



USAID
FROM THE AMERICAN PEOPLE

Nigeria Reading and Access Research Activity

Results of the 2014 Baseline Data
Collection in Government Primary
Schools in Bauchi and Sokoto States

March 2015

This publication was produced for review by the United States Agency for International Development Nigeria (USAID|Nigeria). It was prepared by RTI International.

Nigeria Reading and Access Research Activity

Results of the 2015 Baseline Data Collection in Government Primary Schools in Bauchi and Sokoto States

Contract EHC-E-00-04-00004-00

EdData II Technical and Managerial Assistance, Task Number 26

Task Order Number AID-620-BC-14-00002

February 14, 2014 to November 13, 2015

March 2015

Prepared for
Tim Curtin, COR
USAID|Nigeria

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. Our staff of more than 3,700 provides research and technical services to governments and businesses in more than 75 countries in the areas of health and pharmaceuticals, education and training, surveys and statistics, advanced technology, international development, economic and social policy, energy and the environment, and laboratory testing and chemical analysis. For more information, visit www.rti.org.

RTI International is a registered trade mark and a trade name of Research Triangle Institute.

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Table of Contents

	Page
List of Annexes	iii
List of Tables	iii
List of Figures	iv
Acknowledgments	vii
Abbreviations	viii
Executive Summary	9
Results Summary.....	10
1. Introduction and Methodology	13
1.1 Background and Purpose.....	13
1.2 Research Design.....	14
1.2.1 Research Questions and Approach	14
1.2.2 Sample Selection	16
1.2.3 Weighting and Analysis.....	18
1.3 Research Instruments	19
1.3.1 Description of Instruments	19
1.3.2 EGRA Subtask Reliability and Validity	20
1.3.3 Assessor Training and Inter-Rater Reliability	20
1.4 Data Collection	22
2. Characteristics of Treatment and Control Schools and Participants	22
2.1 School Characteristics.....	22
2.1.1 Infrastructure and Enrollment.....	23
2.1.2 Enrollment in Sample Schools	23
2.1.3 Hausa Language Instruction	24
2.1.4 Teaching Personnel	25
2.2 Head Teacher Characteristics.....	26
2.3 Teacher Characteristics	27
2.3.1 Teacher Qualifications	30
2.3.2 Teacher Pre- and In-Service Training.....	31

2.3.3	Languages Spoken by Teachers	32
2.4	Pupil Characteristics.....	33
2.4.1	Pupil Gender, Age, and Languages Spoken	33
2.4.2	School Readiness and Other Support	35
2.4.3	Reading Resources and Use at Home and at School	36
2.5	LGEA and SSO Characteristics	38
2.5.1	LGEA Characteristics.....	38
2.5.2	School Supervisor Characteristics	39
2.5.3	SSO School Visits.....	41
3.	Pupil Performance Based on Hausa Early Grade Reading Assessment Results	44
3.1	Results Summary	44
3.2	Foundational Skills—Letter Sound Identification and Non-Word Decoding.....	49
3.3	Higher Order Reading Skills—Oral Reading Fluency and Reading Comprehension	51
3.4	Oral Language Skills—Listening Comprehension	53
3.5	Writing Skills—Letter and Word Dictation	55
4.	Teacher Instructional Practices.....	57
4.1	Teachers’ Lesson Implementation	57
4.2	Time on Task for Reading Instruction	59
4.3	Teaching and Learning Materials.....	63
5.	Knowledge, Attitudes, and Beliefs about Reading Instruction	66
5.1	Attitudes toward Early Grade Reading and Literacy Acquisition	66
5.1.1	Pupil Reading Challenges.....	66
5.1.2	Support for First Language (L1) Literacy Instruction	68
5.1.3	L1 and L2 Skills Transfer	69
5.2	Teachers’ Knowledge and Foundational Skills Regarding Early Grade Reading.....	71
5.2.1	Teachers’ Phonics Skills	71
5.2.2	Teachers’, Head Teachers’, and SSOs’ Oral Reading and Comprehension Skills	72
5.2.3	Teachers’ Reading Pedagogy Knowledge.....	75
5.3	Head Teacher and Supervisors’ Reading Knowledge Pedagogy.....	75
6.	Instructional Leadership and Coaching Practices	76

6.1	Teacher-Reported Support	76
7.	Key Baseline Takeaways.....	79
7.1	Key Baseline Takeaways	79
7.1.1	Similarity between Control and Treatment Groups.....	79
7.1.2	Alignment of RARA Content and Activities with Current Needs and Conditions.	79
7.1.3	Potential Challenges and Limitations for Program Implementation and Outcomes	81
7.1.4	Implementation Monitoring and Endline Analysis	82

List of Annexes

Annex 1.	EGRA Hausa and Pupil Questionnaire – Assessor protocol	83
Annex 2.	EGRA Hausa Pupil Stimuli	99
Annex 3.	Teacher Interview Protocol	104
Annex 4.	Head Teacher Interview Protocol	113
Annex 5.	Supervisor Interview Protocol	121
Annex 6.	Reading Knowledge, Skills and Attitudes – Assessor Protocol	128
Annex 7.	Reading Knowledge, Skills and Attitudes – Participant Copy	137
Annex 8.	School Inventory	142
Annex 9.	Hausa Lesson Classroom Observation (Non-timed) and Classroom Inventory .	145
Annex 10.	Hausa Lesson Classroom Observation (Timed).....	151
Annex 11.	LGA Characteristics	154
Annex 12:	Reading Pedagogy Composite Score.....	155

List of Tables

Table 1.	RARA Baseline Data Collection Summary	10
Table 2.	EGRA Results Summary, by Subtask, State and Group	11
Table 3.	Estimated Number of RARA Reading Activity Beneficiaries.....	14
Table 4.	RARA Reading Research Questions and Anticipated Results	14
Table 5.	Number of Schools, Head Teachers, Teachers, and Pupils Sampled	17
Table 6.	Assessor Groups and Instruments Administered	21
Table 7.	IRR Scores for RARA Baseline Data Collectors	22
Table 8.	Mean, Minimum, and Maximum P2 Enrollment in Sample Schools.....	24
Table 9.	School Characteristics with Respect to Hausa Language Classes.....	25

Table 10.	Head Teacher Characteristics.....	27
Table 11.	Summary of P2 Hausa Teachers Interviewed	28
Table 12.	School Readiness Characteristics by State and Group.....	36
Table 13.	School Supervisor Characteristics, by Gender	39
Table 14.	SSO School Visit Characteristics	41
Table 15.	EGRA Hausa Performance: Mean Score and Percent Correct of Items Attempted, by School, State, and Group	48
Table 16.	Hausa Mean CLSPM, by Group and Gender	50
Table 17.	Hausa Mean CNWPM, by Group and Gender	50
Table 18.	Hausa Mean ORF, by State and Group	52
Table 19.	Hausa Mean Listening Comprehension, by State and Group	54
Table 20.	Letter Dictation Mean Scores, by State and Group	55
Table 21.	Word Dictation Mean Scores, by State and Group	56
Table 22.	Percentage of Teachers Implementing Specific Lesson Activities or Practices	58

List of Figures

Figure 1.	Percentage of Instructional Time Allocated to Different Reading Components, by State and Group.....	11
Figure 2.	School Characteristics—Percentage of Schools with Infrastructure.....	23
Figure 3.	Mean P2 Enrollment, by State, Group, and Gender.....	24
Figure 4.	Number of P2 Hausa Classes per Week (based on timetable).....	26
Figure 5.	Grades Taught in Addition to P2 by P2 Hausa Teachers*	29
Figure 6.	Percentage of Teachers Teaching Subjects in Addition to Hausa*	29
Figure 7.	Percentage of Teachers Absent Previous Week (self-reported)	30
Figure 8.	Teachers' Highest Professional Teaching Qualification.....	31
Figure 9.	P2 Hausa Teachers' Pre-Service Specialization, by Subject.....	32
Figure 10.	Percentage of Teachers with In-Service Training in Hausa Instruction	32
Figure 11.	Languages P2 Hausa Teachers Speak, Read, and Write Best	33
Figure 12.	Pupil Gender, by State and Group.....	33
Figure 13.	Language Most Frequently Spoken at Home, by State and Treatment Group.	34
Figure 14.	Percentage of Pupils Under-, At- and Overage, by State and Treatment Group.....	35
Figure 15.	Pupil Reading Resources and Practices at Home and at School, by State and Group.....	37
Figure 16.	Frequency at Which Children Read Aloud to Someone at Home	38

Figure 17.	Frequency at Which Child Is Read to by Someone at Home.....	38
Figure 18.	SSO/School Supervisor Highest Level of Professional Teaching Qualification.....	39
Figure 19.	Coaches' Years of Experience: As SSO, Head Teacher, and/or Teacher.....	40
Figure 20.	Percentage of Coaches Who Had Received Training in Hausa Language/Reading	41
Figure 21.	Typical School Visit Activities Reported by SSOs	42
Figure 22.	Frequency of School Visits Reported by SSOs	43
Figure 23.	Reasons SSOs Reported Not Visiting Schools.....	43
Figure 24.	School Supervisor Means of Transportation	44
Figure 25.	Percentage of Zero and Non-Zero Scores, by State and Group Right-hand size of graph and the legend for light and dark blue not shoring up	46
Figure 26.	Categories of Readers, by State and Group.....	53
Figure 27.	Distribution of Hausa Listening Comprehension Scores, by State and Group	54
Figure 28.	Percentage of Teachers Implementing Specific Lesson Activities or Practices*	58
Figure 29.	Percentage of Instructional Time Allocated to Different Reading Components, by State and Group	60
Figure 30.	Percentage of Instructional Time Allocated to Different Reading Components – by Time.....	61
Figure 31.	Percentage of Instructional Time Spent Teaching Specific Reading Skills.....	62
Figure 32.	Lesson Delivery – Percentage of Time Spent Using Different Strategies.....	63
Figure 33.	Availability of Hausa Pupil Books	64
Figure 34.	Availability of Hausa Pupil Exercise Books	64
Figure 35.	Availability of Pens/Pencils for Pupils	65
Figure 36.	Prevalence of Teacher Instructional Materials.....	65
Figure 37.	Availability of Print Materials in the Classroom.....	66
Figure 38.	Teacher Beliefs about the Causes of Reading Difficulties	67
Figure 39.	Comparison of Teacher, Head Teacher, and SSO Beliefs about Causes of Reading Difficulties.....	68
Figure 40.	Teacher Support for L1 Literacy Instruction	68
Figure 41.	Comparison of Teacher, Head Teacher, and SSO Support for L1 Literacy Instruction.....	69
Figure 42.	Teacher Beliefs about L1 to L2 Literacy Skills Transfer	70
Figure 43.	Comparison of Teacher, Head Teacher, and SSO Beliefs about L1 to L2 Literacy Skills Transfer	70
Figure 44.	P2 Hausa Teachers' Mean Number of Phonics Questions Correct	71
Figure 45.	Distribution of Number of Phonics Questions Correct.....	72

Figure 46. P2 Hausa Teacher Oral Reading Mean Scores	73
Figure 47. Percentage of P2 Hausa Teachers Correctly Answering Reading Comprehension Question	73
Figure 48. Comparison of Teacher, Head Teacher, and SSO Oral Reading Scores.....	74
Figure 49. Comparison of Teacher, Head Teacher and SSO Reading Comprehension Scores	74
Figure 50. Teacher Reading Pedagogy Knowledge (composite) – Mean Score out of 16.	75
Figure 51. Teacher, Head Teacher, and SSO Reading Pedagogy Scores – Mean out of 16.....	76
Figure 52. Teacher-Reported Frequency of Head Teacher Observations of Hausa Lesson.....	77
Figure 53. Teacher-Reported Frequency of School Supervisor Observations of Hausa Lesson.....	78
Figure 54. P2 Hausa Teachers’ Preferred Support for Teaching Assistance	79

Acknowledgments

RTI would like to thank the Government of Nigeria (GON), and specifically the state governments of Bauchi and Sokoto, for its support in the planning and implementation of the 2014 baseline data collection for the Reading and Access Research Activity (RARA). RTI further expresses its appreciation for the efforts of the Honorable Commissioners of Education, Permanent Secretaries, and Executive Chairmen of the State Ministries of Education and State Universal Basic Education Board, Directors of School Services, and Directors of Planning, Research and Statistics, who all contributed to the success of this exercise in their respective states. RTI would like to thank the RARA Technical Working Groups and their members, who contributed to instrument development and have provided their ongoing support of RARA activities.

We also greatly appreciate the tireless efforts of the data collectors who visited the 120 schools. We thank the school support officers and supervisors, heads of schools, teachers, and other school personnel who welcomed the data collection teams, and the learners who agreed to participate in this study. Their willingness to participate in this important study is greatly appreciated.

Finally, RTI wishes to acknowledge the support of the United States Agency for International Development in carrying out this exercise and in its ongoing efforts to support the GON in efforts to improve children's reading outcomes.

Abbreviations

CLSPM	correct letter sounds per minute
CNWPM	correct non-words per minute
CWPM	correct words per minute
EA	Education Area
EdData	Education Data for Decision Making
EGRA	early grade reading assessment
GON	Government of Nigeria
IRR	inter-rater reliability
IQTE	Islamiyya, Qur’anic, and Tsangaya Education
KSA	knowledge, skills, and attitudes
L1, L2	first language; second language
LGA	Local Government Authority
LGEA	Local Government Education Authority
NCE	Nigeria Certificate in Education
ORF	oral reading fluency
P	Primary
PGDE	Post-Graduate Diploma in Education
PPS	probability proportional to size
RARA	Reading and Access Research Activity
RCT	randomized controlled trial
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
USAID	U.S. Agency for International Development

Executive Summary

In November 2014, the Nigeria Reading and Access Research Activity (RARA) collected baseline data to inform the evaluation of a pilot approach to improving Hausa reading outcomes for Primary (P) 2 pupils in Bauchi and Sokoto states. This approach includes the following core activities:

- Developing and providing pupils and teachers with materials for teaching and learning Hausa in the early grades;
- Training teachers, head teachers, and school support officers (SSOs) or school supervisors on effective strategies for teaching reading in Hausa; and
- Supporting school supervisors serving as reading “coaches” to provide in-class pedagogical support to P2 Hausa instructors.

The activities are being implemented from December 2014 to June 2015 with P2 children in 60 public primary schools in Bauchi and Sokoto states (30 per state).

To evaluate the RARA approach, a randomized controlled trial (RCT) research design is being implemented. Through a multi-stage sampling process, 120 schools were randomly assigned to treatment and control groups. As part of the evaluation, data were collected in a total of 60 treatment schools implementing the pilot approach and 60 control schools not participating in the intervention. The results of the baseline survey will be compared against endline results to ascertain changes attributable to RARA activities. Anticipated changes include: increase in P2 learners’ basic Hausa reading skills; improvement in P2 teachers’ Hausa reading instructional practices; positive changes in P2 Hausa teachers’ and head teachers’ knowledge, attitudes, and beliefs about reading; and increase in effective school-based support provided to Hausa teachers.

Baseline data were gathered over a one-week period by teams of enumerators, who administered the following instruments: early grade reading assessment (EGRA) in Hausa, with accompanying pupil questionnaire; teacher and head teacher questionnaires; Hausa lesson classroom observation (timed and untimed instruments); classroom and school inventory; and SSO/school supervisor questionnaire.

Instruments and test items were adapted in consultation with state partners and stakeholders. A pilot test of the instruments was conducted following the development process. As part of the pilot, results were analyzed to verify that the baseline and endline EGRA instruments are a similar level of difficulty.

RTI International coordinated the field data collection and trained data collectors, working closely with state partners. *Table 1* summarizes the data gathered in each state, by instrument. Data from the EGRA results were weighted to be representative of the pupil population in the selected Education Areas and Local Government Authorities (LGAs).

Table 1. RARA Baseline Data Collection Summary

	EGRA Treatment Schools Visited	EGRA Control Schools Visited	Teacher Interviews	Head Teacher Interviews	School Supervisor Interviews	Hausa Lesson Observations	Classroom Inventory	School Inventory
Bauchi	30	30	59	59	55	59	59	59
Sokoto	30	30	60	60	32	59	59	0
Total	60	60	119	119	87	118	118	59

Results Summary

The baseline results provide insight into several key areas. First, they validate the appropriateness of the research design. Second, they confirm the appropriateness of the RARA approach to improving Hausa reading outcomes based on the characteristics of the population and environment in which the materials and strategies will be piloted. And finally, they provide insight into potential challenges that may be encountered with respect to implementation, and therefore the limitations of expected outcomes.

First, the data gathered indicate the overall similarity between the treatment and control schools, teachers, head teachers, and pupils sampled in terms of a wide range of performance and demographic characteristics, including: current student reading outcomes; school personnel training, experiences, and practices with respect to reading; teacher attitudes and beliefs about language, reading, and children’s learning abilities; and school supervisor characteristics. Not surprisingly, minor variations between groups were identified, though very few statistically significant differences were detected.

Second, information gathered with respect to students’ current reading levels; teachers’, head teachers’, and school supervisors’ level of training, instructional practices, and knowledge and beliefs about reading; and availability of reading resources at school and at home confirm that the RARA approach with respect to teaching and learning materials and professional development are aligned with current needs. In particular, results indicate that the RARA focus on providing structured lesson plans to teachers, as well as training teachers, head teachers, and SSOs in the foundational reading skills, will meet several critical needs, as summarized below.

- Children lack foundational reading skills in Hausa.** The results of an early grade reading assessment (EGRA) indicate that most P2 children in the weighted sample had not acquired foundational reading skills in Hausa. The majority of students scored 0, meaning they could not provide a single correct response, on several subtasks. Zero scores were particularly high—up to 80 to 90—on skills including letter sound recognition, oral reading fluency (ORF), and word dictation. In contrast, the percentage of pupils who scored zero in listening comprehension was relatively low (approximately one-quarter to one-third of pupils), indicating children in general understood the Hausa language but did not yet have sufficient skills for reading. Given the large

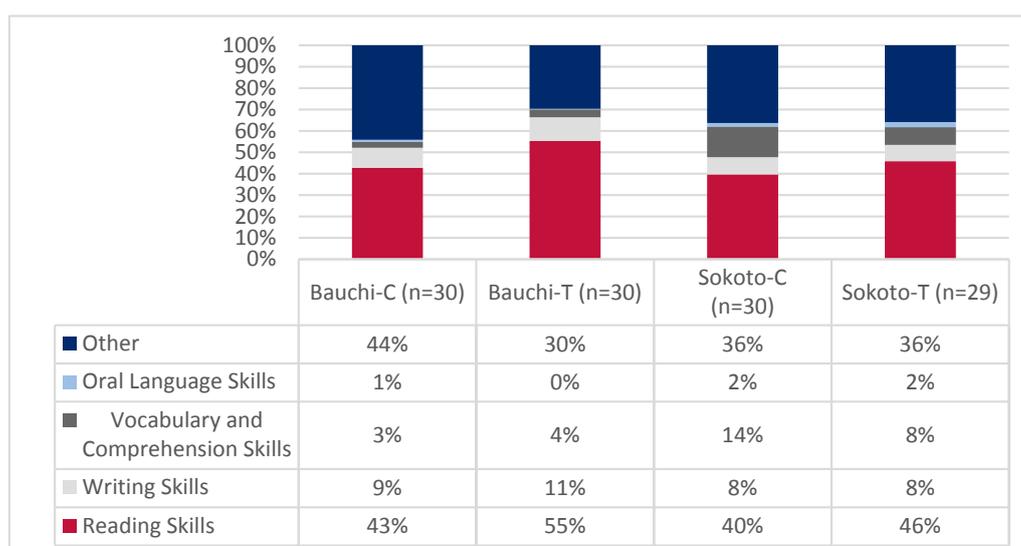
percentage of zero scores, mean scores across subtasks were correspondingly low (see **Table 2**), with virtually no children reading with at least 80% comprehension.

Table 2. EGRA Results Summary, by Subtask, State and Group

Task	Bauchi - Control	Bauchi - Treatment	Sokoto - Control	Sokoto - Treatment
Letter sound knowledge (correct letters per minute)	3.7	0.5	0.1	0.0
Non-word decoding (correct non-words per minute)	1.7	0.1	0.0	0.1
Oral reading fluency (correct words per minute)	2.8	0.3	0.0	0.2
Letter dictation (mean out of 5)	0.8	0.7	0.8	0.6
Word dictation (mean out of 5)	0.3	0.1	0.1	0.1

- Insufficient time is available for teaching and learning Hausa.** School visits and classroom observations indicate that teachers had little time to teach Hausa during the week—approximately three class periods of 30 minutes each. Moreover, little instructional time was spent teaching core skills like oral language, letter sounds, vocabulary, comprehension, and writing (see [Figure 1](#)).

Figure 1. Percentage of Instructional Time Allocated to Different Reading Components, by State and Group



- **Teachers lack training in and knowledge of reading instruction.** Approximately half of the P2 Hausa teachers interviewed lacked pre- and/or in-service preparation in Hausa instruction. In Bauchi, one-fifth to one-third of the P2 Hausa teachers reported specializing in Hausa during their pre-service training; in Sokoto, one-third to one-half did so. Teachers' knowledge of reading pedagogy was low, though most teachers indicated they understood the importance of teaching children to read in their first language (L1).
- **Head teachers can play an important role in improving reading outcomes.** A high percentage of head teachers interviewed indicated they regularly taught Hausa language classes, while teachers indicated that head teachers were their preferred source of assistance with regards to classroom instruction. Training head teachers as well as Hausa language teachers therefore has the potential to help improve instruction and outcomes.
- **School supervisors/SSOs require training and support to be effective reading coaches.** Most SSOs interviewed reported visiting schools and observing teachers, yet they also reported problems with transportation to them. Moreover, fewer than half had received training in Hausa language or reading, while their mean scores on a short reading pedagogy test were also low. The current situation therefore indicates that SSOs are likely to need significant support in order to be effective reading coaches to teachers.
- **Significant lack of reading resources at school and at home.** More than 90% of the P2 children in classrooms observed did not have a Hausa language book, while head teachers and teachers also reported they did not have adequate materials for teaching and learning Hausa (e.g., State Universal Basic Education Board Hausa curriculum, teacher's guide, supplemental materials, etc.). At home, too, children faced a lack of reading material. Moreover, they reported few opportunities to practice reading at home.

The RARA strategy for improving reading outcomes through targeted training, materials development and provision, and ongoing pedagogical support is well aligned with the context and circumstances described above. While this alignment indicates the potential for improving reading outcomes, several factors will likely pose challenges and limitations as well. These include the lack of instructional time mandated for teaching reading; high rates of absenteeism among both teachers and students; and low level of training and skills of SSOs tasked to serve as coaches.

As RARA activities are implemented, ongoing monitoring will be conducted to capture information regarding fidelity of implementation, to inform refresher training, and to target support to specific individuals. This information will be analyzed along with endline data (to be collected in June 2015) to assess outcomes of the RARA approach to improving reading instruction.

1. Introduction and Methodology

1.1 Background and Purpose

The Nigeria Reading and Access Research Activity (RARA) aims to evaluate an approach to improving Hausa early grade reading outcomes in the Northern Nigeria states of Bauchi and Sokoto. RARA is a response to the results of early grade reading assessment (EGRA) surveys conducted in the two states over the past three years (the most recent of which was conducted in May 2013¹), which indicate that the vast majority of children in Primary (P) 2 have not acquired foundational reading skills, including knowledge of letter sounds and the ability to decode words, while very few can read and comprehend grade-appropriate text. The United States Agency for International Development (USAID), through the Education Data for Decision Making (EdData) II project, is supporting the Government of Nigeria (GON)—and in particular the State Universal Education Boards (SUBEBs) in the states of Bauchi and Sokoto—to implement and assess the effects a small-scale Hausa reading improvement activity focused on these core skills.

The RARA Hausa reading approach is designed to improve children’s early reading skills by (1) providing pupils and teachers with a set of developmentally appropriate teaching and learning materials; (2) building teachers’ ability to teach early grade literacy skills, as well as influencing their behavior to use materials that increase pupil engagement in reading; and (3) building the knowledge and skills of head teachers and school supervisors to support teachers in the classroom. The activity will test a pedagogical approach to teaching Hausa using a specific package of teacher and pupil support materials and professional development activities to teachers, as described below.

- **Teacher guides.** A teacher’s guide including 48 lesson plans will be provided to P2 teachers to help them effectively teach key reading skills. Supplementary read-aloud materials will also be provided.
- **Pupil reading resources.** A booklet of reading materials, which will follow the teacher’s guide, will provide pupils with an opportunity to practice reading.
- **Teacher training.** Teachers and head teachers will be trained in early grade reading instruction and how to appropriately use the new materials during an initial training at the beginning of the school year, as well as at a mid-year refresher training. School supervisors serving as “reading coaches” will also receive training in the reading pedagogy.

¹ These results are available in RTI International’s October 26, 2013, report, Northern Nigeria Education Initiative (NED): Results of the Early Grade Reading and Early Grade Mathematics Assessments (EGRA & EGMA) in Bauchi and Sokoto States, available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=514>

- **Ongoing support.** School-based coaching support will be provided by School Support Officers (SSOs) and school supervisors² to provide regular cluster- and classroom-based support to teachers.

This approach and accompanying materials will be implemented with P2 children in a sample of 60 public primary schools in the two states (30 per state) from December 2014 to June 2015. The estimated number of schools, teachers, pupils, and coaches to be involved in the Hausa reading program are presented in *Table 3*.

Table 3. Estimated Number of RARA Reading Activity Beneficiaries

State	Formal Public Schools	Hausa Language P2 Teachers ^a	Head Teachers	P2 Pupils ^b	Coaches ^c
Bauchi	30	47	30	3,040	14
Sokoto	30	30	30	2,615	10
TOTAL	60	77	60	5,655	24

1.2 Research Design

1.2.1 Research Questions and Approach

The RARA approach to reading instruction aims to improve the teaching and learning of Hausa in Bauchi and Sokoto states, specifically among teachers and learners in P2. Key research questions and anticipated program outcomes are listed in *Table 4*.

Table 4. RARA Reading Research Questions and Anticipated Results

Research Questions	Anticipated Results
Does the RARA-developed approach to Hausa reading instruction lead to improvements in foundational reading skills for Primary 2 pupils in public primary schools?	Students' foundational literacy and reading skills improved
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' instructional practice?	Teachers' instruction reflects best reading pedagogical practices
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' attitudes, perceptions, and biases?	Teachers' attitudes, perceptions, and biases toward early grade reading and literacy acquisition are aligned to best pedagogical practices
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' knowledge and foundational skills?	Teachers' knowledge and foundational skills required for teaching early grade reading are enhanced

² The term School Support Officer is used in Sokoto, while in Bauchi Local Government Education Authority, officers who visit schools are called supervisors. The terms are used interchangeably in this report.

Research Questions	Anticipated Results
Does the RARA-developed approach to instructional leadership lead to more effective coaching and support provided by supervisors and head teachers?	Instructional leadership and coaching practices demonstrated by Local Government Education Authority (LGEA) supervisors and head teachers are enhanced
Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' attitudes, expectations, and perceptions regarding early grade reading pedagogy and their roles in supporting early grade teachers?	LGEA supervisors' and head teachers' attitudes, expectations, and perceptions are aligned to curricular, instructional, and coaching objectives of the early grade reading activity
Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' knowledge and skills to provide effective coaching to early grade reading teachers?	LGEA supervisors' and head teachers' knowledge and skills required to provide effective coaching on early grade reading instruction enhanced
Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' attendance?	Students' exposure to reading instruction and materials increased
Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' time on task reading or learning to read in the classroom?	Students' participation/time on task in classroom increased
Does the RARA-developed approach increase the amount of print in the classroom?	Amount and quality of the print in the classroom increased

To gain insight into the above research questions and to gather quantifiable evidence of program results, the reading intervention will be evaluated using a randomized controlled trial (RCT) research design. Schools will be assigned to treatment and control groups prior to implementation.³ Information relevant to the research questions and specific outcome indicators will be collected prior to and after activity implementation in both control and treatment groups. The data will be analyzed using a difference-in-differences approach to measure both change over time, as well as changes between schools, teachers, and students participating in the program and those who are not, to ascertain results attributable to the RARA activities. Additional information, such as demographic characteristics, will also be collected to control for any potential differences at baseline between the control and treatment groups that may affect outcomes.⁴ Fidelity to program implementation (on the part of both teachers and coaches) will also be tracked through ongoing monitoring data captured throughout the duration of the pilot.

³ Because the RARA timeframe is only one academic year, schools in the control group will not later participate in the reading intervention under the current project.

⁴ Controlling for potential differences is particularly important given sample randomization took place at a higher sampling unit (i.e., education area and schools) than the ones being analyzed (i.e., teachers and students). Moreover, given the small sample size, differences between treatment and control schools are to be expected (even with randomization), meaning control variables should be used to evaluate outcomes at endline.

1.2.2 Sample Selection

The sampling approach for the RARA reading research was designed to yield statistically valid results by state and treatment group. In other words, it was designed to provide information regarding children's performance in P2 in control and treatment schools in each state.

The selection of control and treatment schools involved a four-stage process. First, prior to the sample selection, all Local Government Authorities (LGAs) participating in a UNICEF reading project were eliminated from the sample frame in order to avoid potential confusion among officials and/or contamination between control and treatment groups that might come from having two reading programs in the same area. Key characteristics of the LGAs implementing the UNICEF program were reviewed to ensure they did not have any observable characteristics that would make excluding them potentially problematic to the research, which aims to identify an approach to Hausa reading instruction that has the potential to be used throughout the state.⁵

Once these LGAs were eliminated, for the first stage of sampling, eight LGAs in each state were randomly selected based on the probability proportional to size (PPS) sampling methodology. (This number of LGAs, and these particular LGAs, were identified as feasible for RARA staff to manage and monitor given the geographic area and human resources and time available.)

For the second stage, 10 Education Areas (EAs) from within each LGA were then randomly selected. The EAs were randomly assigned to being either control or treatment EAs (five each per state). The control and treatment EAs were selected so that they would be far enough away from each other to avoid contamination, but within the same LGA in order to maximize the likelihood that they had similar characteristics.

Once the LGAs were selected, the third stage of sampling involved selecting schools. Five schools were selected from within each EA to participate in the study (either as control or treatment schools, depending on the designation of the EA as control or treatment). If five schools were not available for selection, more schools were selected from a neighboring EA to attain the desired sample size. A minimum set of criteria was established for sample school selection to enable the RARA approach, or, in the case of control schools, to allow for collection of baseline and endline data. These criteria included verification that the school was functioning (i.e., students enrolled and regularly attending) and that the school had at least 10 P2 pupils attending. Replacements were made in a few cases where schools were found not to be functioning.

⁵ These characteristics included: number of schools in the LGEA, pupil-teacher ratio, total enrollment and percentage of girls, number of teachers, number of classrooms, and number of core subject textbooks/pupil. The UNICEF LGEAs eliminated from the sampling frame were as follows: In Bauchi: Alkali, Ganjuwa, Ningi, Shira, Toro, Zaki; and in Sokoto: Binji, Bodinga, Goronyo, Gudu, Kebbe, and Wurno.

At the school level, for the fourth stage of sampling, six boys and six girls (for a total of 12 at each school) were randomly selected from among all P2 pupils present on the day of the EGRA and school visit.⁶

The pupil sample size for the RARA baseline and endline evaluations was determined based on an analysis of results from the previous EGRA in Nigeria to maintain a specific level of precision. The margin of error with the proposed sample size was ± 7 correct words per minute (CWPM) on the oral reading fluency (ORF) task.

In addition to pupils, the baseline survey sampled head teachers, P2 Hausa teachers, and school supervisors responsible for the schools in the sample. At each school, one P2 Hausa teacher was randomly selected from among the teachers present on the day of data collection. The head teacher was also interviewed. The SSO responsible for a sample school was also interviewed at the school on the day of data collection or on a subsequent day (at an LGEA office or prior to training).

The number of schools and individuals sampled is summarized in *Table 5*. As indicated in the table, more boys than girls participated in the assessments—52% and 51% of control and treatment students in Bauchi, and 65% and 56% of P2 learners in control and treatment students in Sokoto. This indicates that more boys than girls were found in classrooms on the day of the test, since an equal number of boys and girls was selected whenever possible. However, because the results are weighted (as described in the following section), they are representative of the total population of boys and girls enrolled in schools.

Table 5. Number of Schools, Head Teachers, Teachers, and Pupils Sampled

Groups and Individuals	BAUCHI		SOKOTO		Total	
	Control	Treatment	Control	Treatment		
Schools	30	30	30	30	120	
	Total	29	30	30	119	
Head teachers	Female	0	7	1	2	10
	Male	29	23	29	28	109
	Total	29	30	30	30	119
Teachers	Female	4	12	5	6	27
	Male	25	18	25	24	92

⁶ Given the gender imbalance observed in enrollment and the potential likelihood that random sampling of pupils might result in no or few girls being selected at each school, an equal number of boys and girls was selected on the day of sampling, whenever possible, to ensure some girls were selected at every (co-ed) school.

Groups and Individuals	BAUCHI		SOKOTO		Total	
	Control	Treatment	Control	Treatment		
	Total	352	360	335	348	1,395
Pupils	Girls	169	176	116	194	655
	Boys	183	184	219	154	740
	Total	27	28	17	15	87
School supervisors	Female	0	3	1	0	4
	Male	27	25	16	15	83

1.2.3 Weighting and Analysis

To appropriately analyze the EGRA results, the data collected from the sample were weighted in order to be representative of the population of schools and pupils within the sampling frame. Sample weights for schools were calculated as the inverse of the probability of selection. Demographic data on schools, head teachers, teachers, and SSOs were not weighted due to the small sample size (approximately 30 or fewer per state/treatment group), and producing representative estimates for the subpopulations would not be statistically prudent.

As noted in the previous section, a three-stage sampling design was used. Based on the sampling methodology (Probability Proportional to Size [PPS]), weights were applied as follows:

$$\text{Stage 1 weight} = \frac{\text{number of students in state}}{\text{number of students in LGA} \times \text{number of LGAs selected in state}}$$

$$\text{Stage 2 weight} = \frac{\text{number of students in LGA}}{\text{number of students in EA} \times \text{number of EAs selected in LGA}}$$

$$\text{Stage 3 weight} = \frac{\text{number of students in EA}}{\text{number of students in school} \times \text{number of schools selected in EA}}$$

$$\text{Stage 4 weight} = \frac{\text{number of students in school}}{\text{number of students selected}}$$

The final student level weight is the product of the four stages of weights.

To allow the reader to more easily determine the size of the subpopulation on which the results are based, the number of observations reported for EGRA results and pupil

demographic data is the total number of pupils sampled, rather than the weighted total.

Although results are presented by gender, because the sample was not stratified by gender, lack of statistically significant differences by gender does not necessarily mean that one may not exist, but that the number of pupils in the sample may not have been sufficient in all cases to detect a difference.

1.3 Research Instruments

1.3.1 Description of Instruments

Baseline data were collected using a suite of instruments, described below. The instruments were administered to P2 Hausa pupils, P2 teachers, head teachers, and relevant school supervisors in both control and treatment schools.

