region and a lack of suitable materials such as textbooks. An average of six English/ literacy Teachers from 40 primary and secondary schools per state (total 200 schools) will be trained and provided with teaching guides for each book produced and distributed in this project. They will also be supported by broadcast programmes designed for school listening.

3) School students

Students in a total of 200 schools in the five target states will benefit from age appropriate culturally relevant books and improved lessons in literacy. They will also absorb powerful counter narratives to the negative messages circulating and benefit from exposure to positive role models. This project will ensure that the female students are reached with relevant literature.

4) Community members

The RTW project involves developing a website, social media presence and radio broadcasts as a means for widening the reach and the impact of the books being produced.

With a modest extra effort, the RTW can become the bridge from the schools to the communities by disseminating relevant content. Two main categories of content will be available.

a) The books and a variety of value added content (author interviews, online discussions, student essays, competitions book clubs etc)

b) ‘A Thousand Witnesses’. This is the Citizen’s Voice section of the website which allows those who are not directly participating in the Right to Write project to be involved sending in videos clips, photographs, audio recordings, interviews – anything which strikes them as interesting about their everyday lives and experiences. This will be developed as an advocacy platform, (see below)

5) Government representatives

Government can often be unresponsive to citizens’ needs leading to alienation and a sense of abandonment. Using the One Thousand Witnesses platform, we can create advocacy opportunities and also, use the platform to reach policy-makers for example in the ministries of education, health, women's affairs, community development etc. thus bringing government closer to communities and creating a space for interaction to foster a sense of belonging.

In summary, the expected number of direct beneficiaries will be:

- 144,000 school students (an average of 720 per school. 40 schools per state, in the 5 target states)
- 1,200 teachers (an average of 6 teachers per school, 40 schools per state, in the 5 target states).
- 25 Mentors
- 25 Mentees
- 15 Media trainees
- 5000 followers and viewers, including community members, Government representatives, general population in 5 Northern States

4.3. Expected results and main activities

Specific objectives

As stated, the general objective of the action is to contribute to regional stability and improved migration management by proving the efficacy of addressing selected specific root causes of instability, forced displacement and illegal migration. The RTW project will increase economic opportunities, encourage equal opportunities, and promote development.

The project has chosen a specific area for capacity building - the publishing value chain - to create economic opportunities for youth and women in Northern Nigeria. This complements our second specific objective, which is to achieve improved educational standards by improving literacy in schools in Northern Nigeria. The books to be published will be

designed to be more relevant and attractive to the target populations and teachers will be trained in how to engage the children using modern techniques to teach classes.

Equally important will be the use of the books content to convey positive messages to the target students. Messages of hope for a better future in the North, the dangers of migration, the value of women in their communities and wider society, strong role models, anti extremist narratives, the role of citizens in a democracy, are some examples of powerful potential messages to be transmitted. The books will be given reach beyond the direct target audiences through digital platforms and radio broadcasts.

The achievement of improved literacy also complements the first objective as improved literacy creates better economic opportunities for individuals.

It has been stated earlier that studies have shown that the vacuum created when there is a gap between Government and citizens can be exploited by charismatic extremists thus contributing to radicalisation. The RTW project will demonstrate the use of efficient channels to connect citizens to government officials and creating space for dialogue. This will be done through the development of a website powered by storyteller citizens from and living in the North Nigeria. The stories will be captured by our trained citizens-journalists. The website will also be a medium for transmission of the published books as audiobooks, podcasts and related content such as interviews, competitions etc.

Output 1.1 Northern writers and illustrators/artists are trained and mentored in the book-publishing process.

This supports the specific objective of creating economic opportunities. The focus is on the relatively neglected but important economic activities surrounding publishing which includes Eg. writers, illustrators, journalists, editors, designers, graphic artists and page layout specialists, printers etc.