- **EGRA:** The early grade reading assessment was administered to measure children's acquisition of key foundational skills, including phonemic awareness, alphabetic principle, fluency, and comprehension. The skills were tested in the following individual subtasks, which are described in detail in **Section 3:** Letter sound identification, non-word decoding, oral reading fluency (passage reading), reading comprehension, listening comprehension, and dictation.
- **Head teacher questionnaire:** The questionnaire administered to head teachers included basic demographic information about the school and the head teacher, as well as questions to ascertain the head teachers' knowledge, skills, attitudes, and practices with regards to early grade reading. Assessors orally administered the questionnaire in Hausa.
- **Teacher questionnaire:** This survey instrument was administered to one P2 Hausa teacher randomly selected in each school surveyed. Information collected included basic demographic information about the teacher, including educational background and training, as well as questions related to classroom practices. The questionnaire was administered orally in Hausa.
- **School supervisor questionnaire:** Similar to the questionnaires described above, the school supervisor instrument was designed to capture information related to SSO characteristics, responsibilities and common job tasks, and challenges. It was administered orally, in Hausa, by assessors.
- **Knowledge, skills, and attitudes (KSA) assessment.** As part of the head teacher, teacher, and SSO interviews, all participants completed a KSA assessment related to early grade reading. The assessment included exercises designed to measure basic phonics and reading fluency skills, as well as a series of questions and statements to which the participant was asked to choose the most appropriate answer or response from those provided. The assessment was orally administered, in Hausa, and a paper version of the instrument (also in Hausa) was also provided to respondents to allow them to read along with the questions if desired.

- **School safety, security, and gender survey.** All participants were asked a series of questions related to school safety, security, and gender equity. (These results will be discussed in the endline report.)
- **Classroom observation of Hausa lesson—non-timed.** This instrument was developed to capture information regarding teachers’ reading instructional practices during the Hausa lesson. The instrument gathered information regarding lesson content, learning engagement, assessment, and feedback provided to students. The non-timed classroom observation was completed by an assessor attending the class on the day of EGRA administration.
- **Classroom observation of Hausa lesson—timed.** A companion instrument to the non-timed classroom observation instrument, the timed Hausa lesson observation instrument was designed to capture information regarding how much time teachers spent teaching reading, writing, vocabulary, comprehension, and oral language skills. Every three minutes, assessors indicated which specific skills (and sub-skills) were being taught, and whether activities were being conducted by the whole class, pairs, or independently. The timed observation was completed by a second assessor observing the class.
- **Classroom inventory.** This instrument gathered information regarding teaching and learning materials and other classroom resources available to the P2 Hausa teacher whose class was observed.
- **School inventory.** The purpose of this instrument is to gather information regarding school enrollment, attendance, repetition, and drop-out rates.

All of the instruments were developed in collaboration with Nigerian state partners. They were pilot tested prior to the baseline data collection. Baseline and endline EGRA instruments, as well as some of the reading KSA questions, were also piloted and the results analyzed to ensure they represented a similar level of difficulty. Final baseline instruments can be found in [Annexes 1-10](#).

1.3.2 EGRA Subtask Reliability and Validity

The reliability and validity of the EGRA instrument to capture learners’ reading skills was measured by calculating Cronbach’s alpha across subtasks.⁷ Cronbach’s alpha identifies the contribution of each subtask to the overall consistency, or reliability, of the instrument. In other words, it tells us how well the different subtasks assess the same skill, in this case reading. Results of the analysis indicate the subtasks are consistent overall. Cronbach’s alpha (α) for EGRA Hausa was 0.89 across both states; an alpha greater than > 0.7 is considered good.

1.3.3 Assessor Training and Inter-Rater Reliability

Instrument enumerators were trained during a five-day workshop in October 2014. Assessors were trained in their respective states by RARA project staff and technical

⁷ Listening comprehension was not included in the Cronbach’s alpha measure because it is not specifically a test of reading skills. The subtask is included in EGRA, however, because it helps inform the reading results.

advisers, as well as members of the project’s Technical Working Group (TWG), which includes representatives from SUBEB and the Colleges of Education. Assessors were assigned to groups, each of which was responsible for the administration of several instruments, outlined in *Table 6*.

Table 6. Assessor Groups and Instruments Administered

Assessor Group	Instruments
Group 1 Assessors	<ul style="list-style-type: none"> • EGRA Hausa • Pupil Questionnaire • School Inventory
Group 2 Assessors	<ul style="list-style-type: none"> • Timed Classroom Observation • Head Teacher Questionnaire • School Supervisor Questionnaire • Reading KSA
Group 3 Assessors	<ul style="list-style-type: none"> • Non-Timed Classroom Observation • Classroom Inventory • Teacher Questionnaire • Reading KSA

The training consisted of classroom-based instruction and practice, as well as visits to schools to allow trainees to practice instrument administration, as well as sampling and other protocols, in a realistic environment.

Assessor-trainees’ performance was monitored and evaluated throughout the training. Participants were administered three formal tests of inter-rater reliability (IRR). The purpose of IRR testing was to identify levels of assessor performance and target additional support as needed. At the conclusion of the workshop, IRR results were used to select the best performing assessors for full data collection. For EGRA, assessors were required to meet an IRR benchmark of 90% accuracy in terms of their marking of EGRA responses. Assessors administering the classroom observation instrument were required to achieve a score of at least 80% to be selected.⁸ A total of

⁸ Experience across multiple countries has shown that IRR is generally lower for assessors administering a classroom observation than a reading assessment, due to both the nature of the content and the scoring procedures for the instrument. Therefore, a minimum benchmark of 80% is required for assessors administering the classroom observation, in comparison to 90% for EGRA. The IRR scores obtained by the classroom observation enumerators in Nigeria are in line with those achieved in other contexts, given the level of training and complexity of the instruments. See Brown, J. L., Jones, S. M., LaRusso, M. D., & Aber, J. L. (2010). Improving classroom quality: Teacher influences and experimental impacts of the 4rs program. *Journal of Educational Psychology*, 102(1), 153; and Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., &

96 assessors (48 in each state) were selected for data collection. Assessor-trainees who did not obtain the benchmark score were not selected for data collection.

IRR results for assessors deployed during the RARA baseline collection are summarized in *Table 7* below.

Table 7. IRR Scores for RARA Baseline Data Collectors

	Bauchi	Sokoto
EGRA		
Average across IRR tests	91%	96%*
Average of highest scores	94%	96%*
Timed Classroom Observation		
Average across	73%	73%
Average of highest scores	84%	84%
Non-timed Classroom Observation		
Average across	78%	72%
Average of highest scores	86%	80%

*Results based on two IRR tests. All other IRR results based on three IRR administrations.

1.4 Data Collection

Data were collected from November 10 to 14, 2015, in both Bauchi and Sokoto states. Data collection teams were comprised of a supervisor and three data collectors. All teams were provided with a letter of authorization from SUBEB permitting them to visit the schools.

Each one-day school visit included administration of the EGRA instrument and pupil questionnaire (to 12 learners), head teacher questionnaire, and the P2 Hausa teacher questionnaire. School supervisors were interviewed at the school when feasible, or at a later date and venue (i.e., LGEA office) following the data collection. A P2 Hausa class was also observed during the school visit.

Data were captured on electronic tablets using the Tangerine® software.

2. Characteristics of Treatment and Control Schools and Participants

2.1 School Characteristics

This report is based on data gathered in a total of 60 treatment and 60 control schools in Bauchi and Sokoto states (30 in each group per state). Overall, the schools were

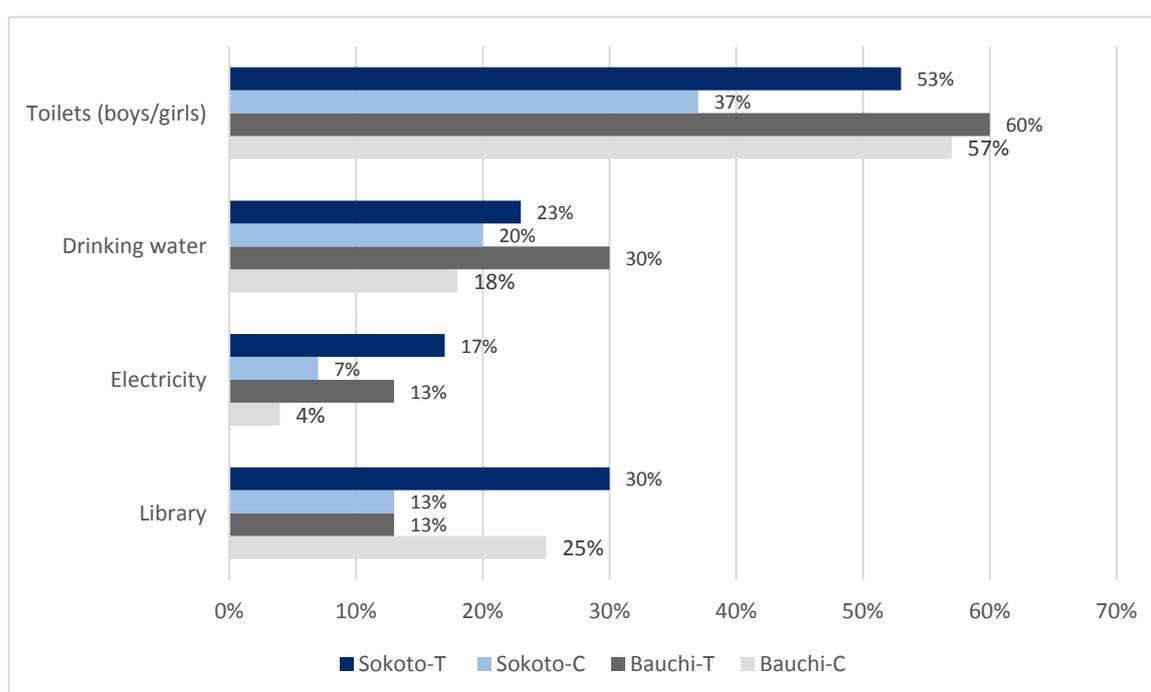
Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early childhood research quarterly*, 23(4), 431-451.

similar, with some variations to be expected given the small sample size and sampling strategy but few statistically significant differences.

2.1.1 Infrastructure and Enrollment

Figure 2 provides a snapshot of the infrastructure available at the schools. As a whole, the majority of schools lacked electricity, drinking water, and separate toilets for boys and girls. Approximately 20% of both school groups in Sokoto had access to drinking water, while 30% and 18% of Bauchi treatment and control schools did so. Approximately half of the schools were found to have separate toilets for boys and girls. In both states, only 13 to 30% of schools had libraries. Any differences between control and treatment groups within each state were not found to be statistically significant.

Figure 2. School Characteristics—Percentage of Schools with Infrastructure



2.1.2 Enrollment in Sample Schools

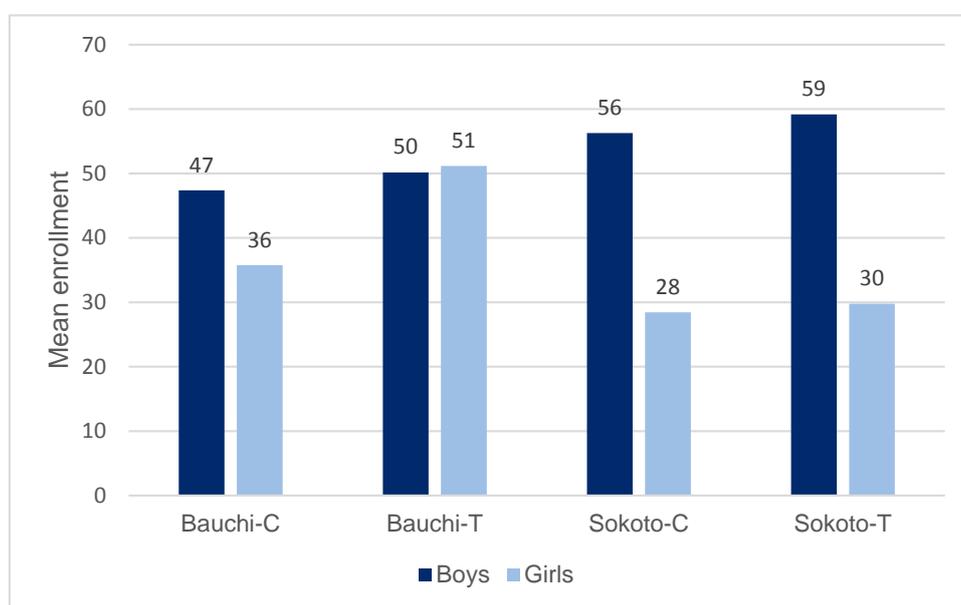
Table 8 and **Figure 3** present data on P2 enrollment in the sample of schools for which data were available. Enrollment ranged from a low of 20 students to more than 400 students. The average enrollment in Bauchi control schools was 83, and 101 in Bauchi treatment schools, a difference that is not statistically significant. Enrollment averages were similar in Sokoto: Mean P2 enrollment for control schools was 83, while for treatment schools it was 88. Statistically significant differences in mean P2 enrollment were observed between boys and girls in both Sokoto control and treatment schools ($p=0.093$ and $p=0.012$, respectively).

Table 8. Mean, Minimum, and Maximum P2 Enrollment in Sample Schools

Statistic	Bauchi		Sokoto	
	Control	Treatment	Control	Treatment
Pupil Enrollment				
Mean enrollment	83	101	111	88
Boys	47	50	56	59
Girls	36	51	28*	30**
Maximum enrollment	340	469	415	324
Minimum enrollment	20	20	34	33
Hausa Pupil–Teacher Ratio				
Mean	75	66	95	83
Maximum	340	235	278	324
Minimum	11	20	34	17

* $p=0.093$, statistically significant at 90% confidence level; ** $p=0.012$, statistically significant at 95% confidence level.

Figure 3. Mean P2 Enrollment, by State, Group, and Gender



2.1.3 Hausa Language Instruction

Table 9 below summarizes school characteristics specific to Hausa language instruction. The average number of class time periods allocated for teaching Hausa in P2 ranged from 1 to 5, with the majority of schools offering between 3 and 4 time periods per week, with a duration of approximately 35 to 40 minutes (see **Figure 4**). Based on the school timetable observed during the school visit, Bauchi control

schools allocated 4.0 classes per week, while Bauchi treatment schools offered 3.2, a statistically significant difference ($p=0.002$). In Sokoto, the number of classes per week was similar: 3.2 in control schools and 2.9 in treatment schools.

In line with official curricular guidelines and current practices, schools participating in the RARA program are instructed to provide 3 Hausa classes of 40 minutes each per week.

2.1.4 Teaching Personnel

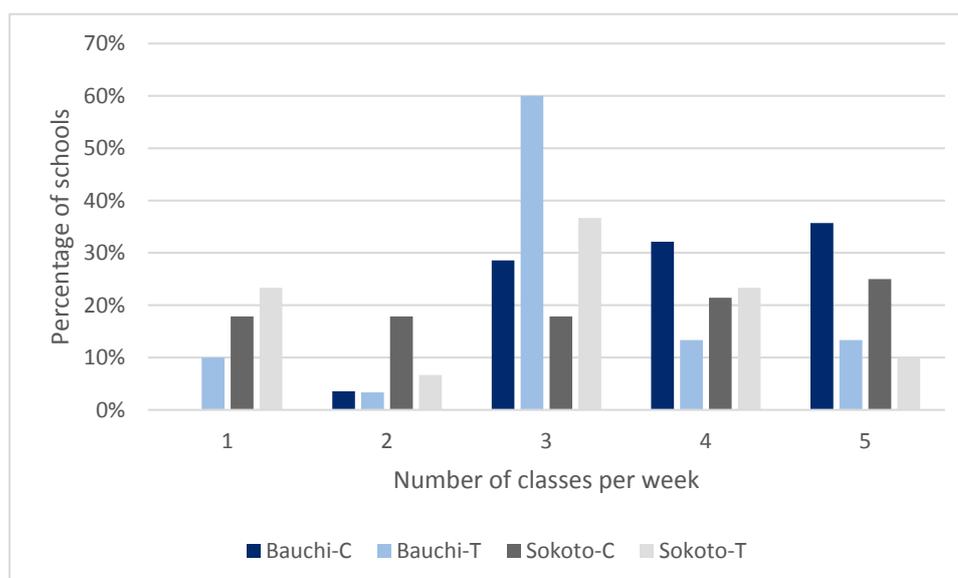
The control and treatment school groups in each state are also similar in terms of the mean number of teachers who teach P2 (approximately 1) and the average number of class sections, referred to in Nigeria as “arms,” which is slightly more than 1. In both states, few head teachers believed they had sufficient resources for teaching and learning Hausa (14% and 10% in Bauchi control and treatment groups, and 10% and 0% in Sokoto control and treatment groups, respectively).

Table 9. School Characteristics with Respect to Hausa Language Classes

Statistic	Bauchi Control	Bauchi Treatment	Sokoto Control	Sokoto Treatment
Number of classes per week for teaching Hausa in P2				
Mean	4.0 (n=28)	3.2** (n=30)	3.2 (n=28)	2.9 (n=30)
Minutes per class allocated for teaching Hausa in P2				
Mode	35 (n=29)	35 (n=30)	40 (n=30)	40 (n=30)
Number of teachers teaching P2 Hausa				
Mean	1.2 (n=29)	1.3 (n=30)	1.2 (n=30)	1.1 (n=30)
Arms of Hausa at the school				
Mean	1.7 (n=28)	1.4 (n=30)	1.3 (n=30)	1.3 (n=30)
Adequate resources for teaching and learning Hausa				
% of head teachers responding “yes”	14% (n=29)	10% (n=30)	10% (n=30)	0% (n=30)

*** $p=0.002$; statistically significant at 99% confidence level.

Figure 4. Number of P2 Hausa Classes per Week (based on timetable)



2.2 Head Teacher Characteristics

Table 10 presents a general portrait of the head teachers overseeing the 120 schools in the RARA study. All 60 head teachers in treatment schools were present on the day of data collection, while only 1 control school head teacher, in Bauchi, was not available.

The average number of years that the head teachers have served in this role ranges from less than a year to 35 years. The mean number of years that respondents had spent as head teachers (overall, not just at the current school) was almost 9 years in Bauchi control schools and 8 years in treatment schools; in Sokoto control schools the average was 12, while in treatment schools it was 11 years. However, the difference in years of experience between control and treatment head teachers in each state is not statistically significant.

In Bauchi, 90% of head teachers reported holding the required Nigeria Certificate in Education (NCE), with 10% indicating they hold a higher-level degree. In Sokoto, approximately 80% of control and treatment school heads have obtained an NCE, while about 20% hold the Grade II certification, a lesser qualification.⁹

A characteristic of particular note is that a large majority of head teachers reported regularly teaching Hausa lessons: 80 to 90% of respondents depending on the state or group (with slight variations between groups not statistically significant). This finding underscores the importance of strengthening head teachers' pedagogical skills in reading instruction, which RARA will be undertaking.

⁹ NCE is a minimum requirement for head teachers, teachers and school supervisors.

Table 10. Head Teacher Characteristics

Characteristic	Bauchi Control (n=29)	Bauchi Treatment (n=30)	Sokoto Control (n=30)	Sokoto Treatment (n=30)
Gender				
Male	100%	77%	97%	92%
Female	0%	23%	3%	7%
Years as head teacher (in total)				
Range	1-34	<1-30	<1-35	1-34
Mean	8.9	8.0	11.9	11.1
Regularly teaches P2 Hausa				
% responding "yes"	80%	95%	94%	88%
Highest professional teaching qualification				
Grade II	0%	0%	23%	20%
NCE	90%	90%	77%	70%
BEEd	3%	3%	0%	10%
Other	7%	7%	3%	0%

2.3 Teacher Characteristics

At each school visited, interviews were conducted with Hausa language teachers to provide insight into their background and characteristics. As previously noted, one P2 Hausa teacher was selected randomly at each school. Although the number of teachers surveyed was not necessarily representative of the entire teaching staff in the state, the data they provided shed some light on the overall characteristics of the teachers at the school visited and the EGRA results.

Table 11 provides a snapshot of the characteristics of the P2 Hausa teachers interviewed. Overall, the teachers in the control and treatment groups had similar characteristics, with few statistically significant differences. In both states, the majority of teachers in three of the four groups were male (80 to 86%). Of note, however, is that the percentage of female teachers in Bauchi treatment schools was more than double that in Bauchi control schools, a statistically significant difference between the groups ($p=0.022$). Most teachers had approximately 10 to 12 years of teaching experience overall, with differences between control and treatment groups within each state not statistically significant.

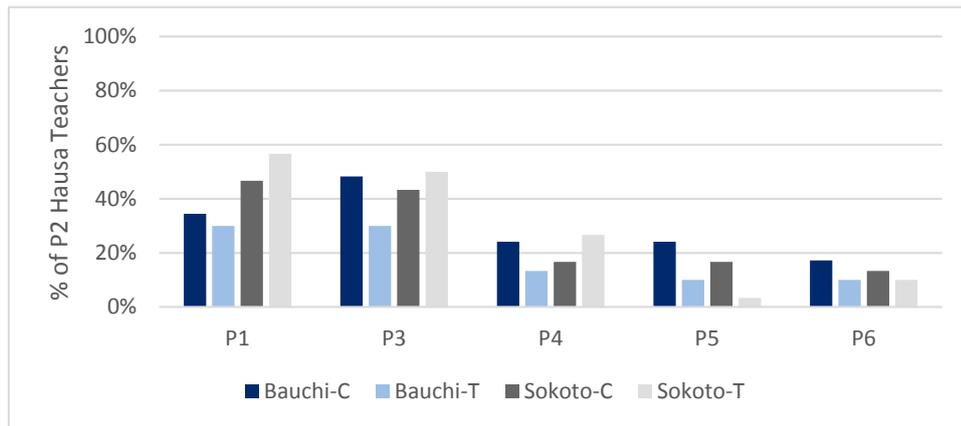
In addition to teaching P2 Hausa, approximately half of the P2 Hausa teachers surveyed taught at least one other grade, with P1 or P3 being the most common (see **Figure 5**). Most of the teachers interviewed also taught another subject in addition to Hausa (see **Figure 6**): approximately 70 to 90% depending on the state and group. Within each state, differences between control and treatment groups with regards to these characteristics were not statistically significant.

Of the teachers interviewed, approximately 20 to 30% reported being absent at least one day the previous week (**Figure 7**), with the majority of absences due to illness (7 to 14%). Any differences in teacher absenteeism rates within states were not statistically significant.

Table 11. Summary of P2 Hausa Teachers Interviewed

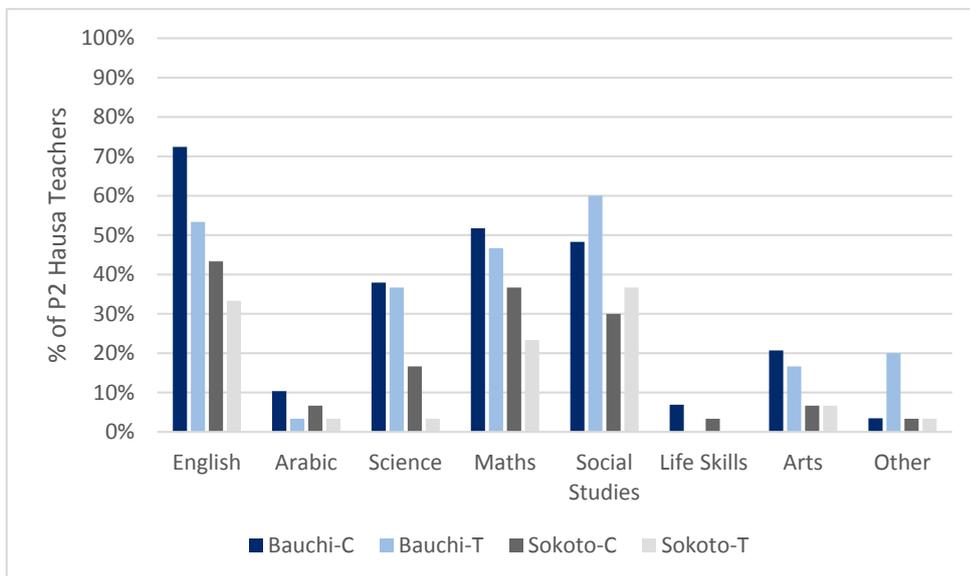
Characteristic	Bauchi Control (n=29)	Bauchi Treatment (n=30)	Sokoto Control (n=30)	Sokoto Treatment (n=30)
Gender				
Male	86%	60%	83%	80%
Female	14%	40%*	17%	20%
Years of Teaching Experience				
Range	<1-31	<1-25	<1-35	2-34
Mean	12.0	9.8	13.2	12.3
Subjects and Grades Taught				
Teaches subjects other than Hausa	90%	87%	83%	70%
Teaches grades other than P2	55%	53%	60%	63%

Figure 5. Grades Taught in Addition to P2 by P2 Hausa Teachers*



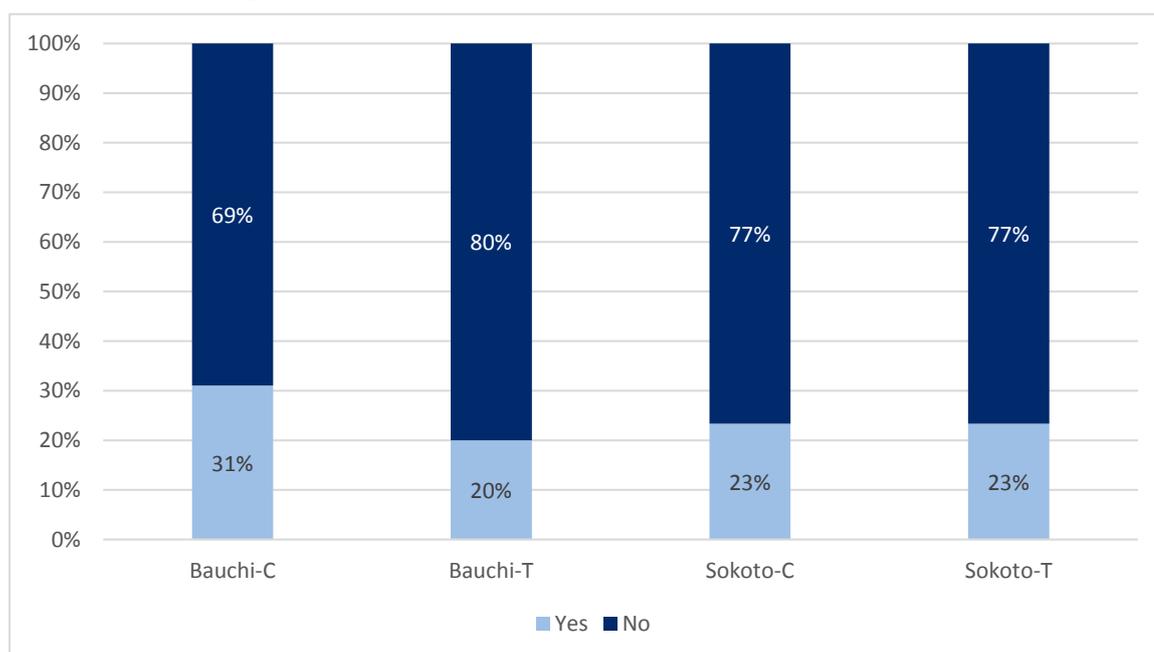
*Some teachers may teach multiple grades.

Figure 6. Percentage of Teachers Teaching Subjects in Addition to Hausa*



*Some teachers may teach multiple subjects.

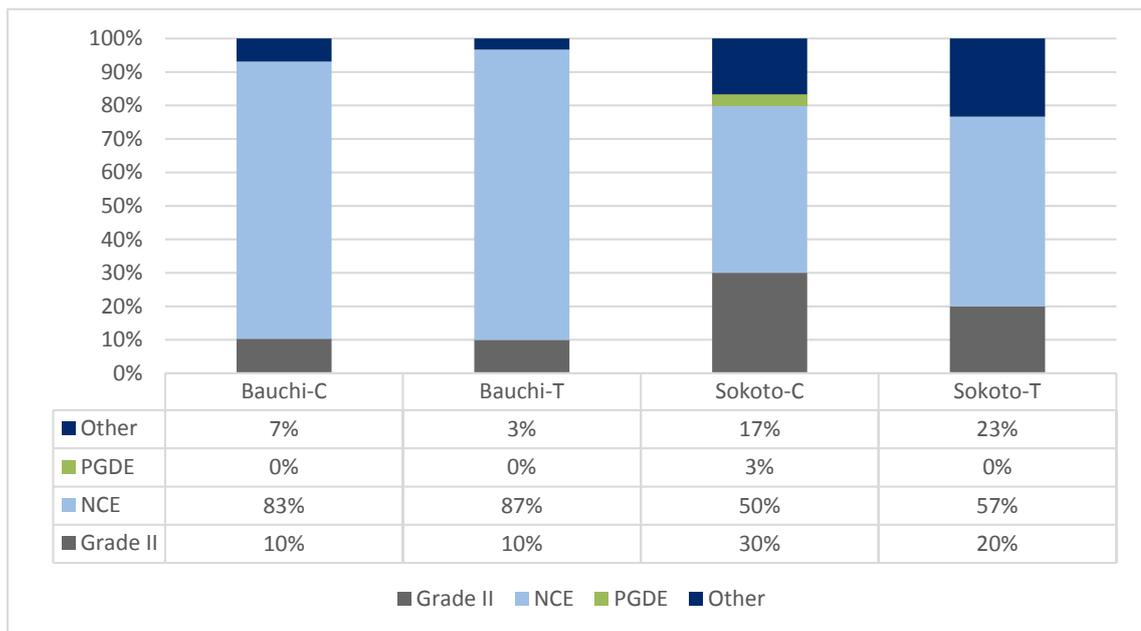
Figure 7. Percentage of Teachers Absent Previous Week (self-reported)



2.3.1 Teacher Qualifications

While NCE is the required teacher certification, not all teachers reported it to be their highest professional qualification. In Sokoto, only 50% of control school teachers and 57% of treatment school teachers said that NCE was their highest qualification, while 30% and 20% of control and treatment teachers, respectively, reported Grade II as their highest level (see *Figure 8*). In Bauchi, 83% in control schools and 87% in treatment schools said they had obtained an NCE certificate, while only 10% reported Grade II as their highest professional teaching qualification. There were no statistically significant differences between the percentages of teachers holding the NCE or a higher qualification and those with a Grade II or lower qualification in the control and treatment groups in both states.

Figure 8. Teachers' Highest Professional Teaching Qualification



2.3.2 Teacher Pre- and In-Service Training

In terms of training, 20 to 50% of the P2 Hausa teachers interviewed specialized in Hausa during their pre-service training, while a similar percentage of teachers (depending on the state and group) also specialized in social studies, English, or other subjects. In Sokoto, half of the P2 Hausa teachers interviewed (in both control and treatment groups) indicated receiving some form of pre-service training in Hausa instruction (*Figure 9*). In Bauchi, about half of treatment school teachers and nearly 70% of control school teachers also reported benefiting from pre-service training in Hausa. As indicated in *Figure 10*, only about a third of teachers reported receiving any in-service training in Hausa instruction, which indicates that the RARA trainings will fill a significant gap in professional development for these teachers.

Figure 9. P2 Hausa Teachers' Pre-Service Specialization, by Subject

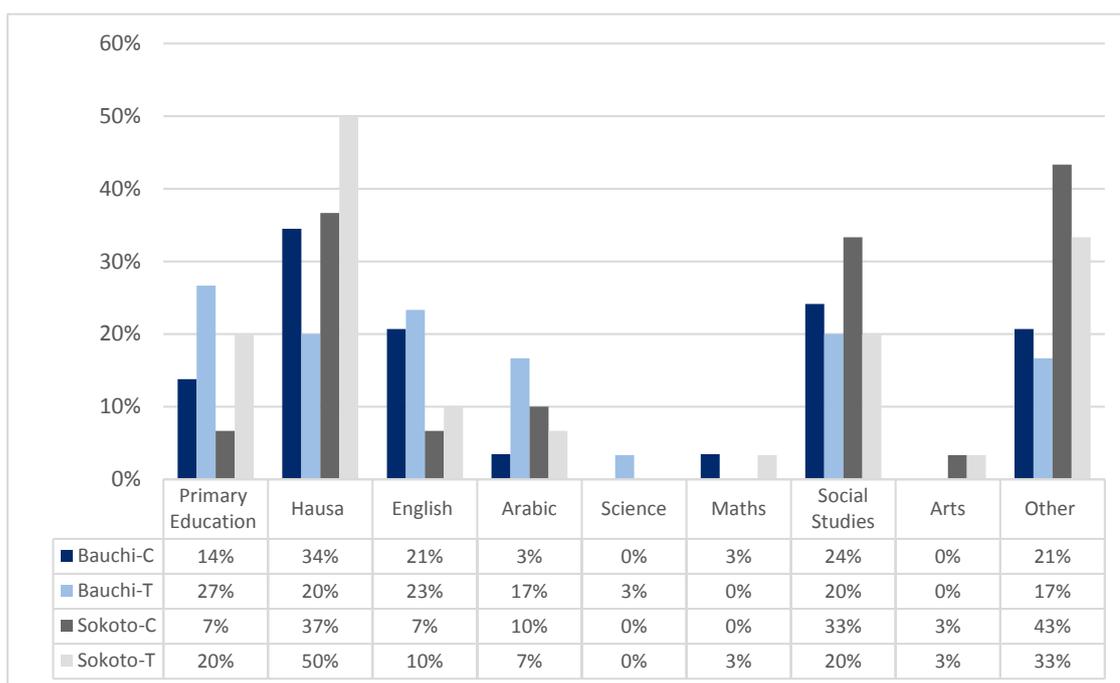
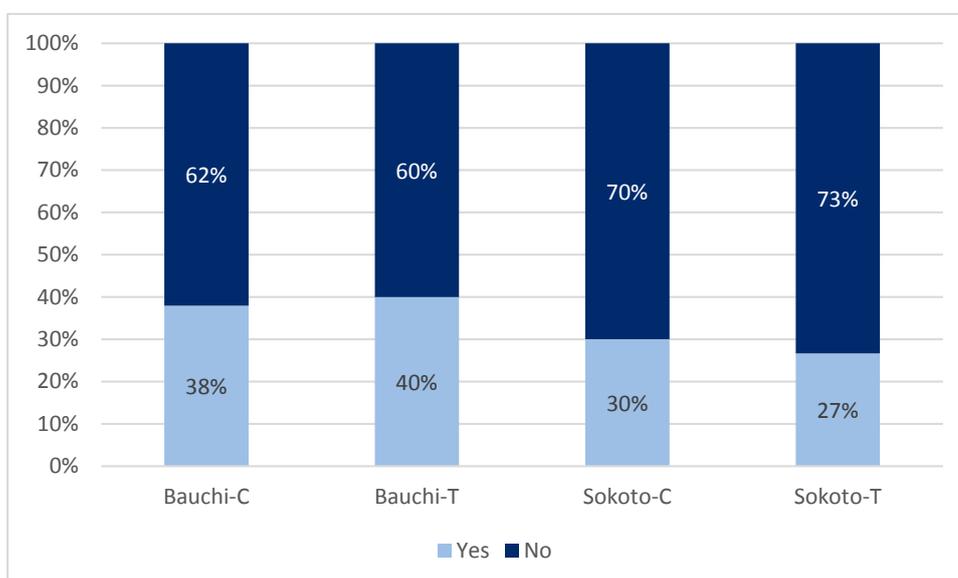


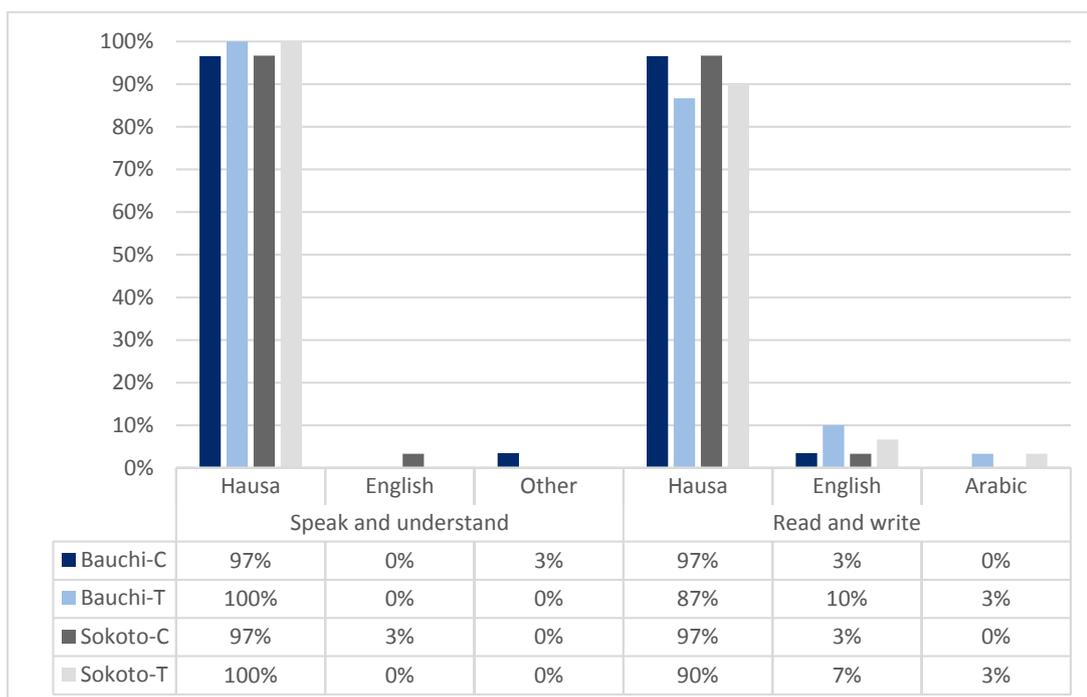
Figure 10. Percentage of Teachers with In-Service Training in Hausa Instruction



2.3.3 Languages Spoken by Teachers

The vast majority of teachers self-reported that Hausa is the language they speak, understand, read, and write best (*Figure 11*), though in Bauchi treatment schools 13% of teachers said they read and write another language best (10% reported English and 3% said Arabic), while in Sokoto treatment schools 10% did (7% reported English and 3% said Arabic).