Activities

A.1.1.1. Identification, training and mentoring of creatives

Writers and illustrators from Northern Nigeria are identified (At least 50% will be women) and complete an eighteen-month training course in the creative and publishing process. The course includes mentoring by established writers. As a result, 20 books are taken from concept to 'ready-to-publish' stage. With approximately 50% of them expected to be women who get to share their perspectives and tell their stories.

Participants in the first course will be expected to support the training of a further 100 people in writing/publishing process by running workshops.

Output 1.2 Specially commissioned culturally relevant and topical books are published for northern audiences.

Activities

A.1.2.1 Publication of books

- The print – ready manuscripts are sent for printing and 5,000 copies of each book are published and made available to State Government Ministries of Education in the 5 project states.

Output 2.1 Books in Hausa and English are distributed to school libraries.

Activities

- A 2.1.1 The Books are distributed to all public primary and secondary schools in each selected state in Northern Nigeria
- A 2.1.2 Books are also made available to interested private schools

Output 2.2 There are more books available digitally and by broadcast.

Activities

- A.2.2.1 Accessibility is widened by publishing all 20 books on multi-media platforms including as a) audio books b) e-books c) podcasts
- A 2.2.2 Excerpts of all 25 books are broadcast on radio. All books will be broadcast in both Hausa and English.

Output 2.3 At least 1,200 teachers will have been trained in literacy teaching strategies and they perform better in teaching literacy

Activities

- A.2.3.1 Publication of teaching guide. A teaching guide for each book is developed and published. This is another opportunity to amplify and propagate positive messages
- A 2.3.2 Training of teachers in using teaching guides
The guide for using the books as class readers is provided to teachers in the selected schools. Teachers are trained in literacy teaching strategies using the books. They are supported with school-time radio programmes developed to assist in teaching the books but also to engage the children.

Output 2.4 Students (especially female) perform better in literacy examinations.

Activities

- A 2.4.1 The students are given lessons by trained teachers using the new books that they are more able to identify with.
- A 2.4.2 Additional lessons are given by mentees who continue teaching after the project.
- A 2.4.3 Students are able to do extra study by taking part in the broadcast lessons, listening to digital options for the book, listening to related broadcasts (eg author interviews) and enjoying value added content on the website.

Output 3.1 More inspiring and culturally relevant books on are available on radio

Activities

- A 3.1.1 Books are broadcast on radio for general public. Recordings are made of each book with versions in both English and Hausa. The entire collection of books will be programmed to be read over the radio with repeats.

Output 3.2 The project is supported by an online platform

Activities

- A 3.2.1 Construction of website
This aims to be a vibrant, interactive website which will include the ‘Making-of’ series of all the books. There will be Comprehensive interviews with participants in the RTW programme; there will also be support for potential writers and participants in the publishing process.
- A 3.2.2 Maintenance and development of the website
After initial design and upload of content, the website will need to be expanded and constantly maintained to ensure that it remains fresh, has constant new material and that developments in technology are incorporated.

Output 3.3 Citizens’ advocacy programmes are set up online, on social media and via radio

Activities

- A 3.3.1 Train 24 people under 25 in making web-documentaries.
- A 3.3.2 Create ‘1000 Witnesses’- a Citizen’s Voice section which publishes inspiring stories which will be published in photo, short documentary, written or podcast form. Interviews with government officials on issues raised in a ‘1000 Witnesses’ will be recorded and placed online.
- A 3.3.3 Provide information about the programme and participants for public consumption by a variety of social media channels
- A 3.3.4 Create content for the Radio and website to feature conversations with IDPs and resettled returnees. This is a specific activity aimed at developing messages about the dangers of migration, the methods used by traffickers, and to create positive view of education and employment opportunities available at home.

The activities described above are subject to change in order to adapt to the contextual evolution of the conflict as well as the volatile situation in the north of Nigeria.