Figure 11. Languages P2 Hausa Teachers Speak, Read, and Write Best



2.4 Pupil Characteristics

2.4.1 Pupil Gender, Age, and Languages Spoken

EGRA data were gathered from 708 pupils in control schools and 687 pupils in treatment schools. The graphs and tables below summarize pupil demographic information self-reported through an oral questionnaire administered after EGRA. *Figure 12* summarizes the gender breakdown of the weighted sample. As noted previously, more boys than girls were found to be attending school on the day of the EGRA survey, particularly in Sokoto, where the weighted proportion of girls was only 33% in control schools and 43% in treatment schools.

Figure 12. Pupil Gender, by State and Group

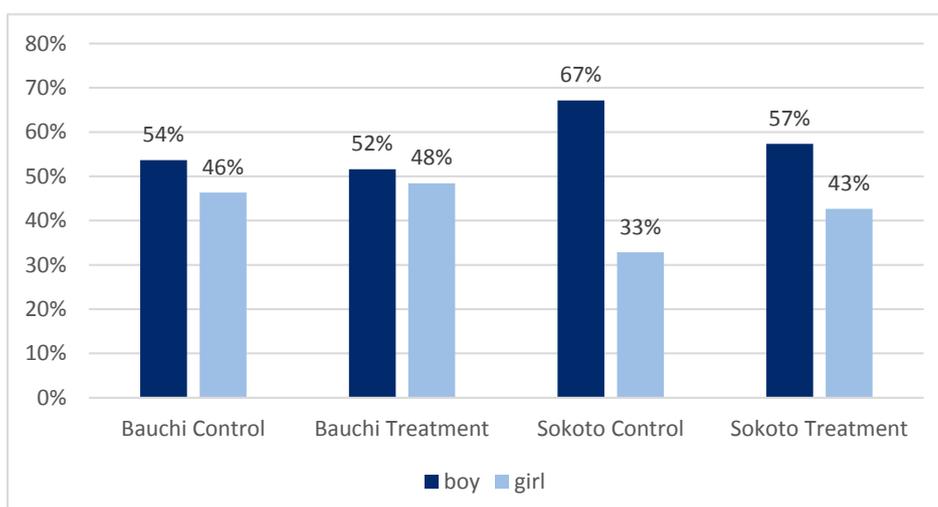
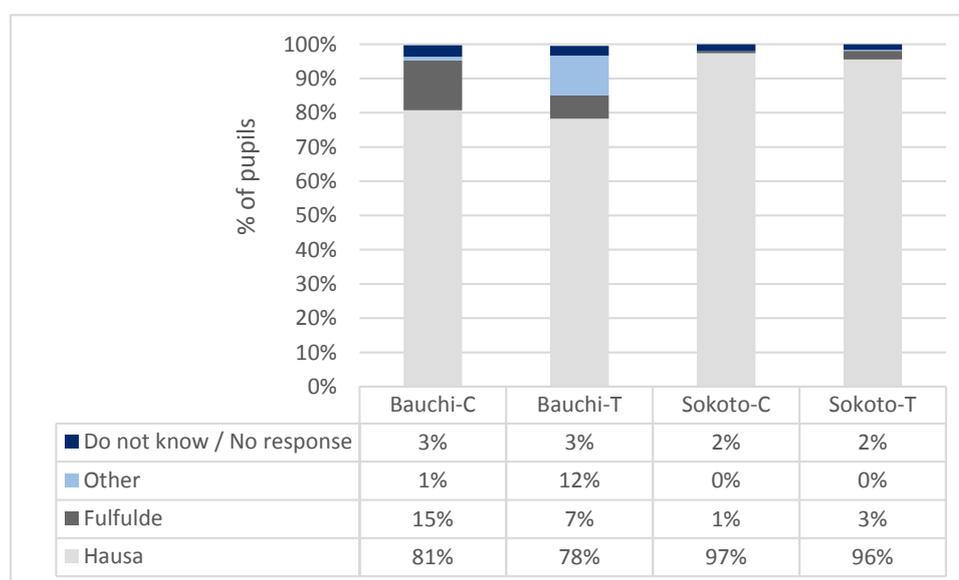


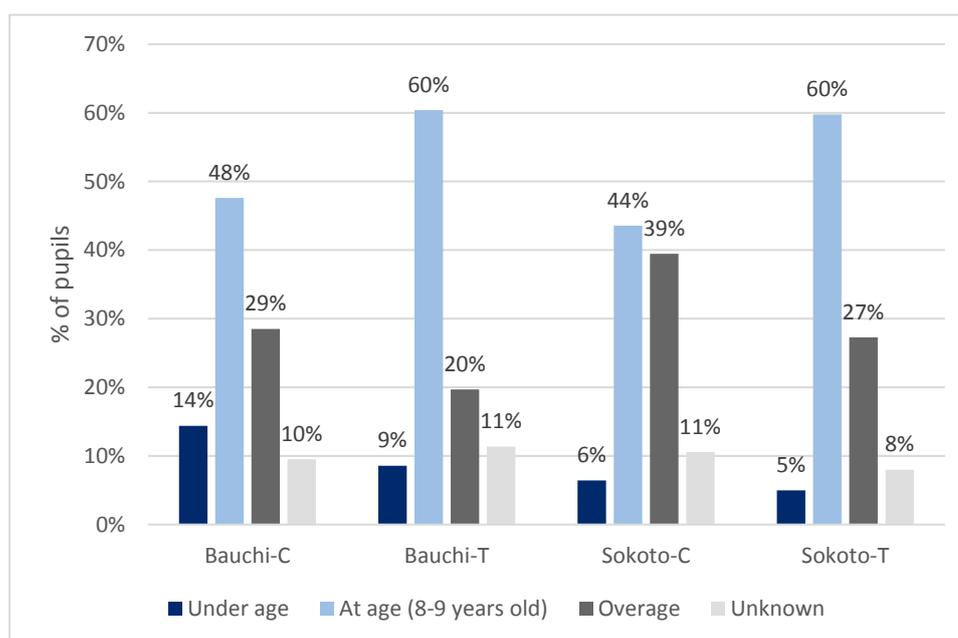
Figure 13 indicates the languages children reported speaking most frequently at home. In Sokoto, the vast majority of children reported speaking Hausa (96 to 97%). The percentage was lower in Bauchi state, where approximately 80% of children in both control and treatment schools reported speaking Hausa at home. In Bauchi control schools, 15% reported speaking Fulfulde, while in treatment schools 7% reported speaking that language and 12% reported speaking another language. (No statistically significant differences were found between control and treatment groups with respect to whether Hausa is the reported home language.) Whether children who speak languages besides Hausa at home are still proficient in the language, and the degree to which speakers of other languages are spread across schools or found within a limited number of schools, will be further explored during the research project and revealed in the endline results.

Figure 13. Language Most Frequently Spoken at Home, by State and Treatment Group



In **Figure 14**, pupil age is presented in terms of whether pupils are underage, overage, or the target age for Primary. In both states, official policy indicates that children are expected to start P1 when they are six years old. Since the EGRA exercise was conducted near the beginning of the school year, in November 2014, the P2 pupils surveyed should have been approximately 8 or 9 years old. Data gathered from pupils, however, indicates that only about half were “at age,” while a significant percentage were either under- or over-age. In Bauchi, the (weighted) percentage of overage pupils ranged from 20% among the treatment school population to 29% among the control school population, while it rose to 39% in Sokoto control schools and 27% in Sokoto treatment schools. There were no statistically significant differences in the percentage of pupils at-age compared to the number over- or under-age between the control and treatment groups in each state. Pupil outcomes vis-à-vis age will be further explored in the endline report.

Figure 14. Percentage of Pupils Under-, At- and Overage, by State and Treatment Group



2.4.2 School Readiness and Other Support

Children were asked a series of questions exploring their school readiness and support at home for reading. *Table 12* summarizes the responses, which were similar between control and treatment school populations within each state; any differences between the two groups were not statistically significant. Approximately one-fifth to one-quarter of pupils reported attending nursery school before attending P1.

Approximately three-quarters of children ate breakfast before coming to school. As found in previous EGRA studies in the two states, a notable percentage of pupils—approximately 40% across states and groups—reported being absent at least one day the previous week.

Interestingly, a significant proportion of students reported attending another school besides the one in which the EGRA was administered: 57% and 43% of the Bauchi control and treatment school weighted population, respectively, with that percentage increasing to 89% and 86% in Sokoto control and treatment schools, respectively. Of those attending other schools, the majority of pupils in Sokoto (nearly 90%) reported attending Islamiyya, Qur’anic, or Tsangaya Education (IQTE) schools, while approximately half of those attending other schools in Bauchi said they attended an IQTE school (the other half did not know what type of school or did not provide a response).

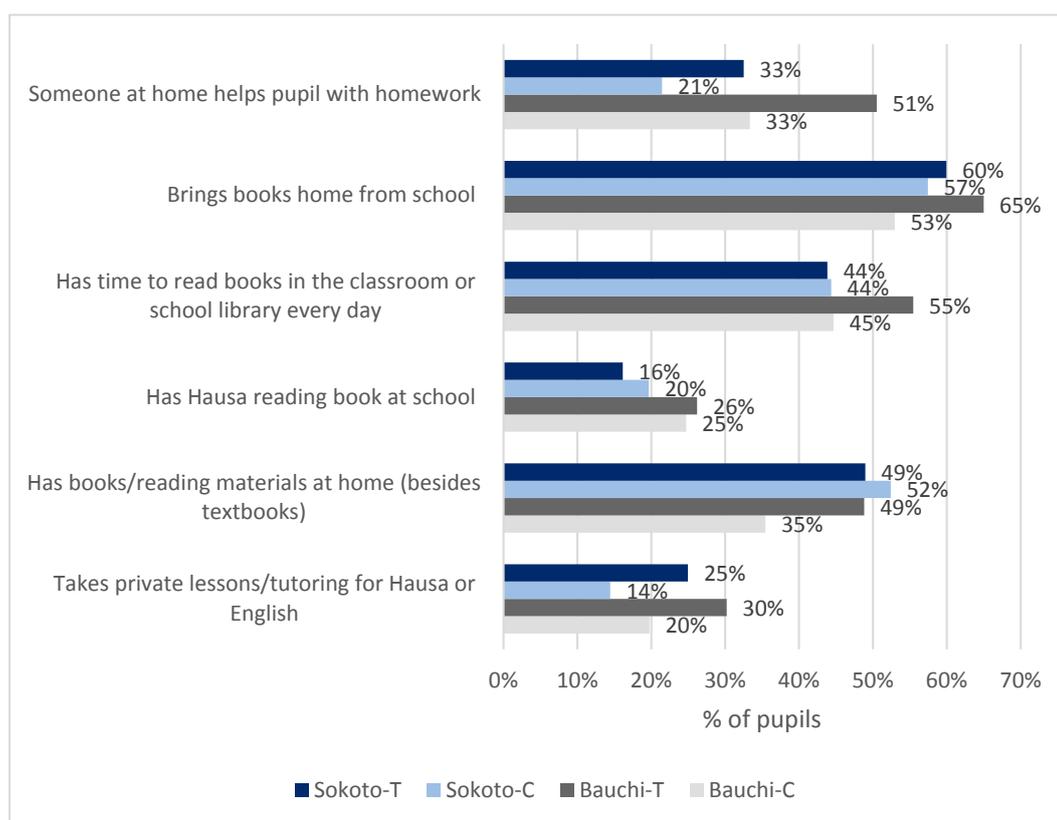
Table 12. School Readiness Characteristics by State and Group

School readiness characteristics	Bauchi Control (n=350)	Bauchi Treatment (n=360)	Sokoto Control (n=334)	Sokoto Treatment (n=348)
Attended nursery school before P1	20%	29%	26%	24%
Ate before coming to school	81%	82%	76%	76%
Absent from school any day last week	37%	36%	47%	40%
Attends another school (get details from	57%	43%	89%	86%

2.4.3 Reading Resources and Use at Home and at School

During the baseline data collection, information was gathered about pupils' access to reading resources and the reading-related learning practices they engage in both at school and at home. **Figure 15** summarizes these characteristics, which were similar between control and treatment populations in each state. Less than a third of pupils—16 to 26%—reported having a Hausa reading book at school. Only about half of pupils reported having time to read books at school (in the classroom or school library) every day (44 to 55%, depending on state and group), a finding that is unsurprising given few children and classrooms had books. Slightly more than half of pupils across groups reported bringing home reading books from school, though these responses were likely to include English or other subject books given the lack of Hausa books at most of the schools. RARA's focus on getting books into pupils' hands, building reading time into every Hausa class, and encouraging teachers to have pupils take their books home will thus meet a clear need in the states.

Figure 15. Pupil Reading Resources and Practices at Home and at School, by State and Group



Outside of school, pupils' exposure to print materials and opportunities to practice reading in any language were similarly limited. One-third to one-half of the P2 children interviewed reported having access to reading materials (in any language) besides textbooks at home. Approximately 60% of the pupils (in both states and treatment groups) never read aloud to anyone at home (*Figure 16*), while about half were never read to by someone else (*Figure 17*). (Differences between control and treatment groups within each state regarding these figures were not statistically significant.) Also of note: approximately one-fifth to one-third of pupils reported taking private lessons or tutoring for Hausa and/or English. While RARA is focused on improving classroom-based instructional practices around reading, the activity will support reading coaches (SSOs) and head teachers to provide advocacy messages to school-based management committees (SBMCs) on the importance of home-based support for reading, as well as information on specific activities parents and other caretakers can do at home with their children.

Figure 16. Frequency at Which Children Read Aloud to Someone at Home

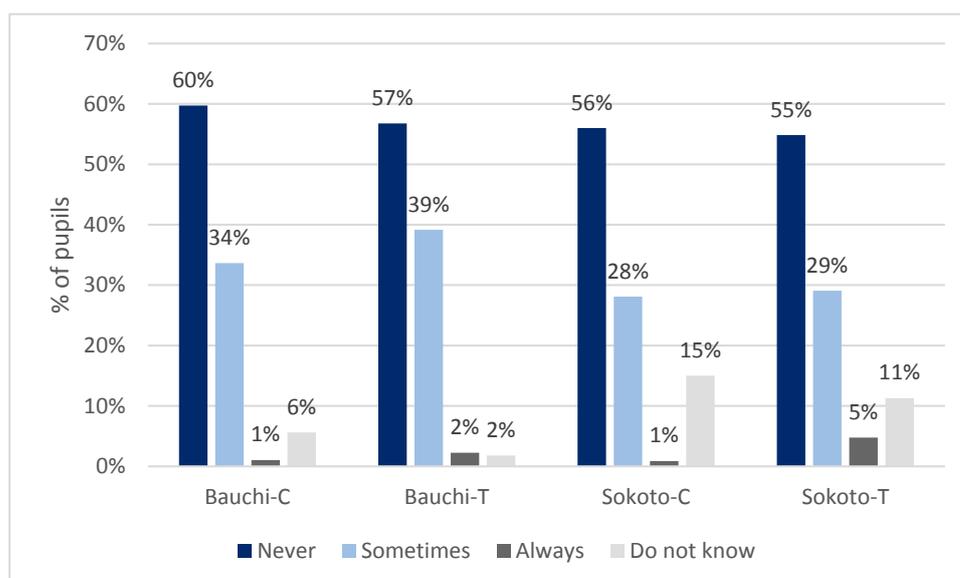
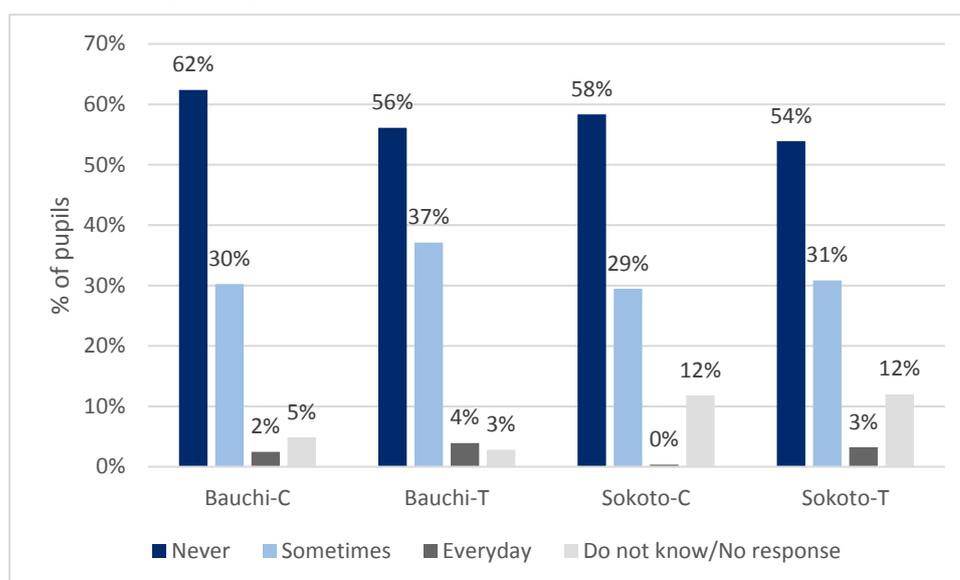


Figure 17. Frequency at Which Child Is Read to by Someone at Home



2.5 LGEA and SSO Characteristics

2.5.1 LGEA Characteristics

The Hausa reading research study involves schools in eight LGEAs in Bauchi (Bauchi, Dambam, Darazo, Gamawa, Katagum, Kirfi, Tafaw Balewa, Warji) and eight in Sokoto (Gada, Gwadabawa, Kware, Sabon-Birin, Sokoto-North, Tambawal, Tureta, Yabo). Statistics for each LGEA can be found in [Annex 11](#). The data are drawn from the State Education Management Information System (EMIS), based on the SUBEB 2012-2013 Annual School Census.

2.5.2 School Supervisor Characteristics

Across both states, most school supervisors included in the study (in both control and treatment groups) were male, as indicated in *Table 13* below.

Table 13. School Supervisor Characteristics, by Gender

Characteristic	Bauchi Control (n=27)	Bauchi Treatment (n=28)	Sokoto Control (n=17)	Sokoto Treatment (n=15)
Gender				
Male	100%	89%	94%	100%
Female	0%	11%	6%	0%

As illustrated in *Figure 18*, the highest professional teaching qualification obtained by school supervisors was similar across control and treatment groups within each state, with the majority of those surveyed holding an NCE qualification (approximately 90% in Bauchi and approximately 75% in Sokoto). In Sokoto, 13% of school SSOs coaching treatment school teachers and 18% coaching teachers in control schools had a Post-Graduate Diploma in Education (PGDE) certification. In Bauchi, 7% of the school supervisors in both control and treatment schools had only obtained a diploma.

Figure 18. SSO/School Supervisor Highest Level of Professional Teaching Qualification

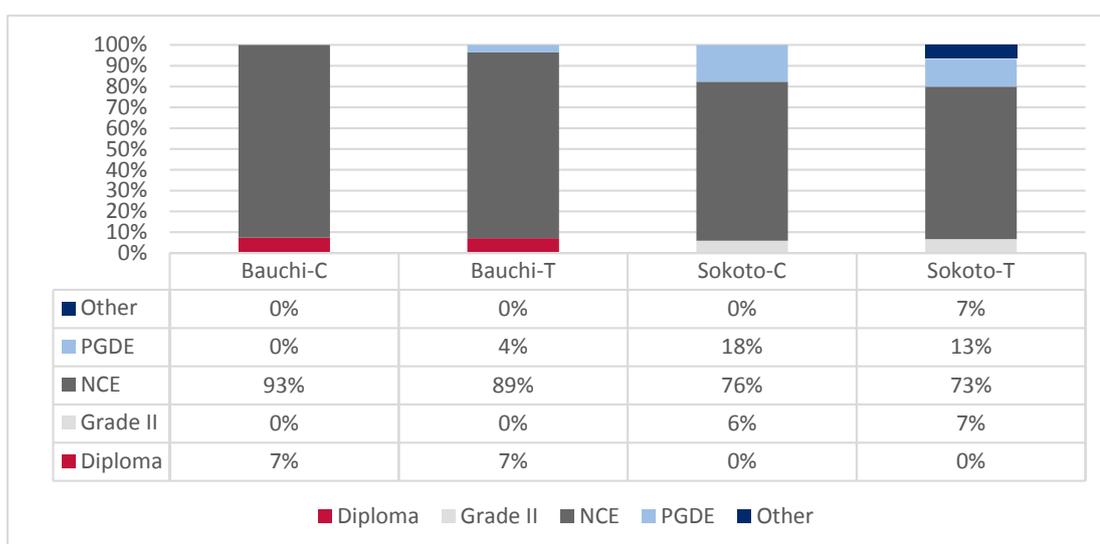


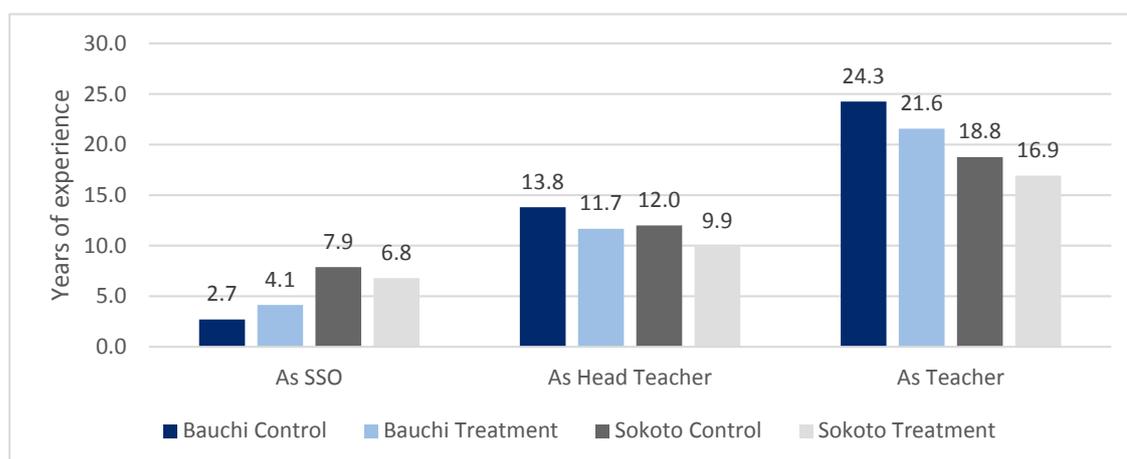
Figure 19 summarizes the number of years that coaches served as SSOs, as well as their years of experience as head teachers and/or teachers before becoming SSOs. In Bauchi, the average number of years of experience for coaches in control schools was

close to 3, while treatment school coaches had, on average, 4 years of SSO experience. Coaches in Sokoto reported considerably more years of experience: nearly 8 years in control schools and 7 years in treatment schools.

Nearly all coaches participating in the RARA program were head teachers and/or teachers prior to becoming coaches. The number of years spent as head teacher ranged from 10 years in Sokoto treatment schools to almost 14 in Bauchi control schools. No differences in the mean number of years between control and treatment schools were statistically significant.

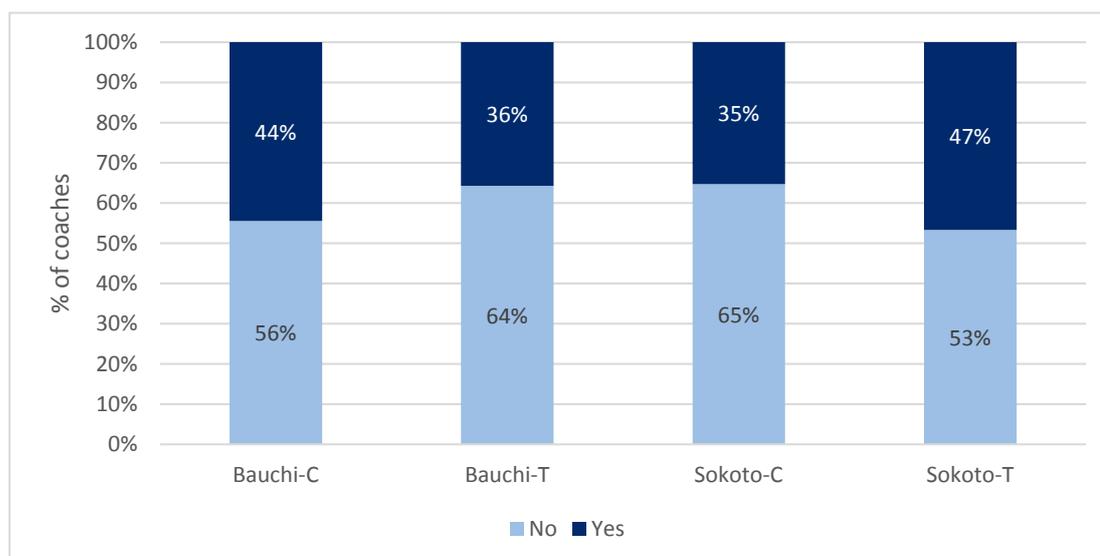
Coaches bring to their participation in RARA a significant number of years as teachers. In Bauchi, treatment school coaches reported being teachers for almost 22 years, on average, and in Sokoto treatment schools the mean number of years of experience was nearly 17. Control school coaches had slightly more years of teaching experience, on average, a difference that is moderately statistically significant in Bauchi ($p=0.077$).

Figure 19. Coaches' Years of Experience: As SSO, Head Teacher, and/or Teacher



While coaches served as head teachers and teachers for many years, more than half in both states reported that they had never received training in how to teach reading Hausa (see **Figure 20**). This finding supports RARA's efforts to provide SSOs with training in reading instruction so they can in turn support Hausa teachers to improve their pedagogical practices.

Figure 20. Percentage of Coaches Who Had Received Training in Hausa Language/Reading



2.5.3 SSO School Visits

The number of schools each SSO is responsible for supervising ranges from 1 to 15. In Bauchi, the mean number of schools that SSOs supervise was similar between control and treatment schools (approximately 8 for treatment schools and 9 for control schools; *Table 14*). In Sokoto, the average number of schools overseen by SSOs in control schools was 8.6, while for treatment schools it was 5.4, a difference that is moderately statistically significant ($p=0.035$).

Table 14. SSO School Visit Characteristics

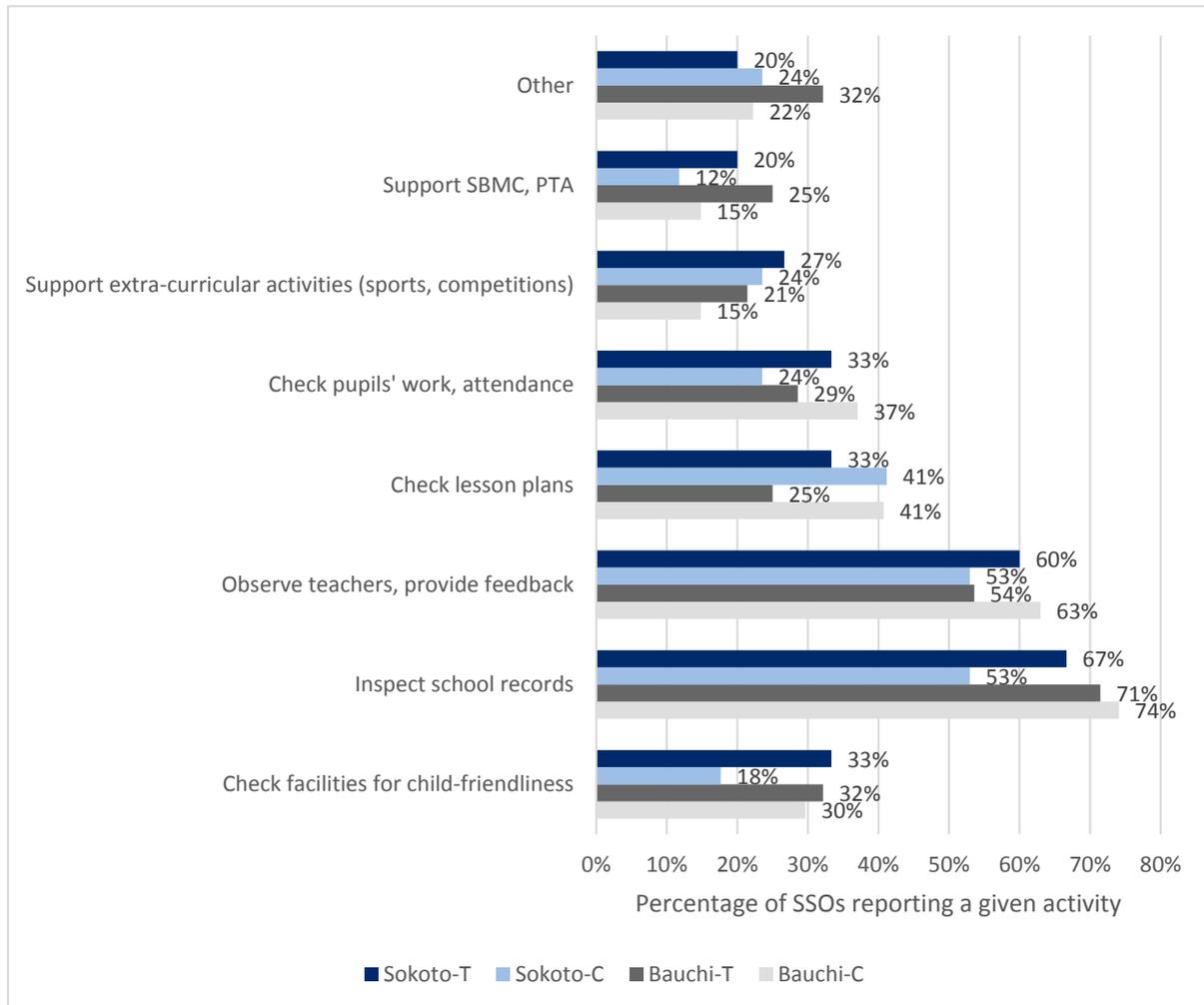
Characteristic	Bauchi Control ($n=27$)	Bauchi Treatment ($n=28$)	Sokoto Control ($n=17$)	Sokoto Treatment ($n=15$)
Number of Schools Supervising				
Range	4–20	4–15	3–15	1–14
Mean	8.7	7.8	8.6	5.4**
Mode	8	9	5	2

** $p=0.035$; statistically significant at 95% confidence level.

Most school supervisors in both states and treatment groups reported that their activities typically include inspecting school records, observing teachers, and checking pupils' work (see *Figure 21* for breakdown). In both states, a lower percentage of SSOs supervising treatment schools than of those supervising control schools reported checking lesson plans (25% compared to 41% in Bauchi, and 33% compared to 41% in Sokoto). Given that only about half of coaches in treatment

schools reported observing teachers and providing feedback, RARA training in how to conduct classroom observations will be essential to helping coaches carry out this vital function of their role as SSOs.

Figure 21. Typical School Visit Activities Reported by SSOs



When asked how frequently they visited schools, the overwhelming majority of SSOs reported that they visited schools more than once a month, as indicated in **Figure 22**.¹⁰ However, one-quarter to one-third of the SSOs indicated there had been occasions when they could not, or did not want to, visit a school. Reasons cited are summarized in **Figure 23**, with transportation-related problems and lack of per diem the most frequently cited obstacles. To mitigate these factors and allow SSOs to conduct their work as coaches, RARA will provide a transportation allowance to supervisors serving as coaches.

¹⁰ The self-reported frequency is similar to that reported by the P2 Hausa teachers interviewed, who indicated that many school supervisors visit weekly or even daily. “More than once a month” was the “most frequent” option available to school supervisors.