4.4. Stakeholders analysis

NAME	ROLE
Nigeria Ministry of Education (FMoE)	The FMoE has a double role: <ol style="list-style-type: none"> 1. As Nigeria is the implementing host country, the Federal Ministry of education will assist with designing the action plan and managing the Programme’s implementation. 2. Federal Ministry of education will provide political support for the Intervention in its Member States.
Nigerian States (Bauchi, Borno, Kaduna, Katsina, Yobe)	The 5 Nigerian States, through their Education commissioner will play a central role in: <ol style="list-style-type: none"> 1. Facilitating distribution of the books in each State 2. Providing legal advice and support Participating in the monitoring of the Intervention's progress in each State
Beneficiary countries/Target groups	The beneficiary country is Nigeria and the roles will be carried out by the organs of government as described above The roles of the target groups: Creatives: Participate in mentoring sessions and write the manuscript for their book. Teachers: To participate in training initiatives to build their capacity to teach English and Literacy better, thus improving the education of their students. School students: To attend classes and listen to the relevant broadcasts to improve their literacy and deepen their understanding of the

	<p>books being taught and the key issues raised.</p> <p>Community members: Citizen journalists will attend the relevant training and subsequently contribute content to the website. They will seek out contributors and assist with creating the 'Thousand Witnesses' website. They will approach Government officials and facilitate feedback and dialogue between communities and Government.</p> <p>Government representatives: They will enter into dialogue with communities to understand their needs and grievances and communicate the response of Government.</p>
	3.

4.5. Risks and assumptions

Risk	Level (H/M/L)	Mitigation measure
Lack of political commitment in the targeted States	M	<ul style="list-style-type: none"> - EEAS EU Member States political dialogue - Ensure continued support, visibility and awareness raising at political level through visits in the countries and presence at conferences, especially - In case of political changes (new Governor, new Minister of Education, State Commissioner, etc.): EU MS and EU Delegation to reiterate importance of this intervention, of respect of country commitments, and foresee a field mission to obtain full buy-in.
Turnover in the implementation team	L	<ul style="list-style-type: none"> - Ensure stable working conditions, including through long-term contracts completion bonus etc. - Guarantee the information flow within the team to allow a takeover of responsibilities/ tasks/ in the case of changes due to departure/illness.
Turnover of staff in beneficiary States	L	<ul style="list-style-type: none"> - Secure partner commitment in assigning dedicated staff to Book Buzz Foundation;

		- Adopt train-the-trainers approach and regular mentoring, peer-coaching of relevant officials.
Poor technical and logistical capacity of state actors/partners to deliver on the project	H	Necessity of pre-project work to build relationships / capacity. Book Buzz Foundation could inaugurate a state action task force or team in each state where Book Buzz Foundation and Africultures meet with key actors responsible for delivering on this project. Book Buzz Foundation will request for a Project Desk Officer in each state. Training on the project and work plans will be agreed with each state. May need to provide working tools for project desk officer and closely monitor their use
Poor logistics for getting to some target states	H	Access to Yobe is limited. It is important to work closely with Yobe State Officials and partner with other agencies working in the state to share resources especially with respect to delivering books and handling transportation.
Attacks from extremist groups	H	The main actions for this project will take place in Abuja, Lagos and in secure locations of Nigeria. The risk of attacks is high because this project directly counters the extreme message of Boko Haram. All the persons involved in the project (authors, creative, and mentors) and living in the northern part of Nigeria will be connected to federal security agencies.
Financial risk / unfavourable economic climate	H	The Nigerian economy is currently undergoing recession and suffering a steady weakening of its currency. Any costs based upon goods or services that involve foreign currencies may inflate beyond current expectations. To mitigate against price inflation it may be necessary to adjust the scope of certain project elements to ensure the budget is not exceeded.

The assumptions for the success of this project and its implementation are:

The interest and commitment of the Federal Republic of Nigeria and Northern States to stop the expansion of an extremist ideology and to improve the education level in the north of the country.

4.6. Cross-cutting issues

Gender

The following gender issues are in the targeted areas of project implementation (Northern Nigeria):

- Low levels participation of women in political and economic, leadership roles

- Limited opportunities and avenues for women and girls to tell with their own voice their own stories, and share their perspectives
- Many women and girls are unable to exercise their human rights fully. Gender-biased interpretation and implementation of Sharia laws in ways which deny women and girls of their rights
- High tolerance for ultra conservative and restrictive religious ideology in the public space, which tends to restrict women and girls.

Identified issues that disproportionately negatively affect girls attendance in schools include the poor quality of teaching, a lack of female teachers, indifferent attitudes on the part of teachers towards girl students; a poor quality or absence of learning materials; and the prevalence of corporal punishment; others include poor infrastructure and lack of potable water and toilets, unaffordable Parents Teachers Association levies and socio-cultural attitudes that do not value female education, encourage early marriage, and allow child labour.

Many of these issues are beyond the scope of this project to affect. By ensuring an equal number of female authors/creatives who can serve as role models and by ensuring in school that girl students are encouraged, valued and motivated some attitudinal change can be achieved. Further, in training teachers and in the teaching guides, particular attention will be paid to ensuring that teachers well understand gender issues that encourage disparities.

The 1000 witnesses' content on the website will also focus on ensuring the visibility of girls and women and on giving them a voice. Positive female role-models will be encouraged. The media partners in this project who will be selecting individuals for media training also have strong gender awareness content in their training modules.

Rio Markers

Rio Markers	Not targeted	Important objective¹¹	Principal objective¹²
Biodiversity	X	<input type="checkbox"/>	<input type="checkbox"/>
Fight against desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
Adaptation to climate change	X	<input type="checkbox"/>	<input type="checkbox"/>

5. IMPLEMENTATION ISSUES

5.1. Convention with the organisation

5.2. Indicative operational implementation period

The implementation period is 24 months.

We will have a period of inception of 3 months maximum from the date of signature of the implementation convention.

11 When one/some of the Rio markers is/are important but not essential for the action

12 When one/some of the Rio markers is/are essential for the action

5.3. Implementation components and modules

The project will be implemented by a grant contract with Africultures. Africultures who will sign the contract will manage directly the digital media/ and journalism element of the action. The publishing and educational aspects of the action will be implemented through Book Buzz Foundation. Africultures will also manage the execution of the budget and take responsibility for the reporting and financial audit. In collaboration with Book Buzz Foundation, Africultures will organise the recruitment of the various teams and will schedule and plan the different activities as described in section 4.3 above. For the digital and media aspects, Africultures will associate international media and digital experts after a call of tenders.

5.4. Indicative budget

Component	EU Trust Fund Amount EUR	Others donors Amount EUR
Op 1.1: Northern writers and creatives will be trained and mentored in the book-publishing process.	640,000	190,000
Op 1.2: Specially commissioned culturally relevant and topical books will be published for northern audiences (school students and school teachers).	559,000	220,000
Op 2.1: Books in Hausa and English will be translated and distributed to school libraries.	146,000	
Op 2.2: Books made available as e-books, audio books, radio broadcasts, downloadable podcasts.	160,000	20,000
Op 2.3: More teachers will be trained in literacy teaching strategies and they will perform better in teaching literacy	128,100	80,000
Op 3.1: More inspiring and culturally relevant books on are available on radio	97,100	
Op 3.2 The project is supported by online platforms	63,000	90,000
Op 3.3 Citizens' advocacy programmes are set up online, on social media and via radio	350,000	
Audit and Evaluation	44,000	
Indirect Costs	153,600	All other donors 38400
Contingency Reserve	59,200	All other donors

		14800
Subtotal	2,400,000	600,000
Total of the action		3,000,000

*Ford Foundation: 200,000 EUR, Nigerian States (Bauchi, Borno, Yobe, Kaduna, Katsina): 50,000 EUR, DFID: 50,000 EUR, AFD: 50,000 EUR, Goethe Institute: 50,000 EUR