Figure 22. Frequency of School Visits Reported by SSOs

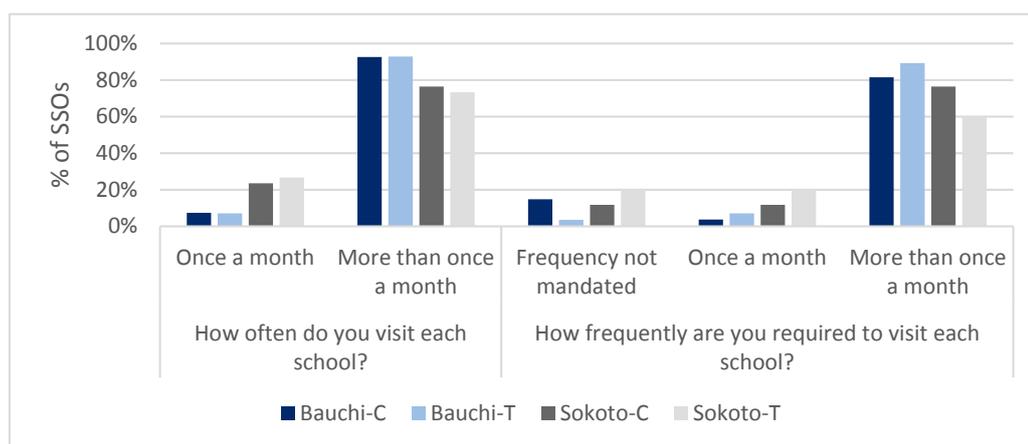


Figure 23. Reasons SSOs Reported Not Visiting Schools

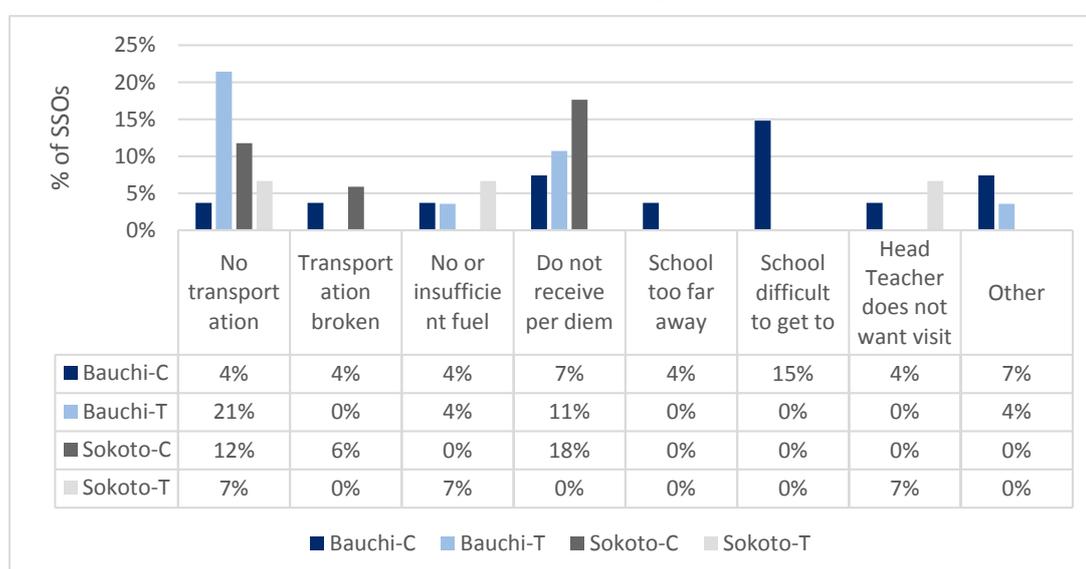
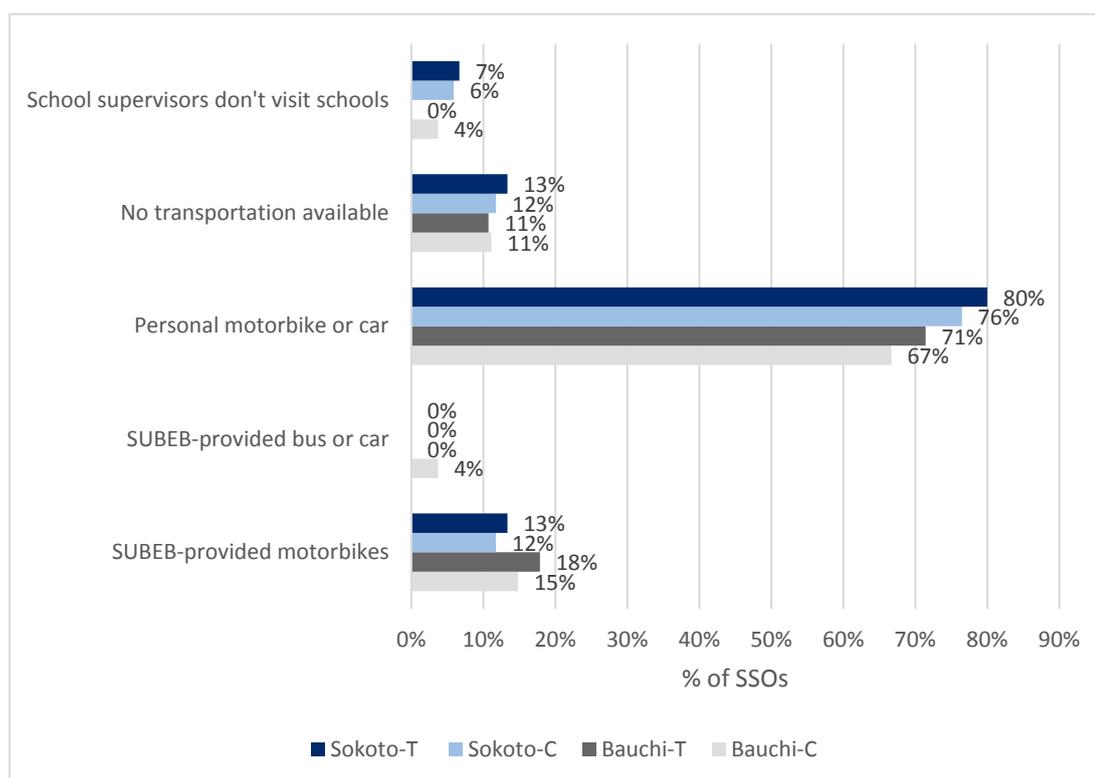


Figure 24 summarizes the modes of transportation SSOs reported they “usually” used to visit schools. Most school supervisors surveyed—approximately 70 to 80%—typically relied on their personal motorbike or car to visit schools, while approximately 10% of school supervisors did not have any means of transportation. (Percentages may exceed 100% for some groups because some supervisors indicated more than one mode of transportation was usually used.) The findings indicate the importance of finding reliable transportation for SSOs to use so that they can regularly visit schools and provide pedagogical support.

Figure 24. School Supervisor Means of Transportation



3. Pupil Performance Based on Hausa Early Grade Reading Assessment Results

This section summarizes results on the EGRA in Hausa administered to P2 pupils in control and treatment schools in each state. Data presented include mean scores for each subtask, disaggregated by gender. As previously noted, results are representative of the weighted sample population. P-values are reported to indicate whether any differences in average scores between groups (e.g., control and treatment schools and between boys and girls) are statistically significant—in other words, are not due to random chance.¹¹ Standard errors are included to illustrate the variation of scores around the mean (a low standard error indicates that most pupils obtained scores at or close to the mean, whereas a high standard error indicates greater variability of scores).

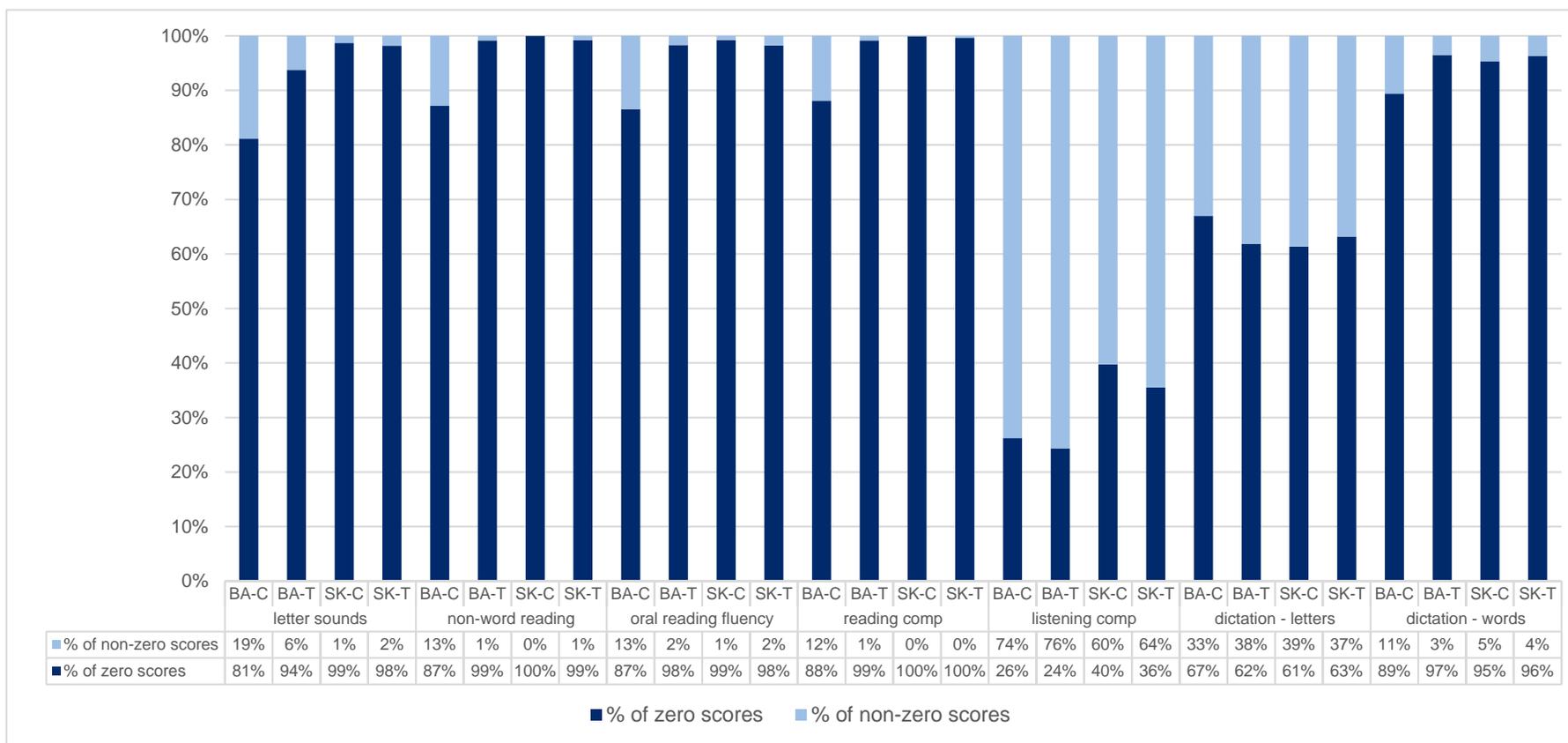
3.1 Results Summary

The EGRA results for pupils in both states and across both control and treatment groups indicate very low performance across all reading and writing skills tested. The results are similarly low in control and treatment schools in both states.

¹¹ A p-value is considered to be statistically significant if it is below 0.10. The closer a p-value is to zero, the greater the statistical significance.

As illustrated by *Figure 25*, the majority of pupils were unable to provide a correct response for any of the items in a given subtask, resulting in a score of zero. The percentage of “zero scores” was highest for letter sound identification, non-word decoding, and ORF, ranging from 81 to almost 100%. As has been found in other EGRA results in Nigeria, zero scores were lowest in the listening comprehension task (approximately 24 to 26% in Bauchi and 36 to 40% in Sokoto), indicating children could, on average, understand oral Hausa, but lacked the necessary skills to read printed language.

Figure 25. Percentage of Zero and Non-Zero Scores, by State and Group Right-hand size of graph and the legend for light and dark blue not shoring up



BA-C = Bauchi Control schools; BA-T = Bauchi treatment schools; SK-C = Sokoto control schools; SK-T = Sokoto treatment schools

Table 15 summarizes the mean number of items attempted, the mean number of items correct, and the mean number of items correct based on the number attempted. Given the high percentage of zero scores in the print skills, the average number of items attempted was similar to the number of items that triggered an “auto-stop” (i.e., 10 items for the letter sounds subtask) or an automatic discontinuation of the task if a child did not respond correctly to a specified number of consecutive initial items. The average number of items attempted was similar across control and treatment groups in Sokoto State; in Bauchi, it was higher among the control group than the treatment group, though still low.

Because a large percentage of pupils scored zero in each subtask, average scores were correspondingly low. For the fluency tasks—that is, those that measure both speed and accuracy (letter sound knowledge, non-word decoding, and oral reading fluency)—mean scores were less than four correct items per minute.

Pupils’ accuracy on the fluency measures was also very low, with results no greater than 8%. Among the non-fluency measures, pupils’ accuracy was highest on the listening comprehension subtask, at 36 to 48% depending on the group and state. Because so few pupils read enough of the reading passage to be asked a comprehension question, the percent correct out of attempted for this subtask was essentially zero. Accuracy for letter dictation was relatively low—13 to 17%—across states and groups, indicating pupils had yet to master basic letter-writing skills.

Table 15. EGRA Hausa Performance: Mean Score and Percent Correct of Items Attempted, by School, State, and Group

Task	Bauchi – Control			Bauchi – Treatment			Sokoto – Control			Sokoto – Treatment		
	Mean items correct	Mean attempted	% correct out of attempted	Mean items correct	Mean attempted	% correct out of attempted	Mean items correct	Mean attempted	% correct out of attempted	Mean items correct	Mean attempted	% correct out of attempted
Letter sound knowledge*	3.7	16.6	6%	0.5	10.8	2%	0.1	10.2	1%	0.0	10.4	0%
Non-word decoding*	1.7	8.2	6%	0.2	5.1	0%	0.0	5.0	0%	0.1	5.1	1%
Oral Reading Fluency*	2.8	10.5	8%	0.3	7.2	1%	0.0	7.1	0%	0.2	7.3	0%
Reading comp**	0.2	0.4	71%	0.0	0.0	44%	0.0	0.0	100%	0.0	0.0	37%
Listening comp**	2.3	5.0	47%	2.4	5.0	48%	1.8	5.0	36%	1.9	5.0	37%
Letter dictation**	0.8	5.0	16%	0.7	5.0	13%	0.8	5.0	17%	0.6	5.0	13%
Word dictation**	0.3	5.0	5%	0.1	5.0	2%	0.1	5.0	3%	0.1	5.0	1%

*Mean reported in terms of average number per minute

**Mean number out of 5. For all tasks except reading comprehension, all items were presented to the pupil.

3.2 Foundational Skills—Letter Sound Identification and Non-Word Decoding

Letter sound identification assesses a pupil’s ability to identify the sounds of the letters of the alphabet automatically, without hesitation. The subtask consists of a page of 100 upper- and lowercase letters distributed in 10 rows of 10 letters. The 100 letters are listed in random order, and the number of times any given letter appears is determined by the frequency a given letter appears in primary school Hausa texts analyzed.¹² Pupils are asked to say the sounds of as many letters as they can in 1 minute. The score for this subtask is the number of letters a pupil correctly named in 1 minute, a measure known as correct letter sounds per minute, or CLSPM.

Non-word decoding assesses pupils’ ability to apply their knowledge of the alphabetic principle to decode words, rather than simply recognize them by sight. The subtask includes words that could exist (based on the orthographic structure of the language), but do not, requiring children to use their decoding skills to properly read them. Pupils are presented with a list of 50 non-words and asked to read as many as possible in 1 minute. The score for this subtask is the number of “non-words” read correctly in a minute (CNWPM).

The EGRA results for these two subtasks indicate that few pupils have acquired the foundational skills of letter sound identification and decoding, or spelling, suggesting that the RARA reading pilot’s focus on letter sounds and phonics-based instruction is urgently needed. *Table 16* and *Table 17* summarize the average number of CLSPM and CNWPM. Similarly low results were found across both states and between control and treatment groups, though children in Bauchi performed slightly better than their peers in Sokoto, and pupils in Bauchi control schools obtained higher average scores than those in treatment schools. The average CLSPM was 3.7 for Bauchi control pupils and 0.5 for treatment pupils, a difference that is moderately statistically significant. No significant gender differences between boys or girls were observed.

Pupils also were unable to fluently decode non-words, obtaining an average score of 0 in Sokoto and less than 2 CNWPM in Bauchi (the highest score achieved was 25 CNWPM). No statistically significant differences between control and treatment groups, or between boys and girls within a given group, were observed.

¹² Letter and word frequencies were identified during EGRA test development in 2010. Frequencies were based on an analysis of Hausa reading materials for P1–3.

Table 16. Hausa Mean CLSPM, by Group and Gender

State and Group	Mean CLSPM	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	3.7	1.1	-----	352
• Boys	3.4	1.3	0.584	183
• Girls	4.0	1.2		169
Treatment – Overall	0.5	0.2	0.027*	360
• Boys	0.6	0.3	0.229	184
• Girls	0.3	0.2		176
Sokoto				
Control – Overall	0.1	0.1	-----	334
• Boys	0.0	0.0	0.283	218
• Girls	0.3	0.3		116
Treatment – Overall	0.0	0.0	0.465	347
• Boys	0.1	0.0	0.184	193
• Girls	0.0	0.0		154

*significant at 95% confidence level ($p < .05$)

Table 17. Hausa Mean CNWPM, by Group and Gender

State and Group	Mean CNWPM	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	1.7	0.60	-----	352
• Boys	1.7	0.72	0.864	183
• Girls	1.6	0.57		169
Treatment – Overall	0.1	0.07	0.034*	360
• Boys	0.1	0.10	0.887	184

State and Group	Mean CNWPM	Standard Error	P-Value	Number of Observations
• Girls	0.1	0.07		176
Sokoto				
Control – Overall	0.0	0.00	-----	334
• Boys	0.0	0.00		218
• Girls	0.0	0.00		116
Treatment – Overall	0.1	0.16	0.369	347
• Boys	0.2	0.20		193
• Girls	0.1	0.10	0.401	154

*significant at 95% confidence level ($p < .05$)

3.3 Higher Order Reading Skills—Oral Reading Fluency and Reading Comprehension

ORF measures a pupil's ability to read aloud a short narrative text passage accurately and at a rate appropriate for early reading. To measure ORF, pupils were presented with a short original story (57 words) to read in 1 minute. The final ORF score is the number of words read aloud correctly.

Reading comprehension measures a pupil's ability to comprehend what he or she has read. After the pupil reads for 1 minute, the assessor asks questions that correspond to the text read during the oral reading subtask, described above. Questions are both direct (i.e., based on information stated directly in the story) and inferential (i.e., require the child to connect information in the story that is inferred to respond correctly). Pupils are not allowed to refer back to the text when answering the questions.

Given the low scores on foundational reading skills, it is not surprising that children across both states and control and treatment groups performed poorly on higher order reading skills tested (*Table 18*). Nearly all pupils in Sokoto were unable to read a single word correctly from a P2 narrative passage and average ORF scores on the task were extremely low: essentially 0 CWPM in Sokoto and 2.8 CWPM for Bauchi control schools and 0.3 CWPM for Bauchi treatment schools (a moderately statistically significant difference). The highest ORF scores achieved were 55.1 CWPM in Bauchi and 44.0 CWPM in Sokoto. Gender differences were not observed in either state.

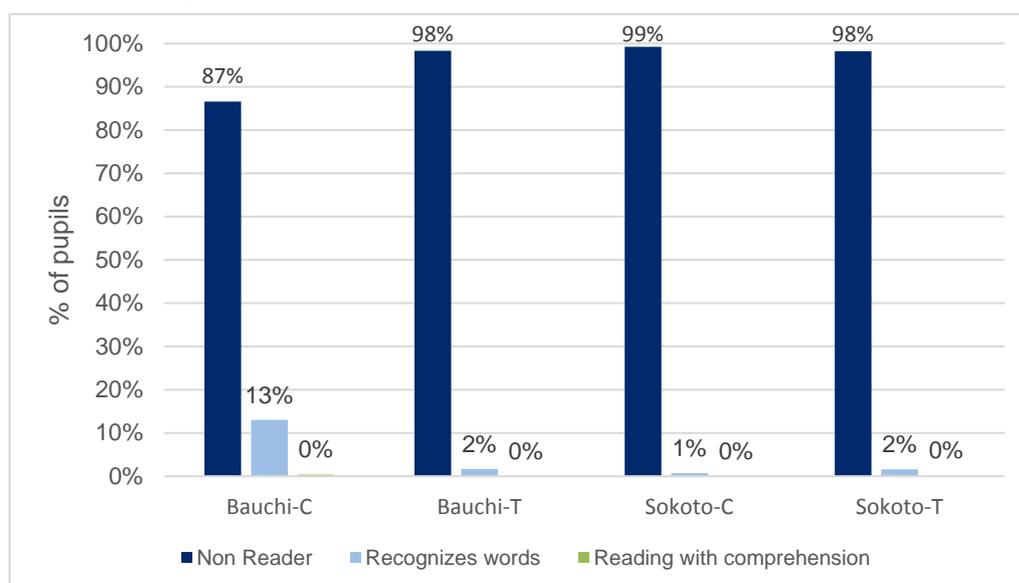
Table 18. Hausa Mean ORF, by State and Group

State and Group	Mean ORF	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	2.8	1.02	-----	352
• Boys	3.1	1.23	0.479	-----
• Girls	2.5	0.86		
Treatment – Overall	0.3	0.17	0.046*	360
• Boys	0.2	0.17	0.650	-----
• Girls	0.4	0.30		
Sokoto				
Control – Overall	0.0	0.03	-----	335
• Boys	0.0	0.04	0.561	-----
• Girls	0.2	0.01		
Treatment – Overall	0.2	0.14	0.388	348
• Boys	0.3	0.25	0.271	-----
• Girls	0.0	0.00		

*significant at 95% confidence level ($p < .05$)

Because the vast majority of pupils were unable to read any or little of the text, comprehension scores were approximately 0, since pupils were only asked questions pertaining to the amount of text read. **Figure 26** illustrates the percentage of readers by category: non-readers (scored zero on ORF), those who recognize words (scored above 0 on ORF), and those reading with comprehension (scored above 0 on ORF and obtained a score of 80% or greater on the reading comprehension subtask). Of note: only 3 children across both states read with 80 to 100% comprehension, or were able to correctly answer at least 4 out of the 5 questions. The results indicate that pupils in both states have the potential to benefit from RARA activities focused on improving teachers' instruction of connected text reading and comprehension strategies.

Figure 26. Categories of Readers, by State and Group



Non-readers are defined as children who scored zero on the ORF subtask. Children were categorized as “recognizing words” if they scored above zero on ORF. To be categorized as reading with comprehension, students scored above 0 in ORF and obtained at least 80% on the related reading comprehension subtask.

3.4 Oral Language Skills—Listening Comprehension

The purpose of the listening comprehension subtask is to ascertain whether pupils can understand language orally based on a simple narrative passage read to them orally. Comparing results from the reading comprehension and listening comprehension subtasks helps to identify whether students may be experiencing problems with oral language comprehension generally, or whether poor oral reading fluency and reading comprehension results may be more related to instructional practices and other factors. For the Hausa EGRA, after reading the passage once to the child, the assessor asked the pupils five questions pertaining to the story.

Figure 27 shows the distribution of pupils who responded correctly to 0 to 5 questions, all of which were posed to respondents. As indicated in the graph, aside from the percentage of pupils scoring 0, the distribution was fairly even across the number of questions, with a slight decrease in the percentage of pupils who answered all 5 questions correctly.

In contrast to the reading comprehension subtask, a large percentage of children across both school types and levels were able to comprehend the Hausa narrative read to them. Scores in both states were similar, more so than for other subtasks: P2 pupils in Bauchi provided correct responses for a little more than half of the five questions posed to them, while pupils in Sokoto provided correct responses for slightly fewer than half of questions (see *Table 19*). No statistically significant differences between the girls’ and boys’ scores were found. Similar results were observed between control and treatment groups in both states.

While listening comprehension scores were higher than for reading comprehension, it is important to keep in mind that a large proportion of pupils were still unable to

respond correctly to any of the questions, while a significant proportion scored 2 or 3 out of 5 correct, indicating a need to build children’s oral language skills and comprehension strategies, even in a language that is familiar to them.

Figure 27. Distribution of Hausa Listening Comprehension Scores, by State and Group

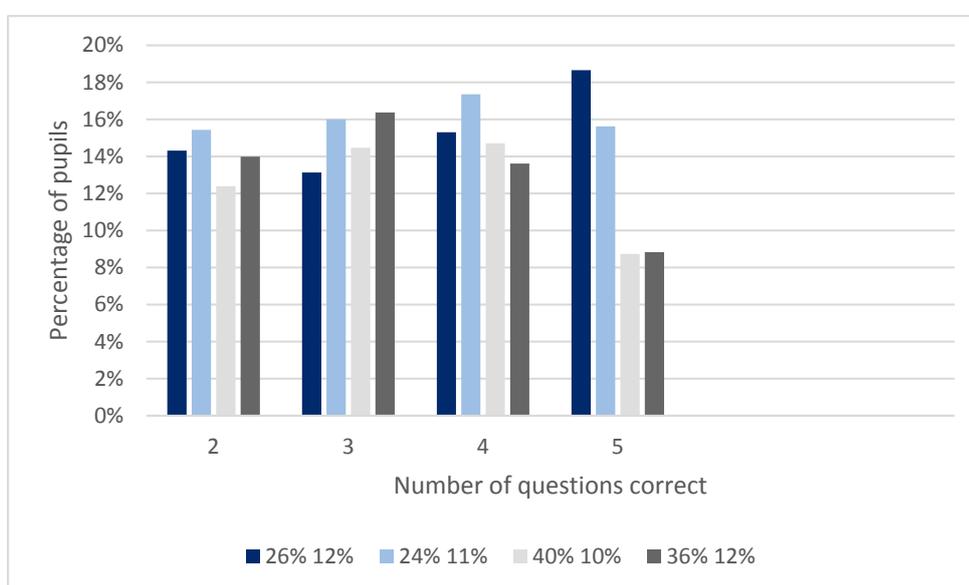


Table 19. Hausa Mean Listening Comprehension, by State and Group

State and Group	Listening Comprehension (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	2.3	0.20	-----	352
• Boys	2.2	0.21	0.168	183
• Girls	2.5	0.21		169
Treatment – Overall	2.4	0.16	0.895	360
• Boys	2.3	0.22	0.438	184
• Girls	2.4	0.13		176
Sokoto				
Control – Overall	1.8	0.25	-----	335
• Boys	1.9	0.22	0.250	219

State and Group	Listening Comprehension (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
• Girls	1.6	0.32		116
Treatment – Overall	1.9	0.16	0.832	348
• Boys	2.1	0.17	0.022	194
• Girls	1.6	0.04		154

3.5 Writing Skills—Letter and Word Dictation

Dictation measures a child’s ability to apply knowledge of the alphabetic principle to spell letters and individual words. In the Hausa EGRA, pupils were asked to write a total of five letters (consonants and vowels) and five words (composed of two, three, and four letters).

As they did in reading, pupils also struggled on subtasks that assessed their writing skills and measured their application of the alphabetic principle. Children in both states could write fewer than 1 out of 5 letters correctly, with results similar across states and treatment and control groups, as well as between boys and girls (*Table 20*).

Given their challenges with writing letters, pupils also encountered difficulty with the word dictation task, which asked them to write five words that varied in length from two to four letters (*Table 21*). While children in Bauchi performed slightly better than children in Sokoto, scores averaged less than 1 word correct out of 5. (More detailed analysis at the letter-level will be provided in the final endline report.) Although writing was not included in previous EGRA instruments administered in Northern Nigeria from 2011 to 2013, these results strongly support the decision to include writing in the RARA approach to improving Hausa reading.

Table 20. Letter Dictation Mean Scores, by State and Group

State and Group	Dictation: Letters (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	0.8	0.20	-----	352
• Boys	0.8	0.24	0.842	183
• Girls	0.8	0.19		169

State and Group	Dictation: Letters (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
Treatment – Overall	0.7	0.10	0.626	360
• Boys	0.8	0.12	0.052	184
• Girls	0.6	0.10		176
Sokoto				
Control – Overall	0.9	0.16	-----	335
• Boys	0.9	0.15	0.374	219
• Girls	0.8	0.21		116
Treatment – Overall	0.6	0.15	0.453	348
• Boys	0.8	0.22	0.165	194
• Girls	0.5	0.10		154

Table 21. Word Dictation Mean Scores, by State and Group

State and Group	Dictation: Words (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
Control – Overall	0.3	0.15	-----	351
• Boys	0.3	0.22	0.470	182
• Girls	0.2	0.09		169
Treatment – Overall	0.1	0.02	0.223	360
• Boys	0.1	0.04	0.076	184
• Girls	0.0	0.02		176
Sokoto				
Control – Overall	0.1	0.06	-----	334

State and Group	Dictation: Words (mean # correct out of 5)	Standard Error	P-Value	Number of Observations
Bauchi				
• Boys	0.1	0.06	0.523	219
• Girls	0.2	0.09		115
Treatment – Overall	0.1	0.04	0.417	348
• Boys	0.1	0.07	0.149	194
• Girls	0.0	0.01		154

4. Teacher Instructional Practices

4.1 Teachers' Lesson Implementation

The RARA pilot approach to Hausa reading instruction is focused on helping teachers teach key reading skills. To measure the impact of the approach and its implementation, the study captured information regarding Hausa lesson plans. A key indicator used to measure impact is proportion of teachers implementing a reading program in their classrooms according to the RARA instructional approach.

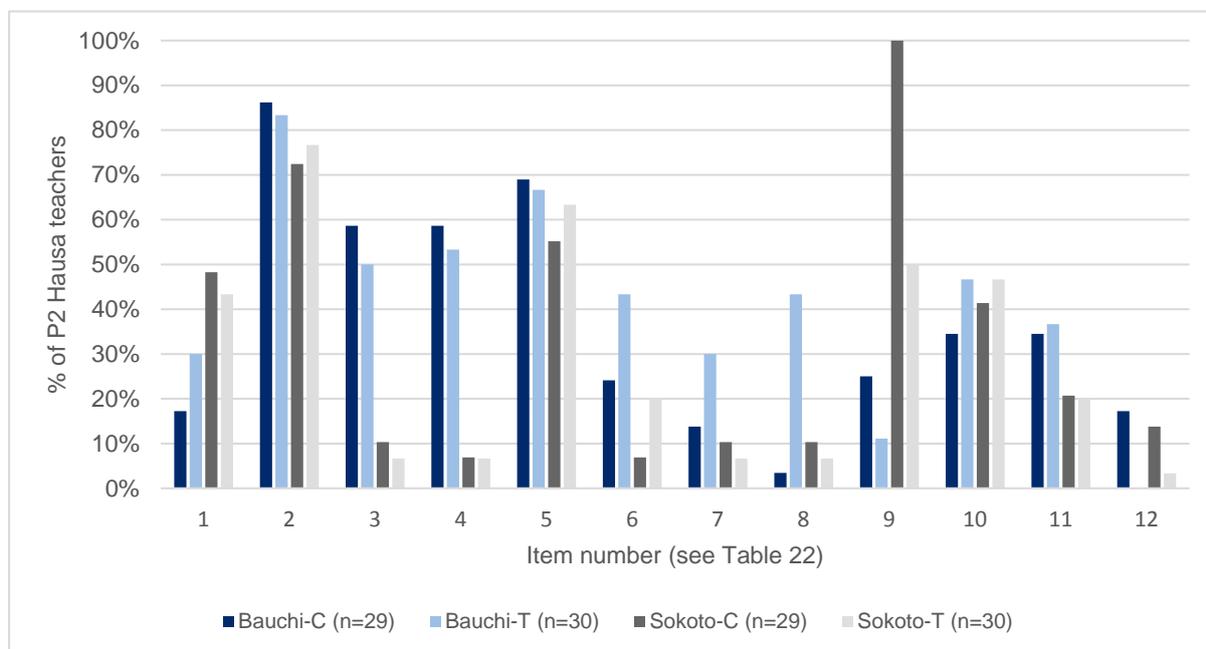
Figure 28 summarizes the percentage of teachers who were observed implementing 12 specific reading practices during an untimed observation of their Hausa instruction¹³ (these 12 items are listed in *Table 22*). Of the lessons observed, the most frequently observed practice was presentation of letter names (72 to 86% of teachers, depending on state and group), and teaching syllables or sounds (55 to 69% of teachers, depending on state and group). The least common lesson practices observed overall were as follows:

- Teacher reading passages out loud to pupils (14% and 30% in Bauchi control and treatment schools, respectively, and 10% and 7% in Sokoto). Accordingly, the percentage of teachers asking comprehension questions about the passage was also low.
- Few teachers provided an opportunity for pupils to read a passage aloud or independently (10% and 7% of teachers in control and treatment schools, respectively, in Sokoto).

¹³ The lesson plan implementation observation took place at the same time, and for the same lesson and teachers, as the timed classroom observation. Data were recorded by two different assessors.

- In both states, fewer than half of the P2 Hausa teachers observed asked pupils to write letters or words (34% in Bauchi control schools and 47% in treatment schools; 41% and 47% in Sokoto control and treatment schools, respectively).

Figure 28. Percentage of Teachers Implementing Specific Lesson Activities or Practices*



* The “n” for item number 9 is smaller than the “n” for the other items. See explanatory note for Table 22.

A “lesson implementation score” was calculated for the 12 targeted practices. Overall, across both control and treatment schools, Bauchi teachers had an overall mean score of 6.2 and 6.9 in control and treatment schools, respectively; in Sokoto, the mean scores were 4.5 and 4.9 in control and treatment schools, a difference that is not statistically significant. In general, the findings indicate that P2 Hausa teachers in both states were not implementing key practices for teaching early grade Hausa, indicating the potential for RARA to improve instructional practices.

Table 22. Percentage of Teachers Implementing Specific Lesson Activities or Practices

Lesson Activity/Practice	Bauchi-C (n=29)	Bauchi-T (n=30)	Sokoto-C (n=29)	Sokoto-T (n=30)
Overall implementation score (mean of 12 items)	6.2	6.9	4.5	4.9
	$p=0.130$		$p=0.432$	
1. Teacher has required materials to teach today’s lesson	17%	30%	48%	43%
2. Teacher presents letter <u>names</u>	86%	83%	72%	77%

Lesson Activity/Practice	Bauchi-C (n=29)	Bauchi-T (n=30)	Sokoto-C (n=29)	Sokoto-T (n=30)
3. Teacher presents letter <u>sounds</u>	59%	50%	10%	7%
4. Pupils practice letter sounds	59%	53%	7%	7%
5. Teacher introduces syllables or sounds to form or break apart whole words, or blends letters together to make sounds	69%	67%	55%	63%
6. Teacher provides sentences for pupils to read (pupils' eyes on the text)	24%	43%	7%	20%
7. Teacher reads a passage out loud to all the pupils	14%	30%	10%	7%
8. Teacher allows pupils to read the passage aloud or independently	3%	43%	10%	7%
9. Teacher asks pupils comprehension questions about the passage ⁺	25% (n=4)	11%*** (n=9)	100% (n=3)	50% (n=2)
10. Teacher tasks the pupils to write letters or words	34%	47%	41%	47%
11. Teacher summarizes the lesson of the day	34%	37%	21%	20%
12. Teacher tasks the pupils to read their books at home or outside the classroom	17%	0%	14%	3%

⁺ Assessors only recorded information about this item if the teacher had read aloud a passage to the pupils or allowed pupils to read a passage aloud or independently. Thus, the “n” upon which the percentage for this item is based is smaller than the “n” for the other items.