Federal Ministry of Education: 20,000 EUR, Companies (Lafarge, Peugeot, Toyota, Google, Facebook, Samsung, Panasonic, Canon, Apple): 50,000 EUR, Etisalat Foundation: 10,000 EUR

5.5. Organisational structure and governance of the action

As far as the governance of the Action is concerned, a Project Steering and Coordination Committee (PSCC) will be established in order to ensure/strengthen coordination in planning and reviewing the Action's implementation. In particular, it will provide guidelines for planning, undertake oversight functions and validate the overall direction of the Action.

The steering committee will include representatives from Book Buzz Foundation, Africultures and the European Union. Selected representatives from the main national and local stakeholders and other relevant actors will also be represented. The exact composition of the PSCC will be agreed with the Contracting Authority during the inception phase of the Action.

5.6. Performance monitoring

The technical and financial monitoring of the implementation of this action is a continuous process and an integral part of the Africultures responsibilities. To this end, it will establish a permanent internal monitoring system, both technical and financial, for the action,

5.7. Evaluation and audit

5.7.1. Evaluation and audit by the European Commission

The Commission may decide to undertake a final evaluation of this action and, if deemed relevant, a mid-term evaluation for one or more of its components. Evaluations will be carried out via independent consultants. The mid-term evaluation will be carried out for problem solving in the concerned components.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

5.7.2. Evaluation and audit by the organisation(s)

Africultures ensures the overall supervision as well as administrative and financial management of the project. Africultures will provide a bilingual administrator based in France and an administrative assistant (based in Nigeria) dedicated to the overall project. They will be assisted by both the director and the accountant of Africultures. The “Right to write” project administrator will manage the relations with European Union about the activities reporting (mid-term and final report) and financial audit (mid-term and final report). He will contract with an independent auditor (in France) to provide all the financial reporting requested by European Union.

Last but not least, the administrator will manage the relations between Africultures and Book Buzz Foundation, the contracting partner and partner organisations. He will supervise the drafting of the different partnership and associates contracts, the billings, the payments and the statements of accounts.

5.8. Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the project, to be elaborated at the start of implementation and supported with the budget indicated in section 5.4 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in the contract.

The communication and visibility plan of the action and the appropriate contractual obligations will be established on the basis of communication and visibility guidelines for external actions of the European Union and on the basis of any other instruction from the European Commission.

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission reserves the right to publish the results, indicators and targets of the project.

It is necessary for this action to provide communication and visibility of measures to be developed at the beginning of the implementation, on the basis of an Action Plan. However, the visibility of the European Union will be provided depending on the evolution of the local security environment and according to the sensitivity of the activities carried out, in order not to endanger the safety of the organisation, the lessor and final beneficiaries, and especially humanitarian organisations not to compromise their principles of neutral and independent humanitarian action.

List of acronyms

BBF: Book Buzz Foundation

CFI: Agence française de coopération médias

DW: Deutsche Welle

EEAS: European external action service

EU: European Union

FMoE: Federal Ministry of Education

SMoE: State Ministry of Education

RFI: Radio France Internationale

RTW: Right To Write

ANNEX 1. AREAS OF INTERVENTION OF THE TRUST FUND

Area of intervention 1: Greater economic and employment opportunities	Primary target	Secondary target
Support for entrepreneurship, SMEs and the informal sector, particularly for youth and women	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Support for the development of economic growth areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengthening the professional and technical skills and improving employability of girls and boys	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Area of intervention 2: Strengthening Resilience	Primary target	Secondary target
Food and nutritional security	<input type="checkbox"/>	<input type="checkbox"/>
Production, productivity, valuation and marketing of Agricultural products	<input type="checkbox"/>	<input type="checkbox"/>
Local infrastructures (opening-up, water management for agricultural purposes etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Sustainable management of natural resources and adaptation to climate change	<input type="checkbox"/>	<input type="checkbox"/>
Access to drinking water, hygiene and sanitation, living conditions and access to basic services (health, education etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Area of intervention 3: Improving migration management	Primary target	Secondary target
Prevention of irregular migration and fight against human trafficking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum, legal migration and mobility	<input type="checkbox"/>	<input type="checkbox"/>
Synergies between migration and development (supporting initiatives of diasporas)	<input type="checkbox"/>	<input type="checkbox"/>
Support for return and reintegration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Border management	<input type="checkbox"/>	<input type="checkbox"/>
Area of intervention 4: Improved governance and conflict prevention	Primary target	Secondary target
Strengthening the rule of law	<input type="checkbox"/>	<input type="checkbox"/>
Preventing conflicts and radicalisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity building to support security	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX 2. LOGFRAME MATRIX OF THE PROJECT

	Results chain	Indicators	Baseline	Targets
Overall objective: Impact	The general objective of the action is to contribute to regional stability and improved migration management, addressing the root causes of instability, forced displacement and illegal migration, increasing economic opportunities, equal opportunities, safety and development.	<ol style="list-style-type: none"> 1. Improvement of education standards in Northern Nigeria which tackles the root cause of radicalisation. 2. Increasing of economic opportunities in Northern Nigeria thereby reducing illegal migration. 3. Improvement of citizens public expression in Northern Nigeria 	<p>According to Nigeria Education Data Survey, literacy rates is between 24% and 49% in Northern Nigeria</p> <p>According to National Bureau of Statistics (update 2011), Nigeria unemployment rate is 23.9%</p> <p>According to NBS (update 2013), 112 millions Nigerians live on less than 2 dollars per day</p> <p>According to NBS (Update 2015), Gender Inequality Index in the Northern Nigeria is higher than in the Southern Nigeria (national average 0.579)</p>	<p>144,000 school students between 6 and 18 years old, from Borno, Kaduna, Bauchi, Katsina and Yobe</p> <p>1,200 school teachers from Borno, Kaduna, Bauchi, Katsina and Yobe States</p> <p>25 Mentors, 25 promising creative individuals between 18 and 30 years old (at least 50% to be women) from Borno, Kaduna, Bauchi, Katsina and Yobe.</p> <p>15 media trainees</p> <p>5000 (community members, government representatives etc)</p>