***p=0.000; statistically significant at 99% confidence level

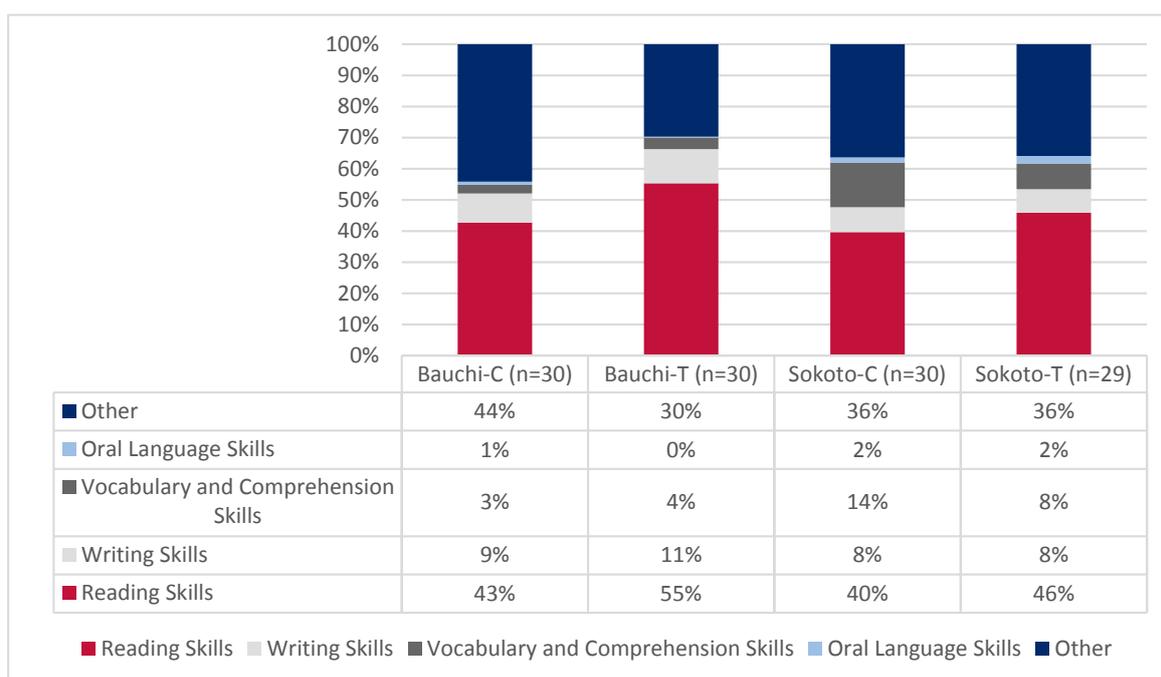
4.2 Time on Task for Reading Instruction

In tandem with an increase in instruction of core Hausa reading skills, the RARA pilot approach to improving Hausa reading instruction aims to increase the *amount of time* that teachers spend teaching core reading skills. At baseline, teachers spent an average of 30 minutes—in both states and across both control and treatment schools—teaching during the Hausa time period. **Figure 29** summarizes the amount of this time they spent teaching four main reading components—reading, writing, vocabulary and comprehension, and oral language. A fifth category of “other” activities observed in the classroom is also included. (“Other” activities likely included telling stories, singing, and instruction on culturally acceptable morals and behavior.)

Of the total Hausa class time, most (40 to 55%, depending on the state and group) was spent teaching specific reading skills (letter sounds, syllables, words, or passage reading). In both states, a higher percentage of treatment schools than control schools spent time on reading (43% versus 55% in Bauchi, and 40% versus 46% in Sokoto). Vocabulary and comprehension skills comprised a greater percentage of instructional time in Sokoto than in Bauchi, with Sokoto control schools spending 14% of Hausa class time on these, compared to 8% of treatment schools. Very little time—0% to 2%—was spent teaching oral language in either of the states. Overall, the results indicate a need for a better balance between teaching reading and teaching comprehension and vocabulary, since pupils need to learn strategies for understanding what they are reading.

In both states, classroom observations revealed that approximately one-third of instructional time was spent on other activities, indicating a large proportion of the already limited amount of time for Hausa instruction is spent on non-reading-related activities. Bauchi control schools spent a particularly significant amount of time—44%—on non-reading related activities.

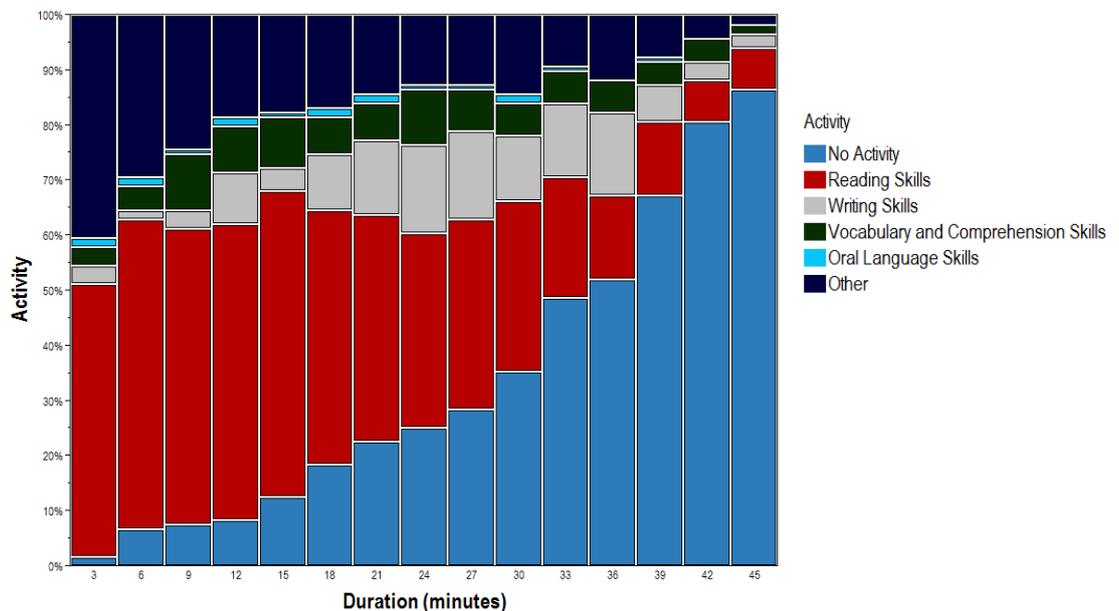
Figure 29. Percentage of Instructional Time Allocated to Different Reading Components, by State and Group



Because the amount of time spent on general skill areas is similar across states and groups, the data are combined in **Figure 30** to provide a visual snapshot of classroom activities. Each of the colored bars indicates a different reading skill being taught. The size of the different bands indicates the percentage of time, on average, devoted to these activities at 3-minute intervals, the time at which assessors captured data. The light blue bars at the top indicate no activity was taking place because the lesson had ended (for example, at the 2-minute mark, approximately a quarter of lessons had

concluded), while the dark blue bars at the top indicate that a non-reading-related activity was taking place. The amount of time spent on comprehension and vocabulary skills increased slightly as the lesson progressed, then decreased slightly again. The graph further emphasizes the fact that virtually no time was spent on oral language. Finally, the graph clearly indicates that teachers who taught for a shorter amount of time (i.e., approximately 20 minutes or less) spent more time on “other” activities and less time on the various reading skills. Teachers who taught Hausa class over a long period of time (i.e., more than 20 minutes), spent more of the class time teaching different reading skills. Overall, the timed classroom observation indicates that providing structured lesson plans to teachers will likely help teachers spend more time on the key reading skills throughout the duration of a lesson, as well as spend an appropriate amount of time within the lesson on specific skills such as oral language and comprehension.

Figure 30. Percentage of Instructional Time Allocated to Different Reading Components – by Time



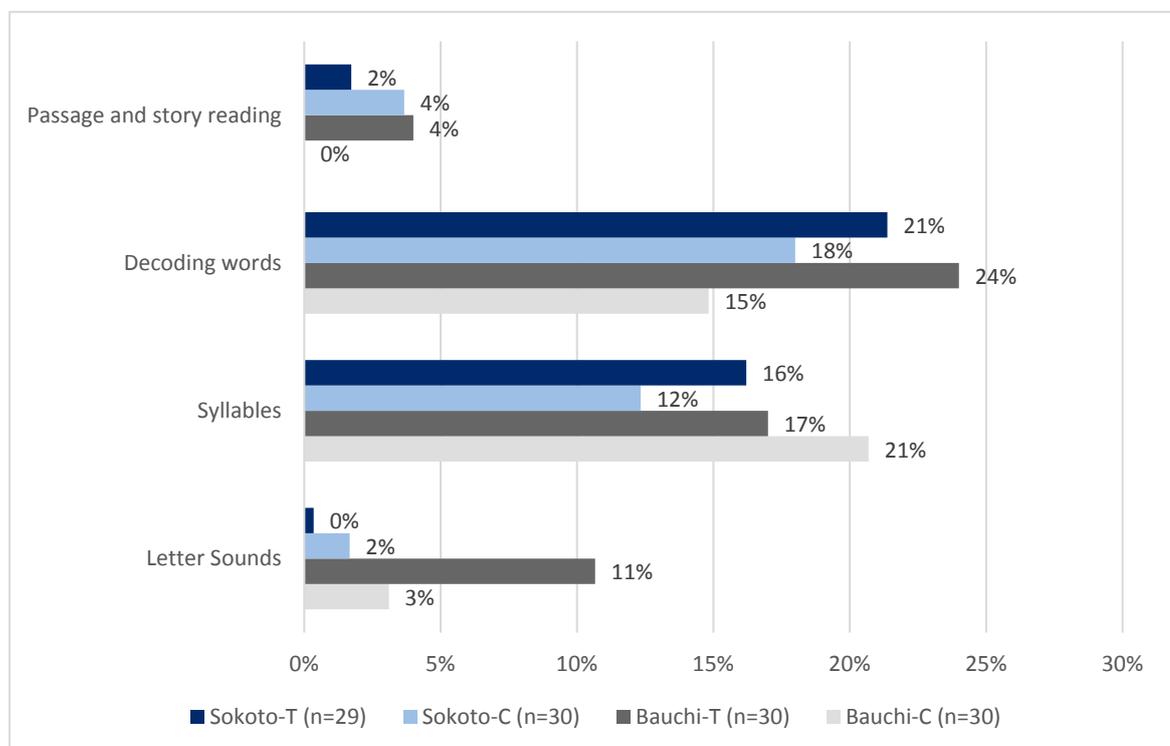
In order to understand the distinct skills that fall under the overall reading skills category, **Figure 31** breaks down the amount of time spent teaching specific sub-skills. As indicated in the graph:

- When teachers taught reading, the majority of time was spent teaching decoding skills (15 to 24% of time, depending on the state and group), not providing opportunities for reading connected text (0 to 4% of time), which would allow students to practice and learn comprehension strategies and early word identification.
- In Bauchi treatment schools, P2 Hausa teachers spent significantly more time on teaching letter sounds (11%) and decoding (24%) than their peers in Bauchi control schools.
- In Bauchi, passage and story reading did not occur at all in control schools, while in treatment schools it took only 4% of overall instructional time.

- Passage and story reading was observed more in Sokoto control classrooms than in treatment classrooms, although still very low overall (4% compared to 2%).
- Most of the time spent on writing was used for copying and tracing as opposed to dictation or creative writing. Indeed, creative writing occupied only 2% of total class time in either school type in Bauchi, while it was observed in 0% of Sokoto schools.
- No teachers in Sokoto treatment schools were observed teaching the relationship between sounds and letters.
- In both states, essentially no instructional time was spent on the following skills: dictation, passage/story reading, reading comprehension, image interpretation, singing/chanting, and role playing/drama.

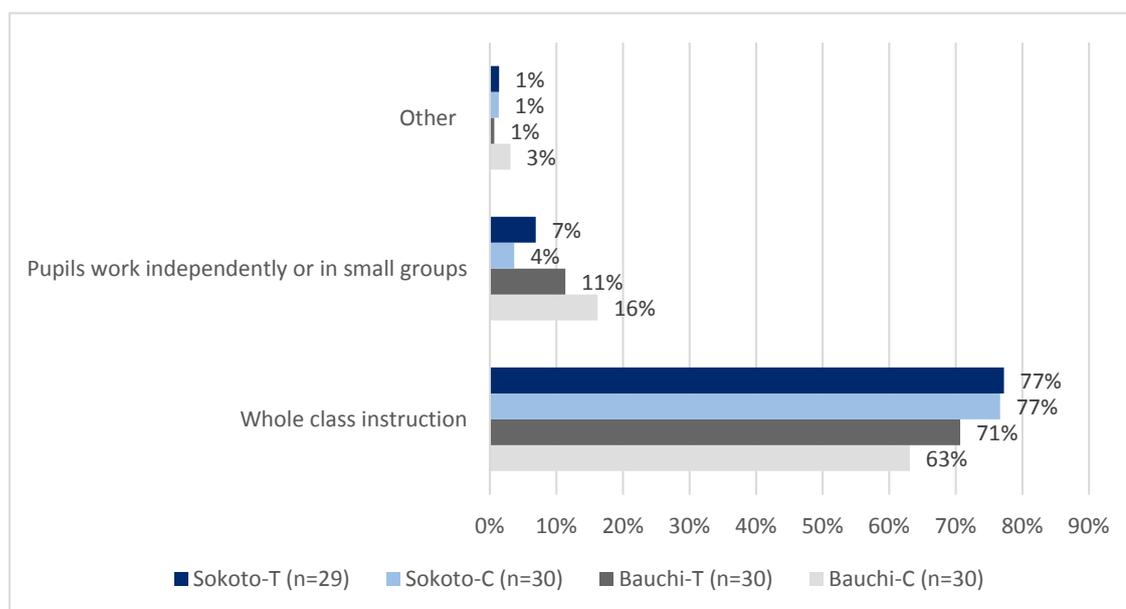
As indicated previously in the results of the untimed classroom observation of instructional practices, reading comprehension rarely occurred in any form in any classroom. Of the small amount of time spent on reading comprehension, most was spent on vocabulary. This means that pupils rarely had access to connected text, and when they did, almost no time was spent in helping them comprehend what they were reading, or what was read to them orally. Overall, the very low amount of time spent reading passages provides a possible explanation for the low percentage of time spent on reading comprehension and vocabulary, as text is essential for engaging children in comprehension activities.

Figure 31. Percentage of Instructional Time Spent Teaching Specific Reading Skills



Teachers' method for delivering lesson content was overwhelmingly teacher-directed and not focused on active student engagement (see **Figure 32**). Teachers used whole-class instruction 63 to 77% of the time, depending on state and group, while pupils worked independently or in groups 4 to 16% of the time, depending on the state. Teachers in Bauchi control and treatment schools allowed pupils to work independently significantly more frequently than teachers in either group in Sokoto.

Figure 32. Lesson Delivery – Percentage of Time Spent Using Different Strategies



4.3 Teaching and Learning Materials

During the classroom observations, data collectors gathered information regarding the availability of teaching and learning materials (**Figure 33 to Figure 37**). **Figure 37** summarizes the availability of these resources. Almost all teachers had a chalkboard in their classrooms, though a significant minority in Sokoto did not have any chalk with which to use it (7% in treatment schools and 14% in control schools). Few had any kind of teacher's guide or reference material for teaching Hausa (17% in Sokoto control and treatment schools, as well in Bauchi control schools; 30% of Bauchi treatment school teachers reported having a Hausa guide). Similarly, very few reported having a copy of the SUBEB Hausa curriculum. Approximately 20 to 30% of Sokoto teachers and 10 to 37% of Bauchi teachers observed had a lesson plan for the day's class.

A survey of pupils further indicated a near complete lack of Hausa language materials and other resources for pupils. As noted in **Figure 33** and **Figure 34** below, more than 90% of pupils across both states and treatment groups did not have a Hausa language pupil book or primer, a finding consistent with state-wide EGRA surveys since 2010. Such books were most prevalent in Sokoto treatment and Bauchi treatment schools, where half or just over half of pupils were found to have a Hausa language book in 3%

of the P2 Hausa classrooms observed. A higher percentage of pupils was found to have exercise books and pens or pencils ([Figure 36](#)), though 10 to 30% did not, while a similar percentage of classrooms were found to have “very few” pupils with such resources.

Figure 36 further reveals a dearth of print materials in the classroom. Very few classrooms observed—only approximately 3%— had on display (in any language) an alphabet chart, posters about language/literacy, or other teacher-made resources on language/literacy. Letter or word cards also were not available in the vast majority of classrooms, except in Sokoto treatment schools, where 13% of teachers had them. Virtually no classrooms had any reading materials besides Hausa textbooks.

Figure 33. Availability of Hausa Pupil Books

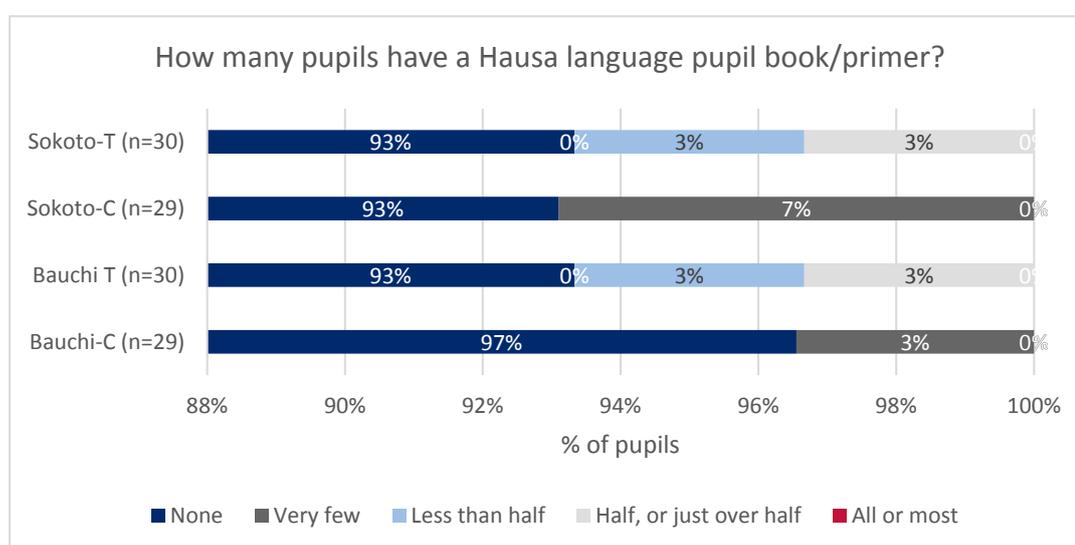


Figure 34. Availability of Hausa Pupil Exercise Books

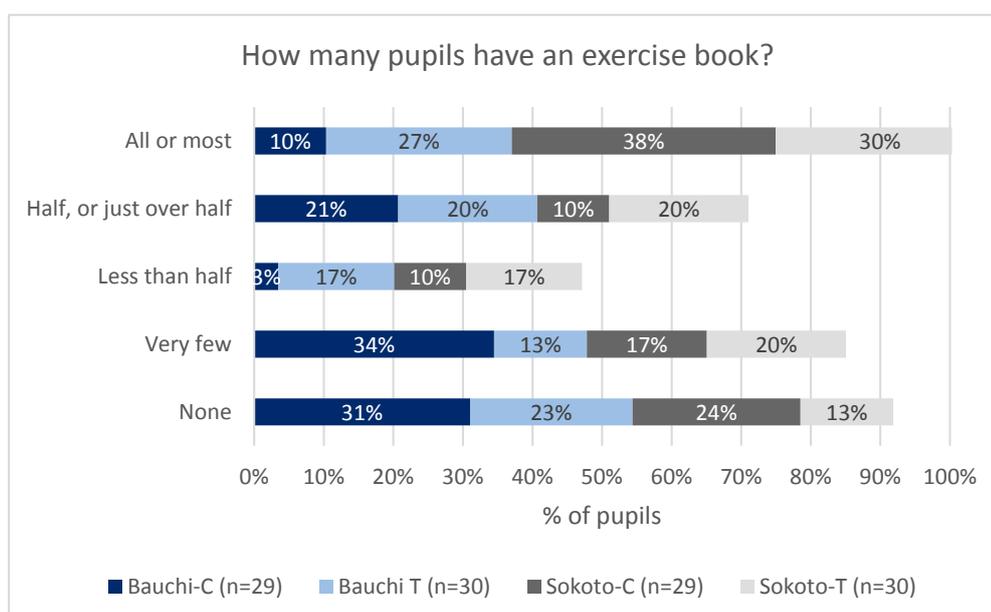
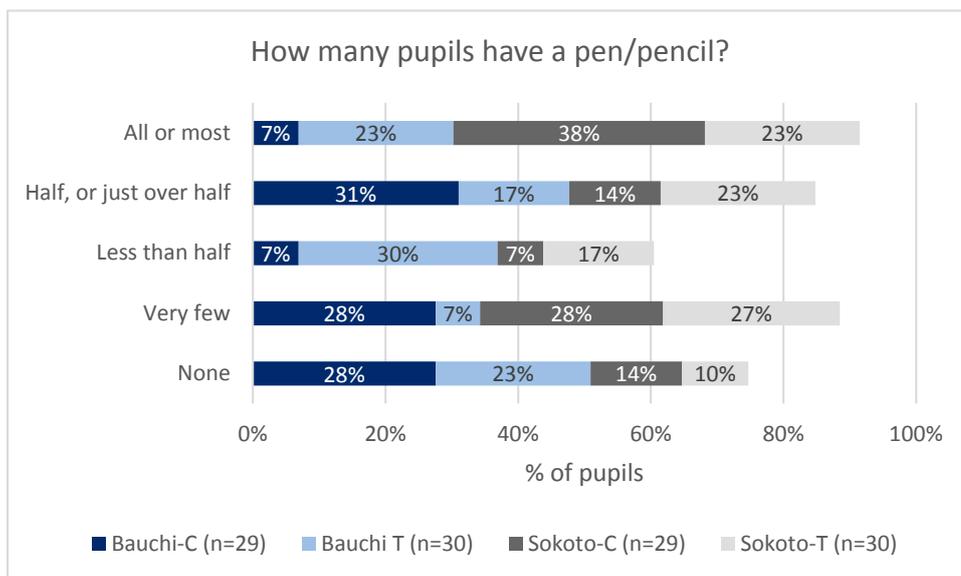


Figure 35. Availability of Pens/Pencils for Pupils



Taken as a whole, the data reveal a significant need to provide teachers with adequate resources for teaching and learning Hausa, and a need to support teachers in creating a print-rich environment to support reading instruction.

Figure 36. Prevalence of Teacher Instructional Materials

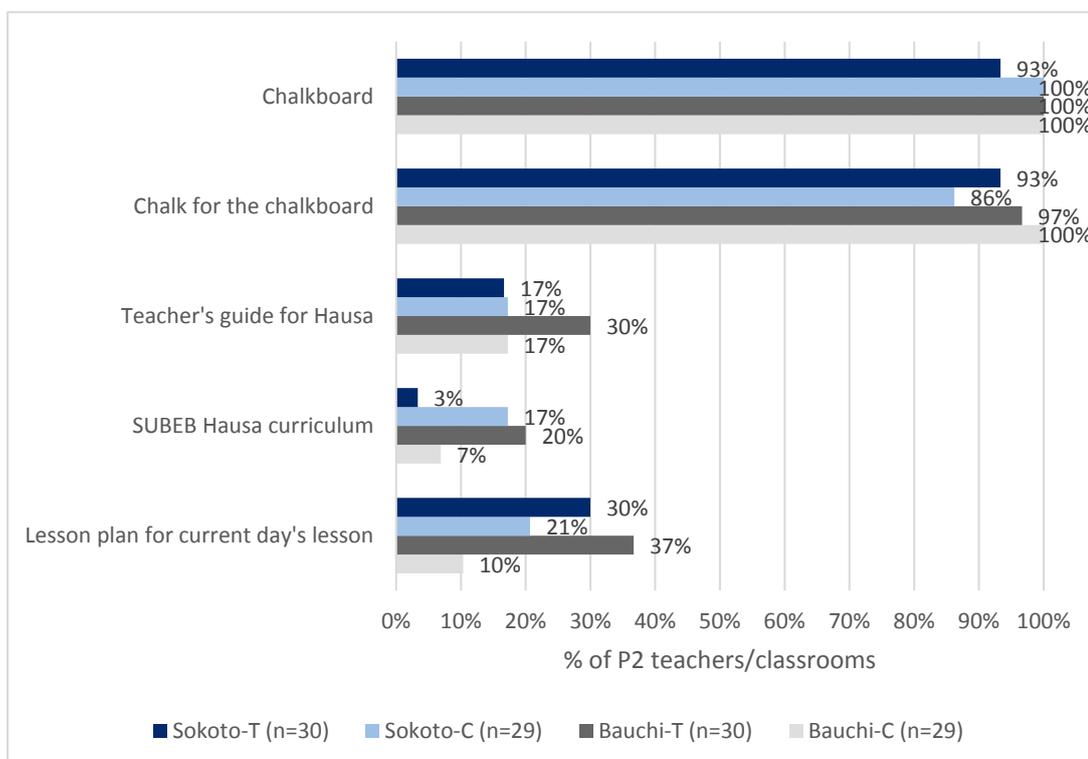
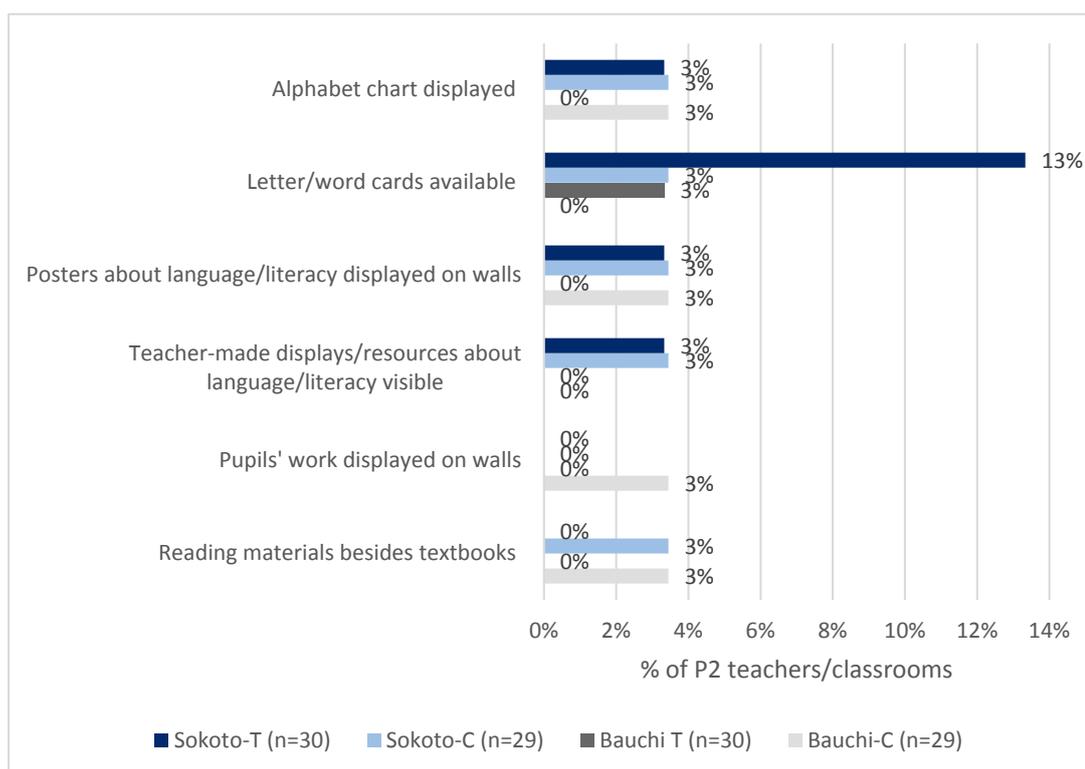


Figure 37. Availability of Print Materials in the Classroom



5. Knowledge, Attitudes, and Beliefs about Reading Instruction

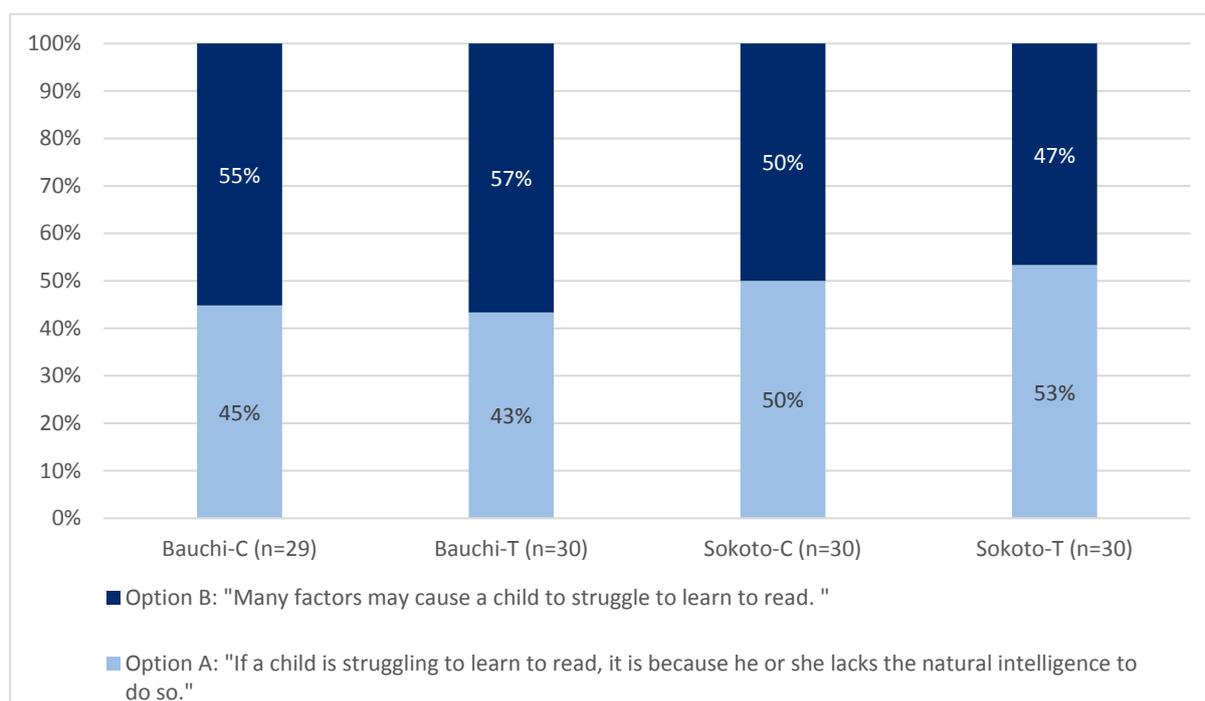
As part of the head teacher, teacher, and SSO interviews, respondents were asked orally a series of statements related to their knowledge of and attitudes about early grade reading skills and acquisition.

5.1 Attitudes toward Early Grade Reading and Literacy Acquisition

5.1.1 Pupil Reading Challenges

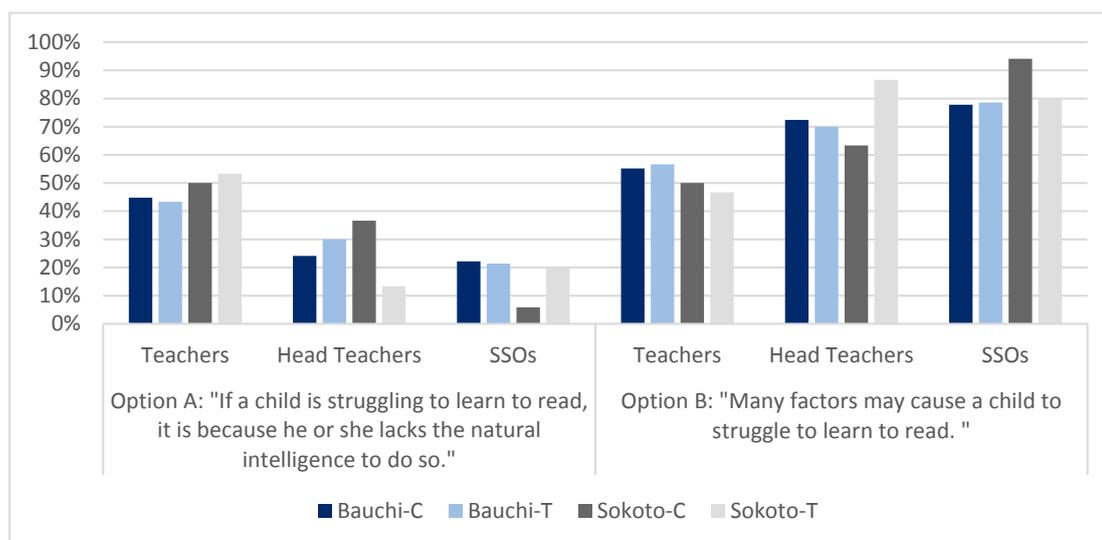
Across states and groups, teachers were roughly evenly divided in their beliefs as to the causes of pupils’ struggling to read, with approximately half identifying “lack of natural intelligence” as the root cause with the other half indicating challenges are due to “many factors” (*Figure 38*).

Figure 38. Teacher Beliefs about the Causes of Reading Difficulties



Fewer head teachers and SSOs compared to teachers believed that a child struggles to learn to read because of a deficit of “natural intelligence.” However, a significant proportion of these education leaders did: approximately one-fourth to one-third of head teachers and one-fifth of SSOs interviewed in Bauchi held such beliefs (*Figure 39*). In Sokoto, the percentages varied between control and treatment schools, with 6 to 20% of SSOs and 13 to 37% of head teachers subscribing to the belief. As a whole, the responses to this question indicate an urgent need to educate school personnel— but particularly Hausa teachers—regarding the potential all children have to read, and to work with them to ensure they are not excluding some students from learning due to bias.

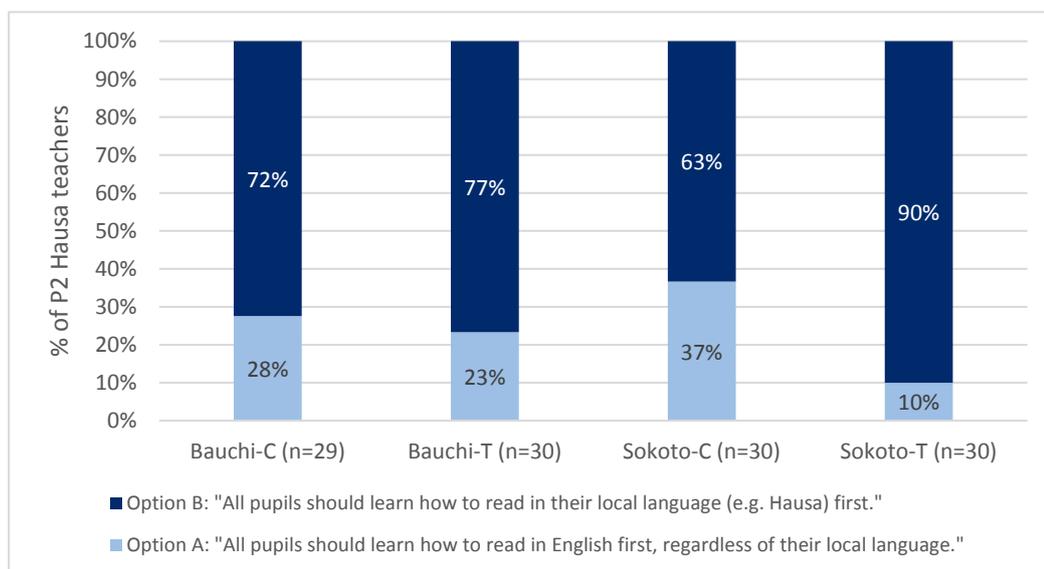
Figure 39. Comparison of Teacher, Head Teacher, and SSO Beliefs about Causes of Reading Difficulties



5.1.2 Support for First Language (L1) Literacy Instruction

The majority of the P2 Hausa teachers interviewed indicated they support pupils’ first learning to read in their local language (*Figure 40*). For three out of the four groups, this support was even stronger than their beliefs in literacy skill transfer (discussed in **Section 5.1.3**, below), perhaps indicating that their support for L1 literacy instruction is based on additional factors besides the advantage of literacy skill transfer.

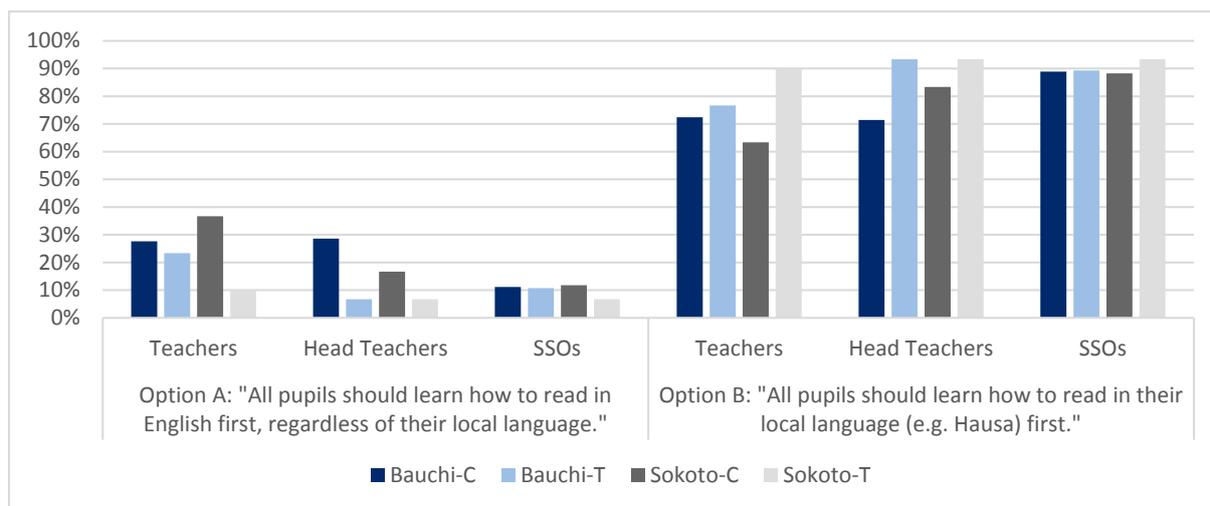
Figure 40. Teacher Support for L1 Literacy Instruction



Similar to teachers, the majority of head teachers’ and SSOs’ responses indicate they believed that all pupils should learn how to read first in their local language (e.g., Hausa). This belief was shared by 71% of Bauchi control teachers interviewed, 93% of Bauchi treatment teachers, and 83% and 93% of Sokoto control and treatment school

teachers, respectively. These percentages were slightly higher overall than those of the P2 teachers themselves, a greater proportion of whom believed that all pupils should learn how to read in English first, as indicated in **Figure 41**, which summarizes responses across the three groups of respondents. Overall, a higher percentage of SSOs believed that all pupils should learn how to read in their first language (90% of respondents across states and treatment groups, compared to 76% of teachers and 85% of head teachers overall).

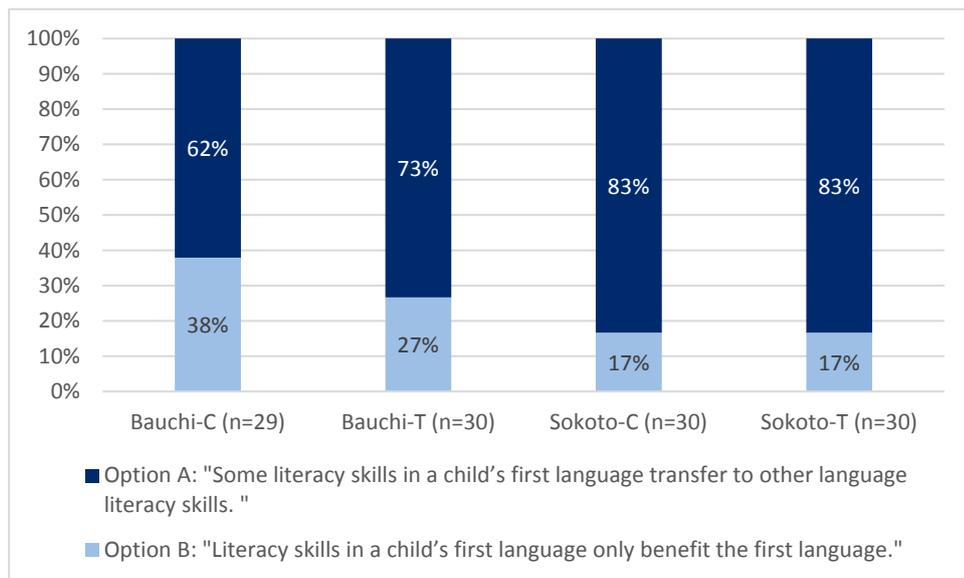
Figure 41. Comparison of Teacher, Head Teacher, and SSO Support for L1 Literacy Instruction



5.1.3 L1 and L2 Skills Transfer

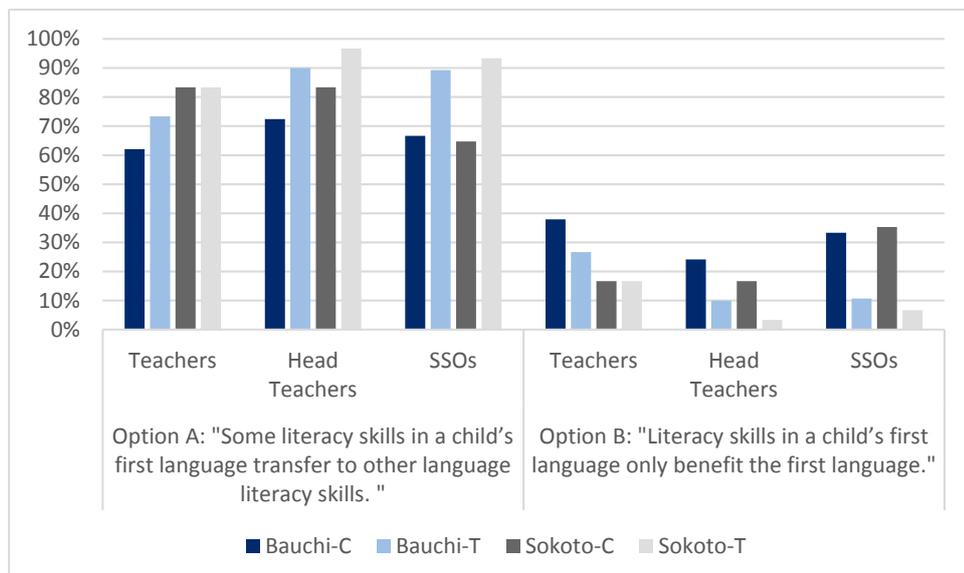
Teachers were also asked to share their knowledge and beliefs regarding L1 and L2 acquisition and skills transfer. Overall, their responses indicate they believed that L1 literacy supports the acquisition of a second language (L2), as summarized in **Figure 42**. This belief was more prevalent among the P2 Hausa teachers interviewed in Sokoto than in Bauchi. Teachers in Bauchi control schools were more likely than those in treatment schools to believe that literacy skills in a pupil's first language only benefit the L1 (38% compared to 27%).

Figure 42. Teacher Beliefs about L1 to L2 Literacy Skills Transfer



The majority of head teachers and teachers also agreed with the statement that some literacy skills in a child's first language transfer to other language literacy skills. In both states, the percentage of agreement was higher among treatment school head teachers and SSOs than among control school SSOs (*Figure 43*). In both states, a slightly higher percentage of head teachers compared to SSOs exhibited such knowledge of L1 to L2 literacy skills transfer.

Figure 43. Comparison of Teacher, Head Teacher, and SSO Beliefs about L1 to L2 Literacy Skills Transfer



5.2 Teachers' Knowledge and Foundational Skills Regarding Early Grade Reading

Teachers' knowledge and foundational skills regarding early grade reading relate to two variables: the percentage of teachers who exhibit basic phonics and Hausa reading comprehension skills, and the percentage of teachers who correctly identify the core elements of good reading instruction.

5.2.1 Teachers' Phonics Skills

Figure 44 summarizes teachers' mean scores (out of 4) on a short phonics assessment; **Figure 45** shows the distribution of correct items. In both states and treatment groups, the average score was slightly more than 3 questions correct. While a greater percentage of teachers in control schools provided correct responses for all 4 questions, no statistically significant differences were detected between control and treatment group mean scores. This finding indicates that teachers had some basic understanding of the relationship between sounds and letters but need pedagogical support in how to teach those skills to their pupils.

Figure 44. P2 Hausa Teachers' Mean Number of Phonics Questions Correct

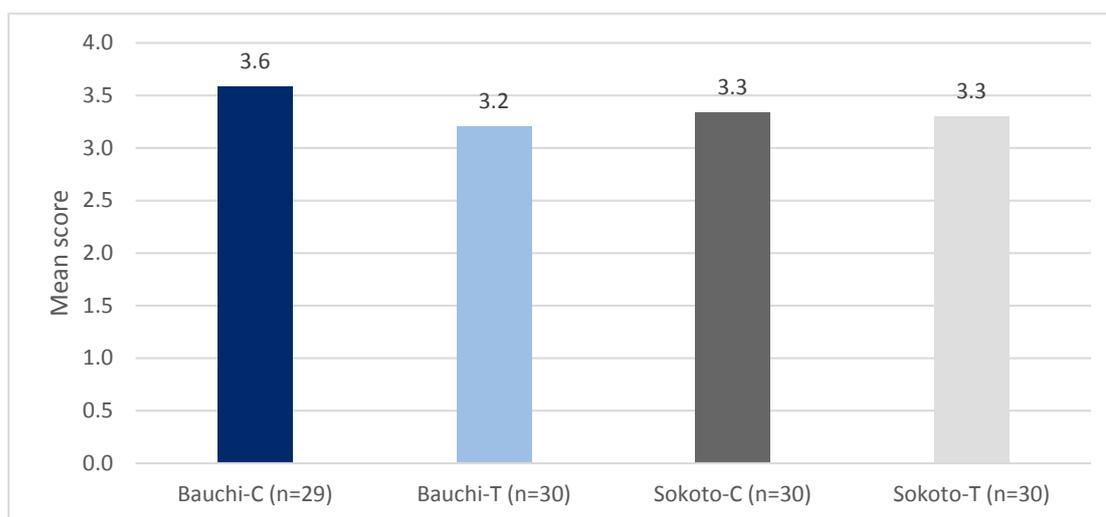
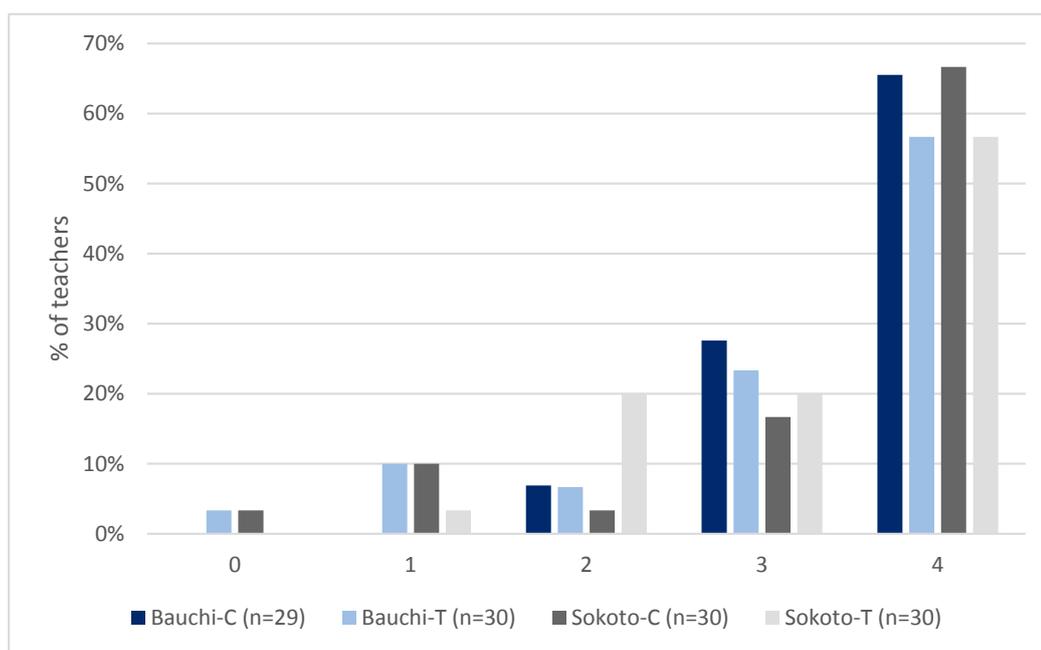


Figure 45. Distribution of Number of Phonics Questions Correct



5.2.2 Teachers', Head Teachers', and SSOs' Oral Reading and Comprehension Skills

As part of the KSA survey, teachers were asked to read aloud a short story, as they would normally read it aloud to pupils. While teachers were *not* asked to read as quickly as they could, their oral reading scores provide an indication as to the relative fluency with which they can read. **Figure 46** summarizes the average number of words that the teachers correctly read in a minute. Overall, P2 Hausa teachers in Bauchi had the highest score (79 correct words per minute), while teachers in Sokoto treatment schools had the lowest score (approximately 65 correct words per minute). While the results do not necessarily indicate that teachers in Sokoto read more poorly than teachers in Bauchi, overall they indicate that teachers can read with a level of fluency suitable for reading aloud to P2 children.

Figure 47 summarizes the teachers' ability to comprehend the passage read. As indicated by the graph, the majority of teachers selected the statement (out of 4 possible, read aloud by the enumerator) that best summarized the passage. While most teachers could identify the correct summary, the fact that 20% of teachers did not select the correct answer indicates that a significant proportion of teachers may themselves lack good comprehension skills, and therefore may need additional support in how to teach these skills to students.

Figure 46. P2 Hausa Teacher Oral Reading Mean Scores

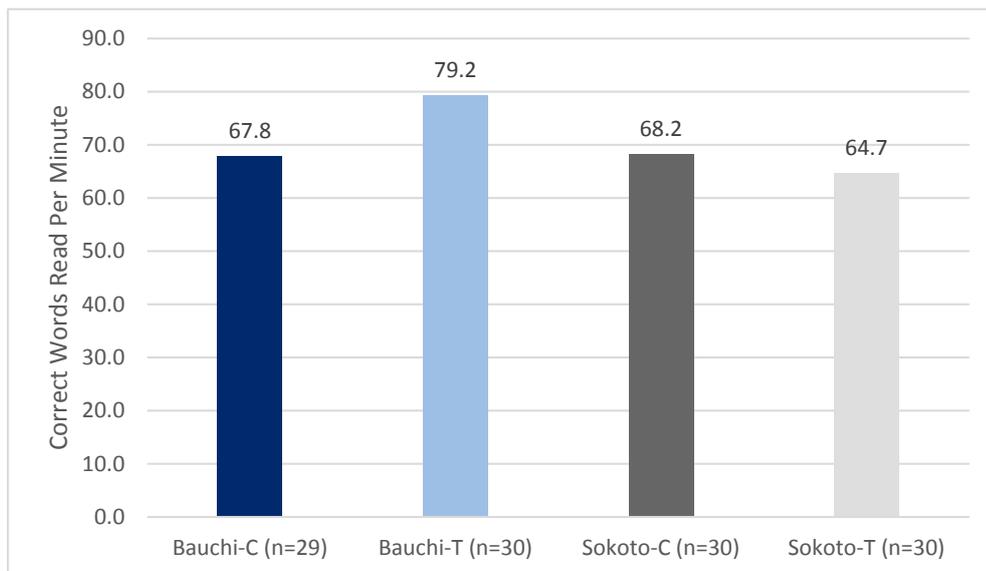


Figure 47. Percentage of P2 Hausa Teachers Correctly Answering Reading Comprehension Question

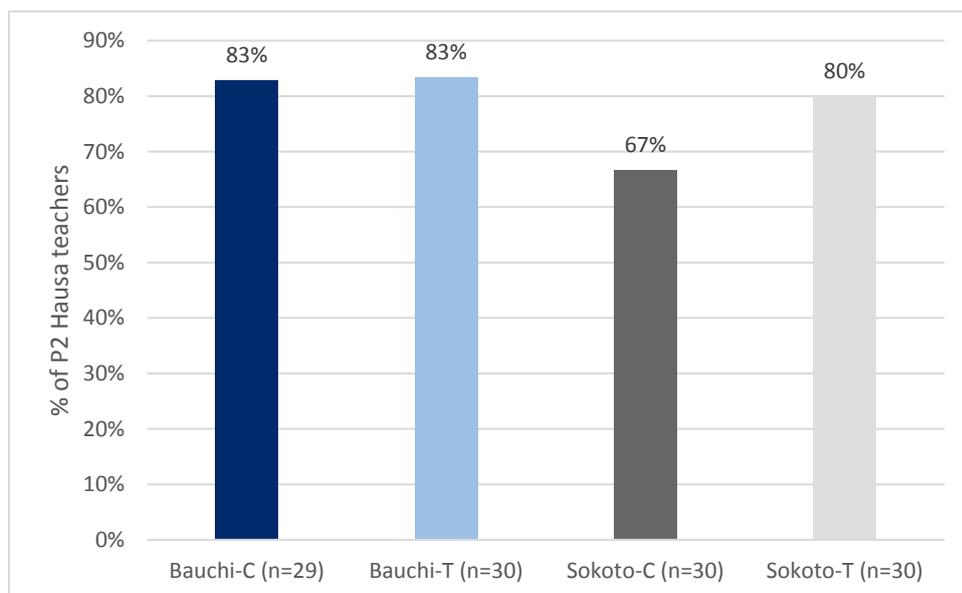


Figure 48 compares the oral reading scores of teachers, head teachers, and SSOs. In Bauchi, head teachers in control schools had a mean ORF score of 80 CWPM, while in treatment schools the mean was 70, a difference that was not statistically significant. However, differences in mean scores between SSOs in the control and treatment groups (84 CWPM compared to 68 CWPM) were statistically significant ($p=0.055$). As shown in **Figure 50**, The percentage of head teachers and SSOs providing the correct response to the reading comprehension question associated with the passage was lower than the percentage of teachers who provided the correct response in Bauchi treatment schools.

In Sokoto, head teachers had similar average scores as teachers (in the range of 65–70 CWPM), while SSOs scored slightly higher, though differences between control and treatment groups were not statistically significant for either group ([Figure 49](#)). A lower percentage, or the same percentage, of head teachers and SSOs than teachers correctly answered the reading comprehension question ([Figure 50](#)). Differences between head teachers and SSOs in the control and treatment groups were not statistically significant.

Figure 48. Comparison of Teacher, Head Teacher, and SSO Oral Reading Scores

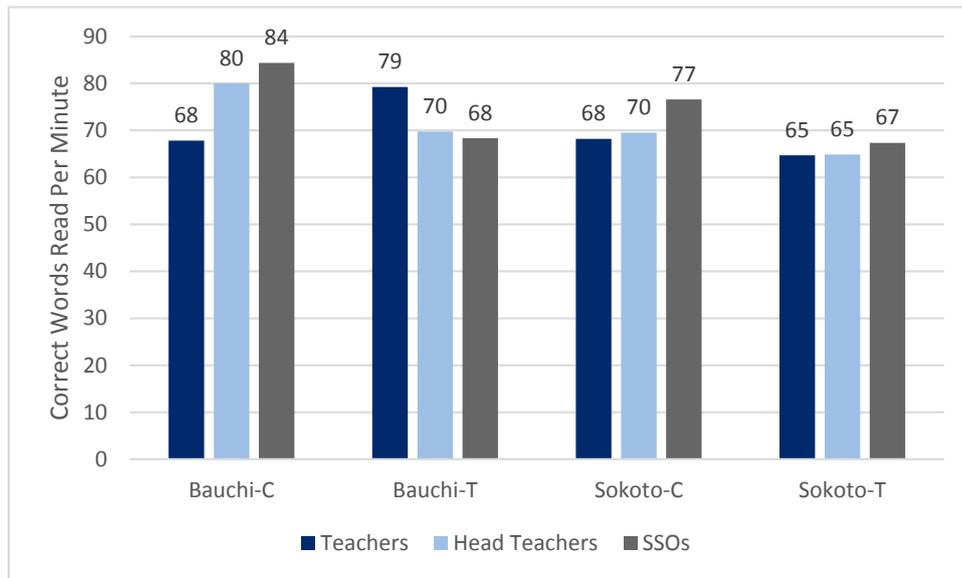
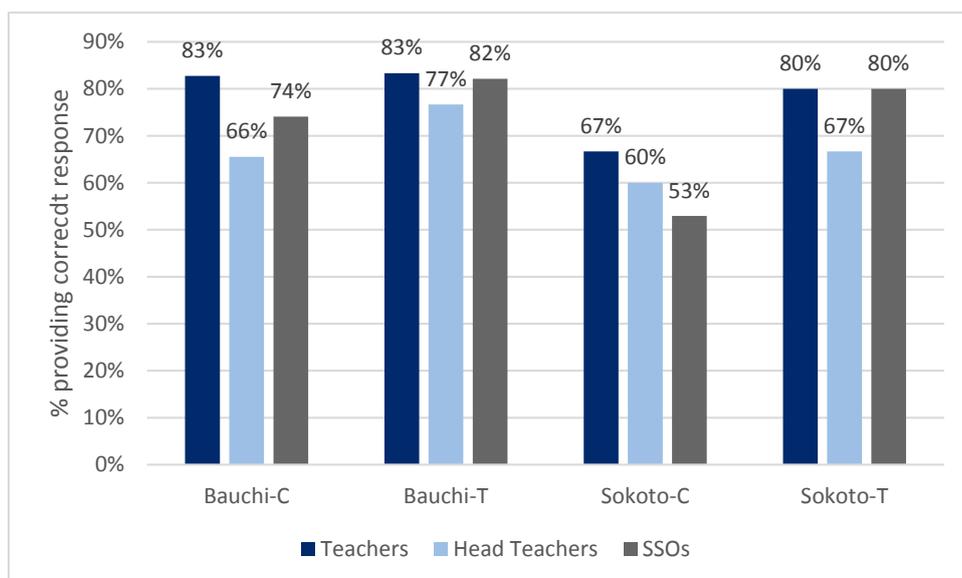


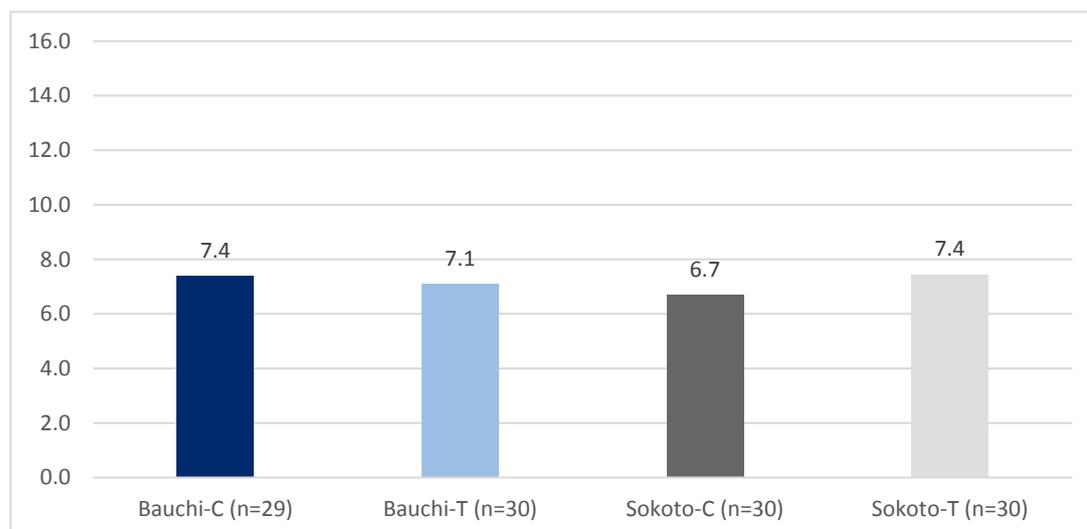
Figure 49. Comparison of Teacher, Head Teacher and SSO Reading Comprehension Scores



5.2.3 Teachers' Reading Pedagogy Knowledge

Teachers' overall knowledge of reading-related pedagogy is summarized in *Figure 50*, which presents their mean scores based on a composite score for a series of 16 questions (see [Annex 12](#) for a list of questions included). As indicated in the graph, mean scores overall were fairly similar, with Sokoto control school P2 Hausa teachers surveyed obtaining the lowest scores. The differences in mean scores between control and treatment groups in each state were not statistically significant.

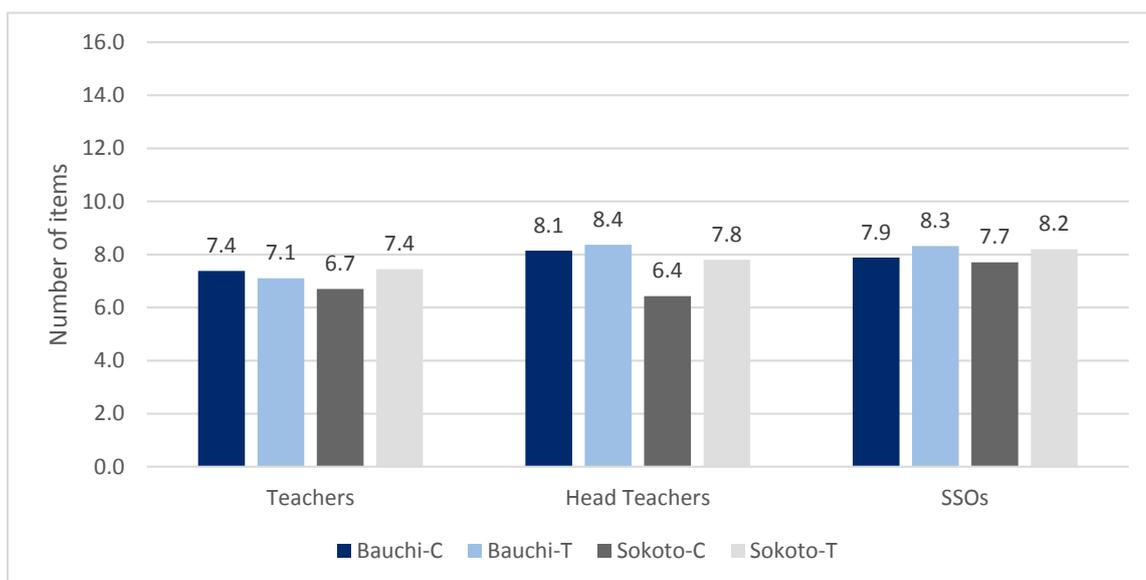
Figure 50. Teacher Reading Pedagogy Knowledge (composite) – Mean Score out of 16



5.3 Head Teacher and Supervisors' Reading Knowledge Pedagogy

A reading pedagogy score was also calculated to assess head teachers' and school supervisors' knowledge of reading acquisition, as measured by the percentage who could correctly identify the elements or components of a sound reading curriculum. *Figure 51* displays the mean scores for each group, including teachers, for a comparison across groups. Overall, head teachers and SSOs scored higher, on average, than teachers, with mean scores of 7.7 (head teachers) and 8.0 (SSOs) out of 16, in comparison to teachers' overall mean of 7.2. Head teachers in Bauchi scored higher than those in Sokoto, with differences in mean scores between control and treatment groups in the state statistically significant ($p=0.002$). Scores among school supervisors in Bauchi and SSOs in Sokoto were more similar, as were scores between control and treatment groups in each state. The results indicate that all groups could benefit from training regarding key elements of reading instruction, which will be provided through RARA.

Figure 51. Teacher, Head Teacher, and SSO Reading Pedagogy Scores – Mean out of 16

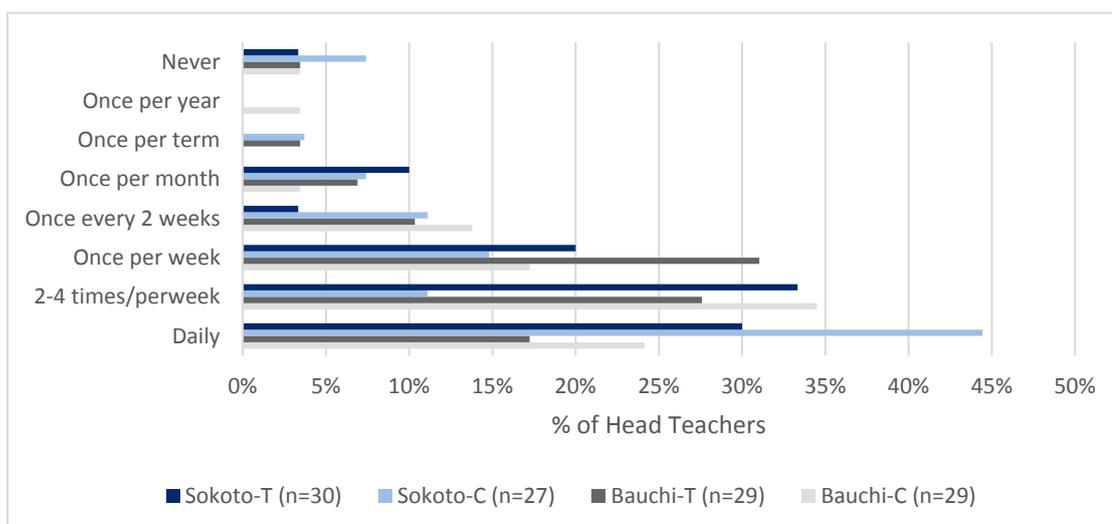


6. Instructional Leadership and Coaching Practices

6.1 Teacher-Reported Support

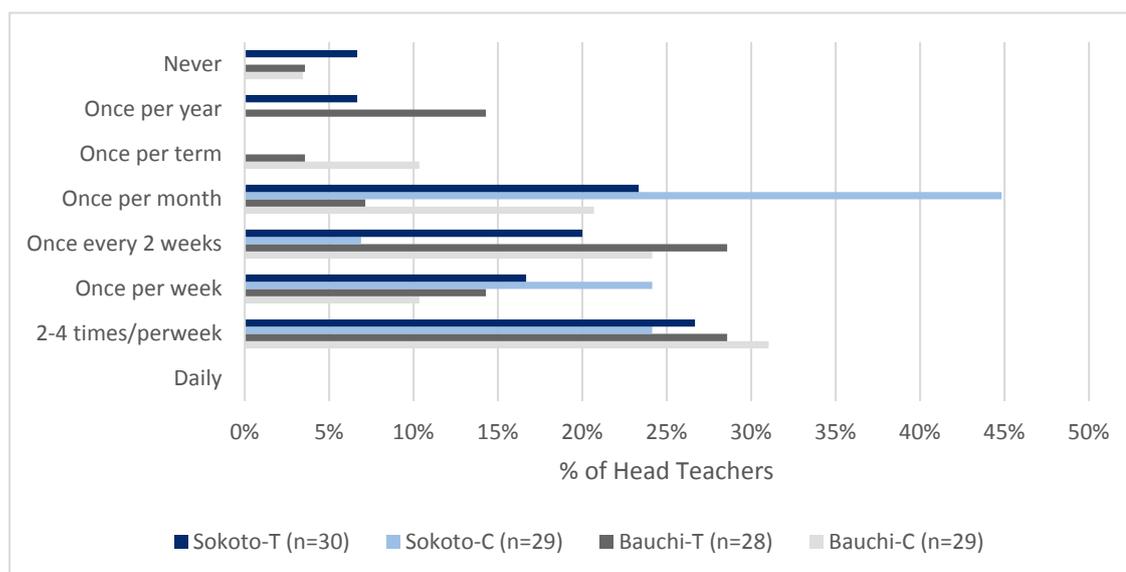
As part of the teacher survey, P2 Hausa teachers were asked about the pedagogical support they received from a peer or supervisor. As summarized in *Figure 52* and *Figure 53* below, 50 to 60% of teachers reported that their head teachers observed their lesson delivery daily or 2 to 4 times per week during the previous academic year. The percentage of teachers reporting daily visits was higher among control school teachers in both states. About one-third of teachers reported a visit every week, every 2 weeks, or once per month. Approximately 3 to 11% of teachers reported receiving a visit only once per term, once per year, or not at all.

Figure 52. Teacher-Reported Frequency of Head Teacher Observations of Hausa Lesson



With regards to the frequency of school supervisor (Area Education Officer or LGEA Officer) visits, a quarter of P2 Hausa teachers surveyed in Sokoto and a third of those interviewed in Bauchi reported being visited 2 to 4 times per week during the previous academic year (see **Figure 53**). The second most frequent response in Bauchi was once every two weeks (24 to 29% of teachers), while in Sokoto it was once per month (23% of treatment school teachers and 45% of control school teachers). A significant minority of teachers in Bauchi treatment schools (18%) and Sokoto treatment schools (13%) reported being visited once per year or not at all. Given the constraints school supervisors currently face with regards to school visits and their other responsibilities, as well as the frequency with which they are already visiting schools, the RARA approach will help them visit Hausa teachers and provide coaching support twice per month.