<p>Specific objective(s): Direct outcome(s)</p>	<p>Oc 1: Increased economic opportunities for youth and women in Northern Nigeria Oc 2: To achieve Improved educational standards by improving literacy in schools in Northern Nigeria Oc 3: Provide outlets for citizen’s advocacy for better governance through the use of conventional and social media, and digital technology.</p>	<p>Oc 1: Invigorating the publishing industry in northern Nigeria. Number of jobs created. Number of small companies created (included number of them created by women and youths) Oc 2: Empowerment of school teachers with provision of materials, support and training. Number of school teachers having completed Right to Write training (included women school teachers) Oc 3: Development of a website powered by storyteller citizens from and living in the North Nigeria</p>	<p>Oc 1: According to NBS (update 2011), the unemployment rate is 29.1% in Borno, 30,3% in Kaduna, 21,3% in Kano, 28,1% in Katsina and 35.6% in Yobe. Oc 2: 2015 Nigeria Education Data Survey says literacy is under 49% in the Northern Nigeria and 75% in the Southern Nigeria Oc 3: few websites existing with this theme (Bits of Borno project)</p>	<p>Oc 1: 25 mentors, 20 writers, 5 illustrators, 5 designers, 5 marketers, 5 distributors, 5 booksellers and 5 publishers Oc 2: 144,000 school students and 1,200 school teachers in 5 Northern States Oc 3: 15 media trainees, 5000 followers and viewers, including Community members, Government representatives, general population in 5 Northern States</p>
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<p>Results</p>	<p>Op 1.1: Northern writers and creatives will be trained and mentored in the book-publishing process.</p> <p>Op 1.2: Specially commissioned culturally relevant and topical books will be published for northern audiences (school students and school teachers).</p> <p>Op 2.1: Books in Hausa and English will be distributed to school libraries.</p> <p>Op 2.2: There will be more books available as e-books, audio books, radio broadcasts, downloadable podcasts.</p> <p>Op 2.3: More teachers will be trained in literacy teaching strategies and they will perform better in teaching literacy</p> <p>Op 2.4 Students (especially female) will perform better in literacy examinations. Activities</p> <p>Op 3.1: More inspiring and culturally relevant books on are available on radio</p> <p>Op 3.2 The project is supported by an online platform</p> <p>Op 3.3 Citizens' advocacy programmes are set up online, on social media and via radio</p>	<p>Op 1.1: 20 writers from Northern Nigeria will be identified (10 men 10 women). 5 Illustrators from 5 Northern Nigeria are identified (2 men 3 women). 50% of mentees will remain active in the creative industry one year after publication</p> <p>Op 1.2: 20 books will be taken from concept to 'ready to publish' stage</p> <p>Op 2.1: 100,000 books will be printed and distributed to primary and secondary schools of 5 States in Northern Nigeria</p> <p>Op 2.2: 20 e-books and 20 audiobooks will be produced. 60 hours of radio program will be broadcast on partners radio and will be available as podcasts online</p> <p>Op 2.3: 1,200 teachers will be trained by Right to Write teaching program (200 in each of the 5 States). At least 50% will be women</p> <p>Op 2.4: 144,000 school pupils achieve better results in in their end-of-year examinations</p> <p>Op 3.1: 60 hours of Educational Radio programs production overseen by international radio experts</p> <p>Op 3.2: Building 1 vibrant and interactive website (responsive design accessible to smartphone, tablet and computer)</p> <p>Op 3.3: "1000 Witnesses", section of the website, will be overseen by international multimedia experts with inspiring stories about life in the Northern Nigeria: there will be photo series, short documentaries, transcripts and podcast interviews with government officials, conversations with IDPs and resettled returnees</p>	<p>Op 1: According to Conference on northern Nigerian literature (2012), hundred contemporary writers are from Northern Nigeria</p> <p>Op 1.2: According to Conference on Northern Nigeria (2012), there are fewer than 5 publishing houses in Northern Nigeria</p> <p>Op 2.1: According to Conference on northern Nigerian literature (2012), 1,837 Hausa titles released between 1987 and 2004, but no wider audience outside Northern Nigeria</p> <p>Op 2.2: According to Conference on Northern Nigeria, no digital book has yet released from Northern Nigeria</p> <p>Op 2.3: no data available. Need to update.</p> <p>Op 2.4: Data to be obtained from selected schools</p> <p>Op 3.1: no data available. Need to update.</p> <p>Op 3.2: no data available. Need to update.</p> <p>Op 3.3: no data available. Need to update.</p>	<p>Op 1: 20 Writers, 5 illustrators, 5 designers, 5 marketers, 5 distributors, 5 booksellers and 5 publishers</p> <p>Op 1.2: 20 Writers, 5 illustrators, 5 designers, 5 marketers, 5 distributors, 5 booksellers and 5 publishers</p> <p>2.1: 144,000 school students and 1200 school teachers in 5 Northern States</p> <p>Op 2.2: 144,000 school students and 1,200 school teachers in 5 Northern States</p> <p>Op 2.3: 144,000 school students and 1,000 school teachers in 5 Northern States</p> <p>Op 2.4: 144,000 school students in 5 northern States</p> <p>Op 3.1: 144,000 school students and 1,200 school teachers in 5 Northern States</p> <p>Op 3.2: 5000 followers and viewers, including Community members,</p>
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				Government representatives, general population in 5 Northern States Op 3.3: 5000 followers and viewers, including community members, Government representatives, general population in 5 Northern States
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