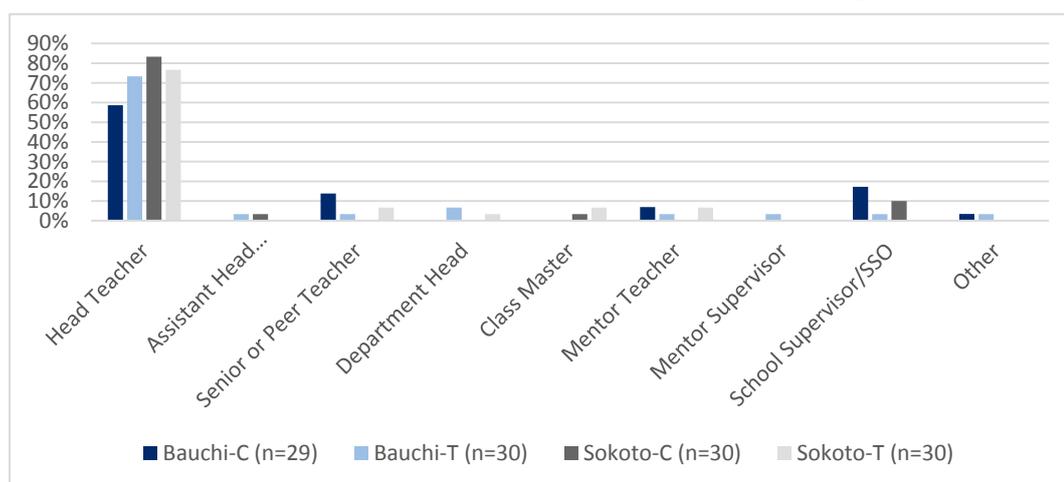
Figure 53. Teacher-Reported Frequency of School Supervisor Observations of Hausa Lesson



In addition to being asked about the frequency of pedagogical support visits, P2 Hausa teachers were asked whom they would reach out to first if they needed help with or advice on Hausa language teaching (*Figure 54*). In both states, the majority of teachers indicated the head teacher. Respondents in Sokoto favored the head teacher, with 77% of treatment school teachers and 83% of control school teachers indicating head teachers as their top choice, with senior/peer teachers, class masters, mentor teachers, and school supervisors/SSOs the second-most-frequently cited preferred sources of advice (7 to 10% of respondents). In Bauchi, a smaller but still large majority of teachers—59% in control schools and 73% in treatment schools—selected the head teacher, while 17% chose a school supervisor/SSO. Among control school respondents, 14% preferred a senior/peer teacher and 7% preferred the department head (this last response was provided only in Bauchi).

Hausa teachers' responses to the survey questions indicate the importance of providing training and support to head teachers with regard to pedagogical practice, as they are already teachers' preferred sources of assistance and are present at the school on a daily basis. They furthermore indicate that SSOs also visit teachers frequently and need to have the necessary skills to provide pedagogical support in addition to performing their inspectorate duties. The RARA approach will include training for both head teachers and SSOs in order to provide both groups with the necessary skills they need to assist Hausa teachers.

Figure 54. P2 Hausa Teachers' Preferred Support for Teaching Assistance



7. Key Baseline Takeaways

7.1 Key Baseline Takeaways

The results of the RARA baseline survey and assessment validate the appropriateness of two important aspects of the reading research activity. First, the control and treatment groups are similar with respects to their overall characteristics; second, the content, teaching methodologies, and other support activities appear to be well-aligned with current needs and conditions. Each of these is described below.

7.1.1 *Similarity between Control and Treatment Groups*

Overall, the treatment and control schools, teachers, head teachers, SSOs, and pupils are similar with respect to demographic characteristics, EGRA results, and knowledge, attitudes, and beliefs about reading, indicating a reliable counterfactual has been selected against which to measure program outcomes. While some minor differences were detected, these are to be expected, given the sample size and sampling method, and will be controlled for through the research design and endline analysis comparing differences between control and treatment groups over time.

7.1.2 *Alignment of RARA Content and Activities with Current Needs and Conditions*

The results of the RARA baseline clearly indicate an urgent need to improve the teaching and learning of Hausa reading in the early grades. Specifically, the data collected underscore several key points in the following areas.

Hausa Instructional Practices and Outcomes

- Foundational reading skills are extremely low.** The EGRA results reveal that the overwhelming majority of children in both states had not learned key foundational reading skills (approximately 80% of children across states and treatment groups scored zero on all subtasks except listening comprehension).

The RARA approach to reading instruction that will be piloted includes explicitly teaching these skills.

- **Teachers are not comprehensively teaching key reading skills.** Classroom observations indicate that Hausa was taught only three times a week, for an average of 30 minutes per class. Of this time, virtually no instruction was dedicated to building oral language skills, learning letter sounds, and increasing children’s vocabulary, comprehension skills, and writing skills. RARA’s lesson plans provide clear guidance on teaching these skills and are designed to help teachers appropriately use the time currently available to teach Hausa reading.

Teacher and Head Teacher Knowledge and Training in Reading

- **Hausa teachers lack training in reading instruction.** A significant proportion (approximately half) of P2 Hausa teachers interviewed lacked pre- and/or in-service training in Hausa instruction, and only 20 to 50% of those interviewed reported specializing in Hausa during pre-service training. The RARA intervention therefore begins to fill an important professional development need for teachers.
- **Teachers, head teachers, and school supervisors lack knowledge of reading pedagogy.** While all three groups exhibited a basic level of phonics skill and a good oral reading fluency ability, their knowledge of reading pedagogy was low. RARA training will therefore focus on increasing understanding and knowledge of reading components and how they can be effectively taught and assessed.
- **School personnel attitudes and beliefs about reading and literacy acquisition—a mixed bag.** An alarmingly high percentage of school teaching personnel—approximately half—believed that children who struggle to learn to read do so because they lack natural intelligence. At the same time, the majority of teachers and head teachers supported L1 literacy instruction and believed that some literacy skills in a child’s first language transfer to other languages. The RARA approach can therefore capitalize on school personnel’s favorable view of Hausa instruction, while at the same time efforts will be needed to overcome negative beliefs about all children’s ability to learn.
- **Head teacher involvement in reading instruction important.** The baseline survey indicates that a significant proportion of head teachers frequently taught Hausa classes. However, very few of them had pre- or in-service training in reading instruction. At the same time, the P2 Hausa teachers interviewed overwhelmingly indicated that their head teachers were their preferred point of contact if they need pedagogical support. RARA’s inclusion of head teachers in Hausa reading training is therefore well-aligned with current needs and preferences.

School Supervisor/Coach Characteristics

- **School supervisors have the potential to play an important role in improving reading instruction.** Seventy-five to 90% of supervisors reported visiting schools more than once a month, while approximately half indicated they observed lessons and provided feedback to teachers. However, only one-third to one-half had received training in Hausa language or reading. RARA's focus on training SSOs to support teachers is therefore well-matched to current needs and practices.
- **Transportation and other support needed to help SSOs carry out duties.** Most supervisors (70 to 80%) usually used their personal motorbikes to get to schools, and transportation problems were the most frequently cited obstacle to visiting schools. RARA's provision of a transportation allowance is therefore likely to boost supervisors' ability to fulfill their duties.

School and Classroom Environment

- **Severe lack of reading resources for teaching and learning Hausa.** Teachers faced a significant shortage of instructional materials (e.g., SUBEB Hausa curriculum, teacher's guide, lesson plan for day's lesson, and other teaching supports like letter cards or other print materials) to aid in teaching Hausa. There was also a dearth of reading material available to pupils: in the classrooms visited, more than 90% of pupils did not have any Hausa language books. RARA's provision of a Hausa Teacher Guide, a Pupil Book, and Story Read-Aloud will consequently fill an acute need for instructional materials.

Home Reading Environment

- **Children lack print and opportunities to practice reading at home.** Only one-third to one-half of pupils reported having books or other reading materials at home besides their school books. Not surprisingly, very few reported reading aloud to someone at home, or being read to. The RARA approach's strategy to have teachers instruct children to take home their reading books, as well as a limited amount of outreach that will be conducted with school-based management committees, aims to help improve this situation.

7.1.3 Potential Challenges and Limitations for Program Implementation and Outcomes

While the RARA approach to improving reading is designed to fulfill many key needs—chief among them the need for improved instructional materials, teacher training, and ongoing pedagogical support—the baseline data indicate several potential challenges that may limit program outcomes. These include:

- **Lack of instructional time for reading.** In the majority of schools, instructional time for teaching and learning reading was restricted to three times per week, and approximately 30 minutes a day, potentially restricting the likelihood of significant improvement in reading outcomes.
- **Few pupils arrive at school prepared to learn.** A very low percentage of pupils had ever attended nursery school, while the majority had not eaten

before coming to school. Moreover, a significant percentage of pupils—36% to 47%—was also likely to be absent on any given day. All of these factors pose a potential challenge to program implementation and effectiveness.

- **Teachers are frequently absent.** Teachers are key to successful RARA implementation and achieving positive outcomes. However, approximately 20 to 30% of the P2 Hausa teachers interviewed reported being absent at least one day during the week prior to the survey, similar to rates identified during previous EGRA exercises. While we hope the provision of materials and support will motivate teachers to attend class more regularly, high teacher absenteeism may diminish the program’s potential for success.
- **School supervisors have many responsibilities, and lack experience and knowledge.** SSOs serving as coaches have numerous responsibilities during their school visits. Moreover, based on the baseline data collected, they do not have a higher level of training nor exhibit a greater degree of knowledge about reading pedagogy than the teachers they are expected to support. It therefore remains to be seen whether they will be able to effectively serve as reading coaches.

7.1.4 Implementation Monitoring and Endline Analysis

Implementation of the RARA approach to reading instruction will be closely monitored in order to inform program activities (such as refresher training for head teachers, teachers, and coaches) and to appropriately respond to needs as they arise. Monitoring data will be regularly captured by project staff and trainers (using e-data collection tools and software, as well as through other means) to gain additional insight into coach characteristics and abilities, as well as fidelity of activity implementation. These data will be analyzed along with endline data (to be collected in June 2015) to provide as much insight as possible into factors that contribute to—and potentially limit—improvements in Hausa language instructional practices and reading outcomes.

Annex 1. EGRA Hausa and Pupil Questionnaire – Assessor protocol

Assessor Instructions and Protocol

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Ina kwana? Sunana _____ kuma ina zaune a _____. Bari in fara da faɗa miki/maka ko ni wace ce/wane ne [misali, iyalin da na fito, firamaren da na yi, wasanni da nake sha'awa, da ire-iren haka]. To, yanzu ke/kai kuma ki/ka ba ni naki/naka labarin in ji, ko? ...

Verbal Assent: Read the text in the box clearly to the child:

- Bari in faɗa miki/maka dalilin da ya sa na zo nan a yau. Ni ina aiki ne tare da ma'aikatar ba da ilimi, kuma muna son mu ga yadda yara suke koyon karatu. Taimakonki/ka muke so game da wannan aikin.
- An zaɓi sunanki/ka ne domin yin wannan wasar karatu. Zan ce ki/ka karanta haruffa da kalmomi da ɗan gajeren labari a bayyane.
- Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai ɗauke ki/ka karantawa.
- Sam wannan ba jarrabawa ba ce, kuma ba wanda zai faɗi in an yi.
- Haka kuma, zan yi miki/maka wasu 'yan tambayoyi game da makarantarku, da kuma gidanku.
- Sam - Sam, ba zan rubuta suna ba, don haka ba wanda zai san cewa amsoshinki/ka ne.
- Kar ki/ka manta, ba tilas ga shiga wannan wasa. Idan kuma muka fara, kika/ka ji ba ki/ka son amsa wata tambaya, shi ma wannan ba komai, sai mu wuce ta.
- Akwai tambaya? Kin/ka shirya, mu fara?

Check box if verbal consent is obtained: YES

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

A. Date of assessment: (Example: 11 May 2013 = 11/05/2013)	Date: _____ Month: _____ Year: _____	J. Class:	<input type="checkbox"/> Primary 2
B. State:		K. School Type	<input type="checkbox"/> Government <input type="checkbox"/> Public Islamiyya
C. LGEA name:		L. Hausa Class Section	<input type="checkbox"/> Section A <input type="checkbox"/> Section B <input type="checkbox"/> Section C <input type="checkbox"/> Section D <input type="checkbox"/> Section E
D. LGEA code:		M. Pupil number:	
E. Administrator name:		N. Pupil birth date:	Mo _____ Yr _____
F. Administrator code:		O. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
G. School name:			
H. School EMIS code:		P: Start Time	_____ : _____
I. School shift:	<input type="checkbox"/> = Full Day <input type="checkbox"/> = Morning		<input type="checkbox"/> AM [Tick one]

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

		<input type="checkbox"/> = Afternoon			<input type="checkbox"/> PM																																																																																																																									
Task 1. LETTER SOUND IDENTIFICATION			Page 1		60 seconds																																																																																																																									
<p>👂 Ga shafi cike da bakaken Hausa. Sai ki/ka furta mini SAUTIN bakaken da duk kike/kake iya ganewa – ba wai sunansu ba, a’a, yadda ake furtasu kawai.</p> <p>Misali, sautin wannan baki [nuna “N”] shi ne /n/.</p> <p>To, bisimilla: Furta mini sautin wannan bakin [nuna “L”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baki /L/. Idan yarinya ba ta/yaro bai gano amsar ba, sai ki/ka ce: Aha, amma dai sautin wannan bakin shi ne /L/.</p> <p>To, bari mu gwada wani bakin: Furta mini sautin wannan bakin [nuna “K”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baki /k/. Idan yarinya ba ta/yaro bai gano amsar ba, sai ki/ka ce: Aha, amma dai sautin wannan bakin shi ne /k/.</p> <p>Idan na ce “Fara”, fara daga nan [nuna baki na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wane baki ki/ka kuma gaya mini sautin bakin, ki/ka kuma daga murya. Furta sautin bakaken da hanzari a hankali (amma fa a natse). Idan kin/ka zo kan bakin da ba ki/ka sani ba, sai ki/ka je a kan baki na gaba. Aza yatsanki/ka a kan bakin farko. Kin/ka shirya? To bisimilla, fara.</p>			<p>Start the timer when the child reads the first letter.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “Ci gaba.”</p> <p>👋 When the timer reaches 0, say “Tsaya.”</p> <p>👋 If the child does not provide a single correct response on the first line (10 items), say “Na gode!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																																																																											
<p>✎ (/) Mark any incorrect letters with a slash (∅) Circle self-corrections if you already marked the letter incorrect () Mark the final letter read with a bracket</p>																																																																																																																														
<p>Misalai: N L k</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th></th> </tr> </thead> <tbody> <tr> <td>a</td> <td>C</td> <td>M</td> <td>S</td> <td>d</td> <td>O</td> <td>R</td> <td>G</td> <td>u</td> <td>W</td> <td>(10)</td> </tr> <tr> <td>T</td> <td>s</td> <td>kw</td> <td>a</td> <td>u</td> <td>E</td> <td>s</td> <td>b</td> <td>H</td> <td>A</td> <td>(20)</td> </tr> <tr> <td>N</td> <td>r</td> <td>e</td> <td>y</td> <td>M</td> <td>gw</td> <td>i</td> <td>e</td> <td>A</td> <td>k</td> <td>(30)</td> </tr> <tr> <td>o</td> <td>B</td> <td>t</td> <td>n</td> <td>k</td> <td>I</td> <td>h</td> <td>b</td> <td>N</td> <td>ai</td> <td>(40)</td> </tr> <tr> <td>i</td> <td>T</td> <td>y</td> <td>m</td> <td>Z</td> <td>A</td> <td>K</td> <td>n</td> <td>A</td> <td>f</td> <td>(50)</td> </tr> <tr> <td>au</td> <td>sh</td> <td>U</td> <td>a</td> <td>m</td> <td>ts</td> <td>i</td> <td>a</td> <td>D</td> <td>z</td> <td>(60)</td> </tr> <tr> <td>K</td> <td>d</td> <td>N</td> <td>U</td> <td>D</td> <td>c</td> <td>w</td> <td>b</td> <td>u</td> <td>a</td> <td>(70)</td> </tr> <tr> <td>A</td> <td>l</td> <td>Y</td> <td>i</td> <td>N</td> <td>k</td> <td>d</td> <td>o</td> <td>ai</td> <td>I</td> <td>(80)</td> </tr> <tr> <td>k</td> <td>r</td> <td>sh</td> <td>n</td> <td>K</td> <td>g</td> <td>I</td> <td>R</td> <td>kw</td> <td>A</td> <td>(90)</td> </tr> <tr> <td>j</td> <td>W</td> <td>E</td> <td>a</td> <td>U</td> <td>n</td> <td>S</td> <td>L</td> <td>F</td> <td>Y</td> <td>(100)</td> </tr> </tbody> </table>			1	2	3	4	5	6	7	8	9	10		a	C	M	S	d	O	R	G	u	W	(10)	T	s	kw	a	u	E	s	b	H	A	(20)	N	r	e	y	M	gw	i	e	A	k	(30)	o	B	t	n	k	I	h	b	N	ai	(40)	i	T	y	m	Z	A	K	n	A	f	(50)	au	sh	U	a	m	ts	i	a	D	z	(60)	K	d	N	U	D	c	w	b	u	a	(70)	A	l	Y	i	N	k	d	o	ai	I	(80)	k	r	sh	n	K	g	I	R	kw	A	(90)	j	W	E	a	U	n	S	L	F	Y	(100)			
1	2	3	4	5	6	7	8	9	10																																																																																																																					
a	C	M	S	d	O	R	G	u	W	(10)																																																																																																																				
T	s	kw	a	u	E	s	b	H	A	(20)																																																																																																																				
N	r	e	y	M	gw	i	e	A	k	(30)																																																																																																																				
o	B	t	n	k	I	h	b	N	ai	(40)																																																																																																																				
i	T	y	m	Z	A	K	n	A	f	(50)																																																																																																																				
au	sh	U	a	m	ts	i	a	D	z	(60)																																																																																																																				
K	d	N	U	D	c	w	b	u	a	(70)																																																																																																																				
A	l	Y	i	N	k	d	o	ai	I	(80)																																																																																																																				
k	r	sh	n	K	g	I	R	kw	A	(90)																																																																																																																				
j	W	E	a	U	n	S	L	F	Y	(100)																																																																																																																				
✎ Time remaining on stopwatch at completion (number of SECONDS)																																																																																																																														
✎ Exercise discontinued because the child had no correct answers in the first line																																																																																																																														

Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

Ga wasu kagaggun kalmomi na Hausa. Ina son ki /ka karanta gwargwadon waƙanda kike/kake iya karantawa. Kada ki/ka bi baki bayan baki; a'a, ki/ka karanta su haƙe.

Misali, wannan kagaggiyar kalma [nuna "hata"], ana faɗinta, a ce: "hata".

To, mu gwada: Karanta wannan kalmar [nuna kalma ta gaba: "muwo"].

Idan yarinya ta/yaro ya faɗi "muwo" daidai, sai ki/ka ce: **Da kyau, "muwo".**

Idan yarinya ba ta/yaro bai faɗi "muwo" daidai ba, sai ki/ka ce: **Aha, amma dai ana faɗin wannan kagaggiyar kalma, a ce: "muwo."**

To, yanzu ga wata kalmar ta gaba: Karanta wannan kalmar [nuna kalma ta gaba: "yubi"].

Idan yarinya ta/yaro ya faɗi "yubi" daidai, sai ki/ka ce: **Da kyau, "yubi."**

Idan yarinya ba ta/yaro bai faɗi "yubi" daidai ba, sai ki/ka ce: **Aha, amma dai ana faɗin wannan kagaggiyar kalma, a ce "yubi."**

Idan na ce "fara", fara daga nan [nuna baki na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wace kalma, ki/ka faɗe ta ki/ka kuma ɗaga murya. Karanta da hanzari kuma a hankali (amma fa a natse). Idan kin/ka zo kan kalmar da ba ki/ka sani ba, sai ki/ka je kan kalma ta gaba. Aza yatsanki/ka a kan kalmar farko. Kin/ka shirya? To bisimilla, fara.

- (/) Mark any incorrect words with a slash
- (Ø) Circle self-corrections if you already marked the word incorrect.
- (]) Mark the final word read with a bracket

Misalai: hata muwo yubi

1	2	3	4	5	
gube	tika	dakwa	bumo	zoti	(5)
baine	calu	kwifa	heyo	faje	(10)
kwaru	kobu	lugi	nuki	muli	(15)
shabi	nudi	tsuwu	mawi	tele	(20)
gofa	laugi	fegwa	wama	ralo	(25)
josu	sheku	ɗile	zaua	tsawe	(30)
gokai	yuzi	gwazo	cuhi	ɗeje	(35)
kwadi	nuro	moga	yaufe	sazi	(40)
defu	gwaki	kuzo	ceki	jeko	(45)
cesho	taɗa	shalu	tsatsi	ɗeho	(50)

Time remaining on stopwatch at completion (number of SECONDS)

Exercise discontinued because the child had no correct answers in the first line

Start the timer when the child reads the first word.

If a child hesitates or stops on a letter for 3 SECONDS, say "Ci gaba."

When the timer reaches 0, say "Tsaya."

If the child does not provide a single correct response on the first line (5 items), say "Na gode!", discontinue this subtask, check the box at the bottom, and go on to the next subtask.

Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

Task 3a. ORAL READING PASSAGE

60 seconds

👂 Yawwa, ga wani gajeren labari. Ina son ki/ka karanta shi a bayyane, da hanzari kuma a hankali. Idan kin/ka gama karantawa, zan yi miki/maka wasu 'yan tambayoyi game da abin da kika/ka karanta. Idan na ce ki/ka "Fara," sai ki/ka karanta labarin gwargwadon iyawarki/ka. Idan kika/ka zo ga kalmar da ba ki/ka sani ba, sai ki/ka wuce ta ki/ka je kalma ta gaba. Aza yatsanki/ka a kan kalmar farko. Kin/ka shirya? To, bisimilla, ki/ka fara.

Start the timer when the child reads the first word.

- ✂ (/) Mark any incorrect words with a slash
- (∅) Circle self-corrections if you already marked the word incorrect.
- () Mark the final word read with a bracket

After the child has finished reading, REMOVE the passage from in front of the child.

Task 3b: READING COMPREHENSION Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "No Response" and continue to the next question. Do not repeat the question.
Yanzu zan yi miki/maka wasu 'yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi kokari ki/ka ba da amsa gwargwadon iyawarka/ki. Kina/kana iya ba da amsar tambayoyin ta kowane yare kike/kake so.

🕒 If a child hesitates or stops on a word for **3 SECONDS**, say "Ci gaba."

👋 When the timer reaches 0, say "Tsaya."

👋 If you have marked as incorrect all of the answers on the first line with no self-corrections.

If a child says "I don't know," mark as incorrect.

		Questions [Answers]	Correct	Incorrect	No Response
Wata rana, Bello ya tsaya wasan <u>kwallo</u> a hanyarsa ta zuwa makaranta.	7	1. Me Bello ya yi a kan hanyarsa ta zuwa makaranta? [ya tsaya wasan kwallo]			
Da ya je makaranta sai bai ga fensirinsa <u>ba</u> , ya fara kuka.	21	2. Me ya batar a hanya? [fensirinsa]			
Ya fada wa <u>malaminsa</u> yadda ya batar da fensirinsa.	28	3. Wa Bello ya gaya wa ya batar da fensirinsa? [malaminsa, ya gaya wa malaminsa]			
Malaminsa ya ce ya bar kuka zai ba shi wani <u>fensirin</u> .	44	4. Me ya sa Bello ya bar kuka? [don malaminsa zai ba shi wani fensiri]			
Amma malaminsa ya gaya masa da ya dinga saka fensirinsa a cikin <u>jaka</u> .	57	5. Me ya sa malamin Bello ya gaya masa ya dinga saka fensirinsa a cikin jaka? [don kada fensirinsa ya sake bata]			

✂ Time remaining on stopwatch at completion (number of SECONDS)

✂ Exercise discontinued because the child had no correct answers in the first line

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

Task 4. LISTENING COMPREHENSION

 X

 X

Zan karanta miki/maka wani dan gajeren labari SAU DAYA, sannan zan yi miki/maka wasu 'yan tambayoyi. Sai ki/ka kasa kunne ki/ka saurara, kuma ki/ka yi kokari ki/ka amsa tambayoyi gwargwadon iyawarki/ka. Kina/kana iya amsa tambaya ta kowane yare kike/kake so. To, zan fara.

Remove the pupil stimuli booklet from the child's view.

Fatima 'yar makarantar firamare ce. Iyayenta sun kasa saya mata tufafin makaranta da littattafai, don haka ta bar zuwa makaranta. Wata rana sai kawunta ya kawo musu ziyara. Kafin ya koma ya ba su kyautar kudi masu yawa. Daga nan sai suka saya mata tufafin makaranta da littattafai. Fatima ta yi murna kwarai, kuma ta koma makaranta.

Do not allow the child to look at the passage or the questions.

If a child says "I don't know," mark as incorrect.

 (✓) Tick Correct, Incorrect or No Response to indicate the response provided by the pupil.

QUESTIONS [ANSWERS]	Correct	Incorrect	No response
1. Me ya sa Fatima ta daina zuwa makaranta? [saboda ba ta da tufafin makaranta da littafai]			
2. Wa ya ziyarci iyayen Fatima? [kawunta]			
3. Me kawun Fatima ya ba iyayenta? [kyauntar kudi]			
4. Me iyayen Fatima suka saya mata? [tufafin makaranta / littattafai]			
5. Me ya sa Fatima murna? [saboda ta koma makaranta; ta sami sabbin kaya; ta sami sabbin tufafin makaranta; ta sami sabbin littattafai]			

Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

TASK 5. DICTATION: LETTER WRITING	📖 X	🕒 X
Give the child a pencil and a lined sheet of paper from an exercise book.		Instructions.
<p>🗣️ Zan fada maki/maka SUNAN wani harafi; sai ki/ka saurara da kyau. Bayan na fada miki/maka sunan harafin, ina son ke/kai kuma ki/ka rubuta shi a kan wannan takarda. Ki/ka na iya rubuta harafin a matsayin babban baki ko karamin baki. / I will say the name of a letter; you will listen carefully. After I have told you the name of the letter, I want you to write the letter on this paper. You can write the letter in either capital or lower case.</p>		Do not allow the child to look at the letters.
<p>To, mu gwada: Harafin da nake son ki/ka rubuta shi ne “s” kamar dai yadda yake a cikin sunan “sama”. Rubuta harafin “s”. / Let’s practice: The letter I want you to write is “s” as in “sama”. Write the letter “s”.</p>		Make sure the pupil knows where to write in the space provided.
<p>Idan yarinya ta/yaro ya rubuta “s” daidai, sai ki/ka ce: Da kyau. Idan yarinya ba ta/yaro bai rubuta “s” daidai ba, sai ki/ka ce: Aha amma dai, ga yadda ake rubuta shi [sai ki/ka rubuta harafin domin daliba/dalibi ya gani].</p>		Always say the letter twice and use it in a word. Before moving on to the next letter.
<p>To saurara, za mu fara. / Okay, listen and let’s get started.</p>		If a child says “I don’t know,” or writes nothing, mark that letter as incorrect.
<p>Note: When the child has finished writing all the dictation letters and words, examine his or her paper. Count as correct each letter written correctly. Count EITHER capital OR lowercase letters as correct.</p> <p>Letters do not need to be formed with perfect proportions, but all the essential components of that letter (lines, circles, stems, etc.), for EITHER its capital OR lowercase version should be present. In the child’s handwriting, the letter may seem disproportionately “tall” or “fat” or slightly distorted in some way, but as long as all its components are present, count as correct.</p> <p>If a letter is formed incorrectly, (missing an essential components, written backwards, facing the wrong direction, etc.), mark as incorrect. If the child does not write anything, mark as incorrect.</p>		
<p>🗣️ 1. Harafi na farko da nake son ki/ka rubuta shi ne “A” kamar dai yadda yake a cikin sunan “Amina”. Rubuta harafin “A”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]</p> <p>🗣️ 2. Harafi na biyu da nake son ki/ka rubuta shi ne “N” kamar dai yadda yake a cikin sunan “Nana”. Rubuta harafin “N”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]</p> <p>🗣️ 3. Harafi na uku da nake son ki/ka rubuta shi ne “T” kamar dai yadda yake a cikin sunan “tasa”. Rubuta harafin “T”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]</p> <p>🗣️ 4. Harafi na huɗu da nake son ki/ka rubuta shi ne “I” kamar dai yadda yake a cikin sunan “Isa”. Rubuta harafin “I”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.] / The first letter I want you to write is “I” as in “Isa”. Write the letter ‘I’.</p>		

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

<p>🔊 5. Harafi na biyar da nake son ki/ka rubuta shi ne “B” kamar dai yadda yake a cikin sunan “Baba”. Rubuta harafin “B”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka ci gaba.]</p> <p>✎ (✓) Tick Correct, Incorrect or No Response to indicate the response provided by the pupil.</p>			
	Correct	Incorrect	No Response
a/A			
n/N			
t/T			
i/I			
b/B			

Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

TASK 6. DICTATION: WORD WRITING	X	X
Give the child a pencil and a lined sheet of paper from an exercise book.		Instructions.
<p>🔊 Zan karanta maki/maka wata kalma, sai ki/ka saurara da kyau. Bayan na karanta maki/maka kalmar, zan maimaita ta sa’annan ke/kai kuma ki/ka rubuta ta a kan wannan takarda</p> <p>To, mu gwada: Kalmar da nake son ki/ka rubuta ita ce “na”. Rubuta kalmar “na”.</p> <p>Idan yarinya ta/yaro ya rubuta “na” daidai, sai ki/ka ce: Da kyau. Idan yarinya ba ta/yaro bai rubuta “na” daidai ba, sai ki/ka ce: Aha amma dai, ga yadda ake rubuta ta [sai ki/ka rubuta kalmar domin daliba/dalibi ya gani].</p> <p>To saurara, za mu fara. /Okay, listen and let’s get started.</p>		<p>Always say the word twice. Before moving to the next word, make sure the pupil knows where to write in the space provided.</p> <p>Do not allow the child to look at the words.</p>
<p>Note: When the child has finished writing all the dictation words, examine his or her paper. Count as correct each letter of each word written correctly. Follow the same guidelines as for the letter dictation to judge the correctness of each letter. Then indicate whether the entire word is scored correctly. For example, if a pupil writes the word “desck,” score as correct the letters d, e, s, and k, but mark as “incorrect” the complete word.</p> <p>The child may mix capital and lowercase letters: count as correct either form as long as all the components of that letter (lines, stems, circles, etc.) are present. For example, for the word “eat”, any of the following would earn a perfect score: EAT, eat, Eat, EaT, eaT, eAt, eAT.</p> <p>In the child’s handwriting, the letters may not necessarily be in perfect proportions to one another. For example, the first letter may be noticeably larger than the other letters or sit slightly higher or lower on (or off) the line. This does not matter. As long as each individual letter is recognizable and contains all its essential components, for either its capital OR lowercase version, count that letter as correct. If the child says, “I don’t know,” omits a letter, writes an incorrect letter, or writes nothing, mark that letter as incorrect.</p>		<p>Instructions for scoring. If the child says, “I don’t know,” omits a letter, or writes the wrong letter, mark as incorrect. If the child writes nothing, mark as “no response.”</p>

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

🕒 1. Kalma ta farko da nake son ki/ka rubuta ita ce “ku”. Rubuta kalmar “ku”. [Ki/ka saurara na tsawon dakika 10 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]

🕒 2. Kalma ta biyu da nake son ki/ka rubuta ita ce “ya”. Rubuta kalmar “ya”. [Ki/ka saurara na tsawon dakika 10 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]

🕒 3. Kalma ta uku da nake son ki/ka rubuta ita ce “sam”. Rubuta kalmar “sam”. [Ki/ka saurara na tsawon dakika 15 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]

🕒 4. Kalma ta huɗu da nake son ki/ka rubuta ita ce “dare” Rubuta kalmar “dare”. [Ki/ka saurara na tsawon dakika 20 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]

🕒 5. Kalma ta biyar da nake son ki/ka rubuta ita ce “muka” Rubuta kalmar “muka”. [Ki/ka saurara na tsawon dakika 20 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka ci gaba.]

- ✎ (/) Mark any incorrect letters with a slash
- (O) If all letters are correct, circle “All correct”
- (Ø) Circle self-corrections if you already marked the letter incorrect
- (✓) Tick Correct, Incorrect or No Response to indicate whether the entire word is written correctly

k u	y a	s a m	d a r e	m u k a
<input type="checkbox"/> all letters correct				
Word:	Word:	Word:	Word:	Word:
<input type="checkbox"/> Correct				
<input type="checkbox"/> Incorrect				
<input type="checkbox"/> No response				

Pupil Questionnaire

NOTE: THE DEMOGRAPHIC INFORMATION BELOW ONLY NEEDS TO BE FILLED IN IF YOU CONDUCTED THE ASSESSMENTS IN TANGERINE, BUT WERE NOT ABLE TO CONDUCT THE QUESTIONNAIRE IN TANGERINE. WE WILL MATCH THE QUESTIONNAIRE TO THE PUPIL'S ASSESSMENT IN TANGERINE.

A. Date of assessment: (Example: 09 November 2014 = 09/11/2014)	Date: _____ Month: _____ Year: _____	J. Class:	<input type="checkbox"/> P2
B. State:		K. School Type	<input type="checkbox"/> Government
C. LGEA name:		L. P2 Section	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
D. LGEA code:	_____	M. Pupil number:	
E. Administrator name:		N. Pupil birth date:	Mo_____ Yr_____
F. Administrator code:		O. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
G. School name:			
H. School EMIS code:	_____	P: Start Time	____ : ____ HH : MM <input type="checkbox"/> AM [Tick one] <input type="checkbox"/> PM
I. School shift:	<input type="checkbox"/> = Full Day <input type="checkbox"/> = Morning <input type="checkbox"/> = Afternoon		

Zan yi miki/maka wasu 'yan tambayoyi game da abin da kike/kake yi a makaranta, da kuma a gida. Ki/ka yi kokari ki/ka amsa tambayoyin gwargwadon iyawarki/ka. Ki/ka daga murya don in ji ki/ka. Kin/ka shirya?

1.	Shekarunki/ka nawa ne? How old are you?	_____ Years <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
2.	Kin/Ka yi nasare (ko rabin aji) kafin ki/ka shiga aji daya? Did you go to nursery before P1?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	Ko yau kin/ka karya kumallo (cin abinci da safe) kafin ki/ka zo makaranta? Did you eat before coming to school today?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
4.	Ko kina/kana zuwa wata makaranta baya ga wannan? Do you attend any other school besides this school? <i>If NO, skip to 6</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

5.	<i>If YES:</i> Gaya mini ko wace irin makaranta ce kike/kake zuwa. Please tell me the type of school you attend.	<input type="checkbox"/> Ina zuwa makarantar boko (I attend a regular government school): <input type="checkbox"/> Ina zuwa Islamiya, makarantar Allo/Tsangaya (I attend an IQTE school): <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	Ko ana koya miki/maka karatun Hausa ko na Turanci a gida? Do you take private lessons or tutoring for reading Hausa or English outside of school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7.	Ko kin/ka yi fashin zuwa wannan makaranta makon jiya? Were you absent from THIS school any day last week?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
8.	Kina/kana da littafin karatun Hausa a makaranta? Do you have a Hausa reading book at school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
9.	Kina/kana da lokacin karatu a cikin aji ko a laburaren makarantarku? Do you have time to read books in your classroom or in your school library every day?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
10.	Ko kina/kana dawowa gida da littattafai daga aji ko laburaren makaranta? Do you bring home reading books from your classroom or from the school library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	Sau nawa wata/wani take/yake yi miki/maka karatu kina/kana saurara a gida? Ba a taɓa ba, Wani lokaci, ko Kullum? How often does someone read out loud to you at home? Never, sometimes, or every day?	<input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
12.	Shin a gida akwai mai taimaka miki/maka in kin/ka koma da aiki daga makaranta? Does someone at home help you with your homework when you need it?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
13.	[If YES to Question 12] Wa yake taimaka miki/maka da aikin makaranta a gida? Who helps you with your homework?	<input type="checkbox"/> Dan'uwana/'Yar'uwata (Brother or sister) <input type="checkbox"/> Mamata/Babana (Mother or father) <input type="checkbox"/> Kakata/Kakana (Grandparent) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

14.	<p>Yaushe kike/kake karatu a bayyane wani na saurara a gida? Ban taba ba, Wani lokaci, ko Kullum?</p> <p>How often do you read out loud to someone at home? Never, sometimes, or every day?</p>	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Yanzu zan yi miki/maka 'yan tambayoyi game da yadda kike/kake ji a makaranta da kuma a hanyarki/ka ta zuwa makaranta. Ki/ka amsa da i in kin/ka yarda ko a'a in ba ki/ka yarda ba.</p> <p>Now I am going to ask you a series of questions about how you feel about school or things that might happen at or on the way to school. Please answer YES if you agree or NO if you disagree.</p>		
15.	<p>Kina/kana sha'awar zuwa makaranta?</p> <p>Do you look forward to going to school?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
16.	<p>Kina/kana da kwanciyar hankali a makaranta?</p> <p>Do you feel safe at your school?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
17.	<p>Kina/kana samun kwanciyar hankali a hanyarki/ka ta zuwa makaranta?</p> <p>Do you feel safe on your way to and from school?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
18.	<p>Shin ko malamai sun fi gabatar da dalibai maza a kan dalibai mata?</p> <p>Do you think teachers select boys to do things before girls?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	<p>A watan da ya gabata, a makaranta, kin/ka samu wasu yara da suka buge ki/ka ko suka yi maki/maka rauni a jikinki/ka ko suka cutar da ke/kai?</p> <p>In the last month, at school, have any children beat or fought with you, pulled your hair, pinched you, twisted your ear, whipped you, or otherwise harmed you physically?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
20.	<p>A watan da ya gabata, a makaranta, ko akwai dalibai da suka ci miki/maka zarafi kamar zagi tsawa ko kira da mugun suna ko aka bata miki/maka rai ko wani abu mai kama da haka?</p> <p>In the last month, while at school, have any children insulted you, shouted at you, called you names, threatened you with harm or punishment, or otherwise tried to hurt your feelings?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	<p>A watan da ya gabata, ko akwai malamai da suka yi wa wani dalibi bulala (ko duka) a makaranta?</p> <p>In the last month, while at school, have any teachers whipped or beat students?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	<p>A watan da ya gabata, a hanyarki/ka ta zuwa makaranta, ko akwai yara da suka yi miki/maka duka ko kuka yi fada ko wasu suka muzguna miki/maka?</p> <p>In the last month, on the way to and from school, have any children beaten or fought you, pull your hair, pinch you, twist your ear, or whip you?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

23.	<p>A watan da ya gabata, a hanyarki/ka ta zuwa makaranta da dawowa, ko akwai dalibai da suka ci miki/maka zarafi kamar zagi tsawa ko kira da mugun suna ko aka bata miki/maka rai ko wani abu mai kama da haka?</p> <p>In the last month, on the way to and from school, have children ever insulted you, shouted at you, called you names, or threatened you with harm or punishment?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
24.	<p>Shin ko malamai sun fi kiran yara maza su amsa tambayoyi fiye da yara mata?</p> <p>Do you think teachers often choose boys to answer questions more frequently than girls?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	<p>Shin ko dalibai maza sun fi dalibai mata yin aiki a cikin aji?</p> <p>Do you think boys participate more in class activities than girls?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	<p>Sau nawa ki/kakan ji shakkar zuwa makaranta saboda jin tsoron wata/wani a makaranta? Ba ka taba ba, Sau daya, Ba da yawa ba, ko Sau da yawa?</p> <p>How often have you wanted to stay home from school because you were afraid of someone at school? Never, once, a few times, a lot?</p>	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Sau daya (Once) <input type="checkbox"/> Ba da yawa ba (A few times) <input type="checkbox"/> Sau da yawa (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/ No response)
<p>Yanzu zan yi miki/maka 'yan tambayoyi game da gidanku.</p> <p>Now I'm going to ask you a few questions about your home.</p>		
27.	<p>Wane yare ne kika/ka fi amfani da shi a gida?</p> <p>What language do you speak <i>most</i> frequently at home?</p>	<input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> Turanci (English) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	<p>Bayan aikin makaranta, akwai littattafai, ko jaridu, ko wasu abubuwan karatu a gidanku?</p> <p>Apart from your school books, are there books, newspapers or other materials for you to read at your house?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
29.	<p>Da me aka yi dabe 'floor' na gidanku?</p> <p>What is the main flooring material of your house?</p>	<input type="checkbox"/> Rai rayi (earth/sand) <input type="checkbox"/> Kara (straw) <input type="checkbox"/> Leda (rubber tiles [vinyl]) <input type="checkbox"/> Tayils (tiles) <input type="checkbox"/> Daben siminti (cement) <input type="checkbox"/> Darduma (carpet rug) <input type="checkbox"/> Sauransu (other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response):

30.	Da me aka yi rufin gidanku? What is the main roofing material of your house?	<input type="checkbox"/> Babu rufi (no roof) <input type="checkbox"/> Rufin ciyawa (thatch) <input type="checkbox"/> Ledar rufi (plastic mat) <input type="checkbox"/> Kwano (metal/zinc) <input type="checkbox"/> Dakin (cement) <input type="checkbox"/> Sauransu (other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
31.	A ina kuka fi samun ruwan da kuke sha a gida? Where do you most frequently get your drinking water at home?	<input type="checkbox"/> Rijjiya (open well) <input type="checkbox"/> Rijjiyar burtsatse (covered well or borehole) <input type="checkbox"/> Famfon dake wajen gida (tap outside the house/compound) <input type="checkbox"/> Famfon dake cikin gida (tap inside the house/compound) <input type="checkbox"/> Rafi/kogi/tapki (stream, river, pond, etc.) <input type="checkbox"/> Daga masu sayar da ruwa (buy from vendors) <input type="checkbox"/> Wata hanya daban (other) <input type="checkbox"/> Ban sani ba/ba amsa (do not know/no response)
32.	Da me ake dafa abinci a gidanku? What type of fuel does your family use for cooking MOST OFTEN? <i>Read options to the child.</i>	<input type="checkbox"/> Itace, gawayi(wood/coal) <input type="checkbox"/> Na'ura mai aiki da gas/wutar lantarki/risho (gas/electric/kerosene) <input type="checkbox"/> Kashin shanu (cow dung) <input type="checkbox"/> Kara (corn stalk) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
33.	Wane irin bandaki ake amfani da shi a gidanku? What type of toilet facility does your household have?	<input type="checkbox"/> Bayan gidan zamani mai amfani da ruwa (Flush toilet) <input type="checkbox"/> Bayan gidan gargajiya masai (Pit toilet/latrine) <input type="checkbox"/> Ba bu bandaki a gida (No facility) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
Wadanne daga cikin abubuwan nan kuke da su a gida? Do you have the following items in your home?		
34.	Akwai rediyo? A radio?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
35.	Akwai tarho, ko salula ko hansit ko waya? A telephone or cell phone?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

36.	Akwai wutar NEPA? Electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
37.	Akwai telebijin? A television?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
38.	Akwai firji? A refrigerator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
39.	Akwai keke? A bicycle?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
40.	Akwai mashin? A motorcycle or motorbike?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
41.	Akwai mota? A car or truck?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
42.	Akwai kwale-kwale? A canoe?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
43.	Akwai jirgin ruwa mai inji? A boat with a motor?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
44.	Akwai kurar ɗaukar kaya/amalanke? An animal-drawn cart?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
45.	Akwai janareta ? A generator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
46.	Akwai komfuta? A computer?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Na gode kwarai! Yanzu mun gama! Kin/ka yi kokari. Sai ki/ka koma ajinku, amma kar ki/ka faɗa wa sauran dalibai abin da muka yi yau.</p> <p>Thank you very much for your help. You may now return to class. Please do not tell the other children about what we have done here.</p>		
Q.	Time the interview ended:	_____ : _____ HH : MM

Annex 2. EGRA Hausa Pupil Stimuli

EGRA PUPIL STIMULI SHEETS

RARA EGRA HAUSA

**Gwajin Karatun Kananan 'Yan Firamare (EGRA)
a Najeriya**

Littafin Bita na Dalibai

NOVEMBER 2014

Misali:	N	L	k							
a	C	M	S	d	O	R	G	u	W	
T	s	kw	a	u	E	s	b	H	A	
N	r	e	y	M	gw	i	e	A	k	
o	B	t	n	k	I	h	b	N	ai	
i	T	y	m	Z	A	K	n	A	f	
au	sh	U	a	m	ts	i	a	D	z	
K	d	N	U	D	c	w	b	u	a	
A	l	Y	i	N	k	ɸ	o	ai	I	
k	r	sh	n	K	g	I	R	kw	A	
j	W	E	a	U	n	S	L	F	Y	

Misali: hata	muwo	yubi		
gube	tika	dakwa	bumo	zoti
baine	calu	kwifa	heyo	faje
kwaru	kobu	lugi	nuki	muli
shabi	nudi	tsuwu	mawi	tele
gofa	laugi	fegwa	wama	ralo
josu	sheku	dfile	zauda	tsawe
gokai	yuzi	gwazo	cuhi	dfeje
kwadi	nuro	moga	yaufe	sazi
defu	gwaki	kuzo	ceki	jeko
cesho	tada	shalu	tsatsi	dheho

Wata rana, Bello ya tsaya wasan kwalla a hanyarsa ta zuwa makaranta. Da ya je makaranta sai bai ga fensirinsa ba, ya fara kuka. Ya fada wa malaminsa yadda ya batar da fensirinsa. Malaminsa ya ce ya bar kuka zai ba shi wani fensirin. Amma malaminsa ya gaya masa da ya dinga saka fensirinsa a cikin jika.

Annex 3. Teacher Interview Protocol

**Teacher Interview
Teacher Consent Form**

Sannu Malam/Malama, sunana _____. Muna aiki tare da Hukumar ba da Ilimin ta bai Daya (SUBEB), da Ma'aikatar Ilimi, da Manya Kwalejojin Horon Malamai, domin gudanar da bincike game da yadda ake koyar da Hausa da yadda za'a inganta tsarin ilimi. A kokarin yin hakan, muna karɓar bayanai game da yadda malamai ke koyarwa da yadda kwazon iya karatun Dalibai yake da kuma yanayin yadda tsarin koyarwa ya ke a cikin wasu zababbun kananan hukumomi da makarantun da ke cikinsu. / Hello, my name is _____. We are working with SUBEB and the Ministry of Education to gather information about Hausa reading instruction in the state in order to improve learning outcomes. As part of this work, we are gathering information about teacher practices, pupils' reading skills and learning conditions in a sample of LGEAs and schools.

- **Dalilin gudanar da binciken EGRA shi ne a auna iya karatu daga bangaren dalibai. Muna kuma tattara bayanai game da makarantu da ma'aikatan makarantun domin mu fahimci yanayin aiki da kuma yadda a ke aikin, waɗanda suke iya yin tasiri ga koyon karatu.** / The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect pupils' reading abilities.
- **Shigarki/ka cikin wannan aiki tana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka.** Your participation is very important, but you do not have to participate if you do not wish to.
- **Idan kin/ka amince shiga wannan tsarin, ni da abokin aiki na zamu bukaci duba yadda kake/kike koyar da darasin Hausa a cikin aji. Bayan ka/kin gama gabatar da darasin, zan bukaci mintuna 5 don yi wa dalibai wasu 'yan tambayoyi game da kayan koyarwar da kika/ka yi amfani da su a aji. Zan kuma yi miki/maka tambayoyi dangane da ajinki/ka da kuma makaranta da kuma matsalolin da suka shafi koyar da karatu a matakin farko. Wannan tambayoyi zai dauki kimanin awa daya da rabi .** / If you agree to participate, my colleague and I would like to observe you in the classroom as you teach your Hausa language lesson. When the class is finished, I would like to take 5 minutes to ask your pupils some questions about the materials they use in class. I will then ask you some questions about your classroom and school, as well as issues related to early grade reading instruction. The interview will take approximately an hour and a half.
- **Sam, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alkaluman binciken. Duka sakamakon binciken da aka gudanar a makarantu, za a aika shi ga hukumomin SUBEB, da kuma Ma'aikatar Ilimi, domin a gano inda ake neman tallafin haɓaka iya karatu a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don haɓikance kwazon dalibanki/ka a fannin iya karatu. Za a sirranta sakamakon da aka samu ta hanyar tambayoyin malamai, sannan sai a haɗe shi tare da sakamakon sauran makarantu.** / Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA and SSME surveys conducted in many schools will be shared with the SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools. The results of the observation, interview or survey will be completely anonymous and have no bearing on your performance evaluation.
- **Mun yi imani cewa ba wani lahani da zai same ki/ka saboda shiga wannan bincike.** / We believe there is no risk to you in participating in this research.
- **Ba wani ladan kuɗi da za ki/ka samu saboda yarda a gana da ke/kai. Duk da haka, za a yi amfani da amsoshinki/ka wajen taimakawa a tallafa wa yunkurin haɓaka koyon karatu a Najeriya.** / You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading in Nigeria.
- **Idan kina/kana da wata tambaya game da wannan bincike, to sai ki/ka tuntubi:** / If you have any questions regarding this study, please feel free to contact:

Bauchi: Yahaya A. Umar, SUBEB Bauchi, 0703-292-1016

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

Sokoto: Ahmad A. Umar, SUBEB Sokoto, 0803-579-9512

Bari in nanata cewa, ba dole ba ne ki/ka shiga binciken, idan ba ki/ka son yin haka. In kuma muka fara, ki/ka ji ba ki/ka son amsa wata tambaya, ba damuwa. Kin/ka amince ki/ka shiga? /Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Are you willing to participate?

Teacher provided consent (Circle to indicate consent was received): *YES*

TEACHER / CLASSROOM DEMOGRAPHIC DATA

A.	Assessor name:	
B.	Assessor code:	
C.	Date of school visit:	____/____/____ DD MM YYYY
D.	State:	<input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
E.	LGEA:	
F.	Education Area:	
G.	School name:	
H.	School EMIS code:	
I.	Teacher's gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male
J.	Time the interview started:	____:____ HH MM

INSTRUCTIONS TO ENUMERATOR

<ul style="list-style-type: none"> Teachers selected for this interview MUST be the same teachers observed. Do NOT survey teachers if they were not observed. The Teacher Interview is to be completed after the lesson is finished with <u>only</u> the teacher present. If the classroom is being used, ask the teacher if there is another room to that is available and quiet. Ask the teacher whether he/she has time to participate in an interview. It should not take more than 1 hour. If the teacher is not free at this time, set a time to come back when he/she is free. Ask the teacher each question verbally, as in an interview. Text to read to teachers is in BOLD. DO NOT READ THE ANSWER OPTIONS TO THE TEACHER UNLESS INDICATED TO DO SO. Wait for the teacher to respond to each question, then tick the box (<input checked="" type="checkbox"/>) that corresponds to his or her response. Only one response is permitted, except where indicated otherwise. 		
<p>Na gode da ki/ka ba ni lokacinki/ka don samun bayanai game da abubuwan da kuke fuskanta wajen koyarwa. Yanzu bari mu fara da tambayoyin.</p> <p>Thank you for taking the time to speak with me about your teaching experiences. Let's begin the interview.</p>		
1.	<p>Wadanne darussa kike/kake koyarwa a wannan makarantar? What subjects do you teach at this school?</p>	<input type="checkbox"/> Do not know/No response <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i> <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Arabic <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Social Studies <input type="checkbox"/> Life Skills <input type="checkbox"/> Arts <input type="checkbox"/> Other
2.	<p>Wadanne azuzuwa kike/kake koyarwa a wannan makarantar? Which classes do you currently teach at this school?</p>	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i> <input type="checkbox"/> Pre-Primary <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Primary 5 <input type="checkbox"/> Primary 6 <input type="checkbox"/> Other
3.	<p>Wadanne bangaren aji biyu kake/kike koyarwa a wannan makarantar? Which sections of Primary 2 do you teach at this school?</p>	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i> <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Other
4.	<p>Game da aji da nan da na duba, ko akwai wani darasi na musamman da ake koyarwa na Hausa? For the class I observed, do you or the school offer supplemental Hausa language lessons for P2 pupils? <i>IF NO, skip to Question 7</i></p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

5.	<p>To, su wa ke halarta? Dukkan ɗalibai ko waɗanda ba su fahimta sosai ba ko Waɗanda suka bukaci zuwa ko kuma waɗansu ne na daban?</p> <p>If yes, who attends?</p>	<p><i>Read aloud response options to Teacher. Ask teacher to choose only one option.</i></p> <p><input type="checkbox"/> Dukkan ɗalibai (All pupils)</p> <p><input type="checkbox"/> Waɗanda ba su fahimta sosai ba (Only those who are lagging behind)</p> <p><input type="checkbox"/> Waɗanda suka bukaci zuwa (Only those who ask to attend)</p> <p><input type="checkbox"/> Waɗansu na daban (Other)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
6.	<p>Sau nawa ake gabatar da irin wannan darasin a mako?</p> <p>How many supplemental lessons are offered in a week?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p> <p>_____</p> <p>Number of Lessons per Week</p>
7.	<p>Gaba ɗaya shekaru nawa ka/kika yi kina/kana koyarwa? (Gaba ɗaya bawai anan makarantar kawai ba)</p> <p>How many years of teaching experience do you have? (In total, not just at this school)</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p> <p>_____</p> <p>Number of Years</p>
8.	<p>Mene ne mafi girman shaidar kwarewar ilimi da kika/ka mallaka?</p> <p>What is your highest professional qualification?</p>	<p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Grade II</p> <p><input type="checkbox"/> NCE</p> <p><input type="checkbox"/> B.Ed.</p> <p><input type="checkbox"/> PGDE (Post-Graduate Diploma in Education)</p> <p><input type="checkbox"/> M.Ed.</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Do not know/No response</p>
9.	<p>Wane fanni ne kika/ka karanta a lokacin horon shiga aikin malanta?</p> <p>What was your specialization during <u>pre-service</u> training?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p> <p><i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> Primary Education Studies</p> <p><input type="checkbox"/> Hausa</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Arabic</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Maths</p> <p><input type="checkbox"/> Arts</p> <p><input type="checkbox"/> Social Studies</p> <p><input type="checkbox"/> Other</p>
10.	<p>Ko kin/ka sami wani horo a kan koyar da karatun Hausa a kananan azuzuwa kafin ki/ka fara aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>Hausa</u> for pupils in early primary during your <u>pre-service</u> training?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
11.	<p>Ko kin/ka sami wani horo akan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake cikin aiki?</p> <p>Have you received specific instruction on how to teach <u>Hausa</u> for pupils in early primary during your <u>in-service</u> training?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
12.	<p>Wane harshe kika/ka fi fahimta sannan kika/ka fi magana da shi?</p> <p>What language do you speak and understand <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <p><input type="checkbox"/> Hausa</p> <p><input type="checkbox"/> Fulfulde</p> <p><input type="checkbox"/> Arabic</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

13.	<p>Wane harshe kika/ka fi kwarewa wajen karatu da rubutu da shi? What language do you read and write <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
14.	<p>Ko kina/kana da wadattatun kayan koyarwa a ajinki/ka don koyar da karatun Hausa? Do you have adequate materials in your classroom for teaching and learning Hausa?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
15.	<p>Yaya za ka kimanta adadin dalibanka na Aji biyu da suka iya karatun Hausa da fahimtarsa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko daya? How many pupils in your P2 class can read and comprehend well in HAUSA?: All, more than half, half, less than half or none.</p>	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils)
16.	<p>Shin ko kin/ka yi fashin zuwa makaranta ko da sau daya ne a makon da ya gabata? Were you absent from school any day last week? If NO, skip to #18.</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
17.	<p>[IF YES to Question 16]</p> <p>Mene ne dalili fashin zuwa aikin? Why were you absent?</p>	<input type="checkbox"/> (No, was not absent from school last week) A'a, banyi fashin zuwa makaranta ba satin da ya gabata. <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response) <p><i>TICK ALL RESPONSES PROVIDED AS APROPRIATE</i></p> <input type="checkbox"/> Rashin lafiya (Illness) <input type="checkbox"/> Wani aikin daban (Work other jobs) <input type="checkbox"/> Rashin ingantaccen albashi (Do not get paid/pay insufficient/pay irregular) <input type="checkbox"/> Rashin kwarin guiwa (Lack motivation) <input type="checkbox"/> Lalurorin iyali (Family responsibility) <input type="checkbox"/> Rashin abin hawa (No transportation) <input type="checkbox"/> Wasu dalilan daban (Other)
18.	<p>Ban da la'akari da abin da ka/kika karanta lokacin horo a kan malanta, wane aji kika/ka fi sha'awar koyarwa? Ideally, regardless of your qualifications, which grade would you want to teach most?</p>	<p><i>Do NOT read response options. Only one response allowed.</i></p> <input type="checkbox"/> Pre-Primary <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Primary 5 <input type="checkbox"/> Primary 6 <input type="checkbox"/> Above P6 <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

<p>19.</p>	<p>Ban da la'akari da abin da ka/kika karanta lokacin horo a kan malanta, wane darasi kin/ka fi sha'awar koyarwa?</p> <p>Ideally, regardless of your qualifications, which subject would you most prefer to teach?</p>	<p><i>Do NOT read response options. Only one response allowed.</i></p> <p><input type="checkbox"/> English <input type="checkbox"/> Hausa <input type="checkbox"/> Arabic <input type="checkbox"/> Religion <input type="checkbox"/> Maths <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>20.</p>	<p>Idan a ka ba ki/ka zaɓi ɗaya, wurin wa za ki/ka je idan kina/kana da buƙatar karin bayani dangane da darasinki/ka na Hausa?</p> <p>If you had only one choice, who would you go to first when you need help or advice with your Hausa language teaching?</p>	<p><i>Do NOT read response options. Select only one response.</i></p> <p><input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant Head Teacher <input type="checkbox"/> Senior or Peer teacher <input type="checkbox"/> Department Head <input type="checkbox"/> Class Master <input type="checkbox"/> Mentor Teachers <input type="checkbox"/> Mentor Supervisors <input type="checkbox"/> School Supervisor/SSO <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>21.</p>	<p>A shekarar karatun da ta gabata, ko za ki/ka kimanta min adadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Hausa?</p> <p>In the last academic year, how frequently did the head teacher observe you teaching a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <p><input type="checkbox"/> Ko wace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>22.</p>	<p>A shekara karatun da ta gabata, yaya za ka/ki kimanta adadin zuwan jami'i mai kula da makarantu ko jami'i mai tallafa wa malamai a makarantarka domin ya ga yadda kake koyar da Hausa?</p> <p>In the last academic year, how frequently did the AEO/LGEA supervisor observe you teaching a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <p><input type="checkbox"/> Ko wace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

23.	<p>Mene ne babban dalilin ki/ka na zaɓar yin aikin koyarwa? Sha'awa ce ko Jin daɗin koyarwa ko kuma shi ne aiki mafi sauƙin samu ko don shi ne aikin da ya fi kusa da gida ko ba a saurin canza maka wuri ko don dai ka/ki samu abin yi ne ko don ana samun amfani da moriya ko don ana samun ɗaukaka ko kuma don sha'awar masu yinta? What is the number one reason you chose to become a teacher?</p>	<p><i>Read the list of response options aloud to the teacher. Then select only one response.</i></p> <p><input type="checkbox"/> Sha'awa (Passion/calling) <input type="checkbox"/> Jin daɗin koyarwa (Enjoy teaching) <input type="checkbox"/> Shi ne aiki mafi sauƙin samu (Best job opportunity available) <input type="checkbox"/> Aikin da ya fi kusa da gida (convenience to home) <input type="checkbox"/> Ba a saurin canza maka wuri (Low transfer rate) <input type="checkbox"/> Don dai in samu abin yi (Job security) <input type="checkbox"/> Ana samun amfani da moriya (Pay and benefits) <input type="checkbox"/> Ana samun ɗaukaka (Prestige in the community) <input type="checkbox"/> Sha'awar masu yinta (Inspiration from others/ role models) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan buƙaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba. Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.</p>		
24.	<p>Yakamata a bambanta wajen kula, tsakanin maza da mata a makarantu cikin sharuɗɗan da ilimi hallara. Girls and boys should be treated differently in the school in terms of academic participation.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
25.	<p>Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu. School is a safe place for girls to learn.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
26.	<p>Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza. Female pupils can be as successful as male pupils academically.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
27.	<p>Akwai tsaro a hanyar ɗalibai maza ta zuwa da dawowa daga makaranta. It is safe for boys to get to and from school.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)</p>
28.	<p>Akwai tsaro a hanyar ɗalibai mata ta zuwa da dawowa daga makaranta. It is safe for girls to get to and from school.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
29.	<p>Hakkin makaranta ne ta tabbatar da tsaron ɗalibai. It is the school's responsibility to keep pupils safe.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No response)</p>
30.	<p>Malamai mata kan samu natsuwa domin koyarwa a makaranta. School is a safe place for women to teach.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)</p>

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

31.	Idan har dalibai ba su kula da karatu, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical means to get their attention.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
32.	Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are misbehaving, teachers should rap their knuckles, cane the pupils, or use other physical means to correct their behavior.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
33.	Wannan tambayar ta kunshi amsar I ko A'a. A shekarar da ta wuce, an taba rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin kabilanci? This last question requires a Yes/No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence ? <i>If NO, skip to 35 below</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
34.	Idan amsar 'I' ce, kwanaki nawa makarantar ta kasance a rufe? If yes, how many days was the school affected due to one of these incidents?	<hr style="width: 20%; margin: 0 auto;"/> Days
35.	A shekarar da ta wuce, wane tsawon lokaci malamai suka taba dauka basu zo aiki ba domin rashin tsaro? Basu taba ba, ko Sau daya, ko kaɗan, ko da yawa? In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times, a lot?	<input type="checkbox"/> Ba su taba ba (Never) <input type="checkbox"/> Sau daya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)

K.		<hr style="width: 80%; margin: 0 auto;"/> HH : MM
----	--	--

Mun gode da amsoshinki/ka! Bari mu ci gaba zuwa wani sabon sashe na tambayoyin...

Thanks for your responses! Let's move on to the next part of the interview....

Annex 4. Head Teacher Interview Protocol

Head Teacher Interview

Head Teacher Consent

Sannu Malam/Malama, Sunana _____. Muna aiki tare da Hukumar ba da Ilimin ta Bai Ɗaya (SUBEB) tare da Ma'aikatar Ilimi (MOE) da Manya Kwalejojin Horon Malamai domin gudanar da bincike a kan 'yan aji biyu don gano iya karatunsu a mataki na farko daga cikin wasu zababun makarantu. Wannan binciken ana kiransa, EGRA (wato auna fahimtar iya karatun yara a matakin farko). Bayan EGRA kuma, muna yin wani binciken a kan hanyoyin gudanar da makarantu da koyarwar gwaji da ake kira SSME.

Hello, my name is _____. I am from _____. We are working with SUBEB, the Ministry of Education and the Colleges of Education to conduct a survey to assess the reading and ability of pupils in P2 in a sample of schools. This survey is called the Early Grade Reading Assessment, or EGRA. In addition to the EGRA, we are conducting a survey of school management and teaching practices, called the SSME.

- Dalilin gudanar da binciken EGRA, shi ne a auna fahimtar iya karatun ɗalibai. Shi kuma binciken SSME ana gudanar da shi ne don tattara bayanai game da makarantu da ma'aikatansu domin fahimtar yanayin yadda aikinsu, yake gudana don sanin irin tasirinsa ga koyon karatun ɗalibai.**
The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect children's reading abilities.
- An tsamo wannan makarantar ne, ta hanyar mai rabo ka ɗauka, sakamakon binciken da aka gudanar. Shiga cikin wannan aiki na da muhimmancin gaske. Sai dai ki/ka na da zabin shiga ko akasin haka.**
This school was randomly selected for participation in this survey. Your participation is very important, but you do not have to participate if you do not wish to.
- Idan kin/ka amince ki/ka shiga, zan yi maka wasu 'yan tambayoyi game da ayyukanki/ka a makaranta. Wannan tambayoyi zai ɗauki kimanin awa ɗaya. Bayan mun gama, zan maka wasu 'yan tambayoyi game da koyon karatu. Wannan takardar za ta nemi ka ba da amsar wasu tambayoyi dangane da dabarun koyar da karatu a matakan farko. Amsa tambayoyin wannan takarda ba zai ɗauki fiye da awa ɗaya ba, za ka gama.**
If you agree to participate, I will ask you some questions regarding your normal activities at school. My questions for you will take approximately 1 hour. After, I will ask you some questions regarding reading. This survey will ask for your feedback on a number of issues relating to early grade reading instruction. This written survey will take approximately one hour to complete.
- Sam, sunanka/ki ba zai fito a takardar ba, kuma ba wani wuri da zai fito a rahoton binciken. Bayan tattara bayanan sakamakon binciken EGRA da aka samu daga makarantu, za a aika shi zuwa ga hukumomin RARA, da na SUBEB, da Ma'aikatar Ilimi, da kuma sauran masu ruwa da tsaki kan harkokin ilmi, domin a gano inda ake bukar tallafi wajen haɓaka dabarun koyar da iya karatu a tsakanin 'yan azuzuwan farko. Sakamakon bayanan malaman da aka samu daga makarantu, za a kammala shi guri ɗaya, cikin sirri.**
Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA surveys conducted in many schools will be shared with the RARA project, SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools.
- Mun yi imani cewa ba wani lahani da zai same ki/ka, saboda shiga wannan bincike.**
We believe there is no risk to you in participating in this research.

- **Ba wata kyauta da za ki/ka samu saboda yarda a gana da ke/kai. Duk da haka, za a yi amfani da amsoshin da kika/ka bayar wajen taimaka wa a tallafa wa yunkurin habaka koyon karatu a azuzuwan farko na makarantun Najeriya.**

You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading in Nigeria.

- **Idan kina/kana da wata tambaya game da wannan bincike, to sai ki/ka tuntuɓi:**

If you have any questions regarding this study, please feel free to contact:

Bauchi: Yahaya A. Umar, SUBEB Bauchi, 0703-292-1016

Sokoto: Ahmad A. Umar, SUBEB Sokoto, 0803-579-9512

Bari in nanata cewa, shiga wannan bincike ba dole ba ne. Kuma ko da kin/ka shiga, idan kin/ka ji ba ki/ka da sha'awar amsa wata daga cikin tambayoyin mu, ba ki/ka da laifi. Ko kin/ka amince ki/ka shiga?

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Are you willing to participate?

Head Teacher provided consent (Circle to indicate consent was received): YES

SCHOOL PROFILE DATA	
A.	Assessor name:
B.	Assessor code:
C.	Date of school visit: ____/____/____ DD MM YYYY
D.	State: <input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
E.	LGEA:
F.	Education Area:
G.	School name:
H.	School EMIS code:
I.	Is the Head Teacher present at the school today? If no, go to another school whose Head Teacher is present. [Note this question will appear ahead of the consent in tablets.] <input type="checkbox"/> No <input type="checkbox"/> Yes
J.	Is the Daily Timetable posted? <input type="checkbox"/> No <input type="checkbox"/> Yes
K.	Check the Daily Timetable. Does the school have a P2 Hausa Lesson scheduled for today? If no, thank the Head Teacher and determine which day this week to come back to observe a Hausa lesson. Proceed with HT interview and KSA. <input type="checkbox"/> No <input type="checkbox"/> Yes
L.	1) How many classes per week are included in the school timetable for teaching Hausa in P2 for any one P2 Hausa arm or class? 2) How many minutes <u>per class</u> are allocated in the school timetable for teaching Hausa in P2? (Add the number of minutes per class to obtain the total number of minutes per week.) (Check the Daily Timetable and verify with the Head Teacher.) 1) Number of classes per week: _____ 2) Minutes per class: _____
M.	

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

	How many different teachers teach P2 Hausa at this school? If more than one, randomly sample 1 teacher to observe and interview. (See teacher selection protocol.)	
N.	In how many shifts or sessions is P2 taught at this school?	_____
O.	In what shift is this exercise being conducted?	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon
P.	Does this school have up-to-date admission records for both this current year and previous school year?	<input type="checkbox"/> No <input type="checkbox"/> Yes
Q.	Time the interview started:	_____ : _____ HH : MM

INSTRUCTIONS TO ASSESSOR

- Only interview the Head Teacher. If the HT is not available, come back to school on a different day.
- Ask the Head Teacher each question verbally, as in an interview.
- DO NOT READ THE ANSWER OPTIONS TO THE HEAD TEACHER UNLESS INDICATED TO DO SO.
- Wait for the Head Teacher to respond to each question, then tick the box () that corresponds to his or her response.
- Only one response is permitted, except where indicated otherwise.

1.	Head Teacher's gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
2.	Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka? What is your highest professional teaching qualification?	<input type="checkbox"/> None (Babu) <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other (Saurusu) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	Shekaru nawa ne kika/ka yi kina/kana matsayin shugaban makaranta, tun lokacin da kika/ka fara aikin koyarwa? For how many years have you been serving as a Head Teacher throughout your teaching career?	Adadin shekaru (Years): <input type="text"/> [Enter 0 if less than one year] Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/> [Enter the number of years in total, not just at this school. If less than one year, enter 0 for years.]
4.	Ko kina/kana shiga aji koyarwa HAUSA a wannan makarantar? Do you regularly teach P2 Hausa lessons at this school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
5.	Shin makarantarki/ka tana da isassun kayan koyar da iya karatun HAUSA a azuzuwan matakin farko? Does your school have adequate teaching and learning materials for teaching reading in Hausa in the early grades?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malamai wajen dabarun koyar da Hausa? Have you ever received specific training on how to support teachers to provide instruction in Hausa?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7.	Dalibai nawa ne za su iya karatun Hausa tare da fahimta a aji biyu? Duk daliban sun iya ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko daya? How many pupils in your P2 class can read and comprehend well in HAUSA?: All, more than half, half, less than half or none.	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

8.	<p>Wa ke da alhakin duba abin da ke gudana a makaranta da kuma tallafa wa malamai da ke da bukata a sha'anin koyarwa? Whose responsibility is it to provide <u>school-based</u> supervision and support to teachers?</p> <p>8.0 8.1 8.2 8.3 8.4 8.5 8.6 8.7</p>	<p><i>Do NOT Read response options. Tick all that apply.</i></p> <p><input type="checkbox"/> Babu wanda a dora wa alhakin yin haka (There is no school-based support)</p> <p><input type="checkbox"/> Head Teacher</p> <p><input type="checkbox"/> Assistant HT</p> <p><input type="checkbox"/> Department Head</p> <p><input type="checkbox"/> Senior or peer teacher in the School</p> <p><input type="checkbox"/> SBMC Member or Chair</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Ban sani ba /ba amsa (Don't Know/ Refuse)</p>
9.	<p>A watan da ya wuce, sau nawa ki/ka duba ko kika/ka yi bayani ko kuma kika/ka taimaka wa malaman Hausa na aji biyu? In the last month, approximately how frequently did you observe or provide feedback/support to your P2 teachers' Hausa reading/language lesson?</p>	<p><i>Do not read the options. Select the response option that most closely matches the response provided by the Head Teacher.</i></p> <p><input type="checkbox"/> Ko wace rana (Daily)</p> <p><input type="checkbox"/> Ko wane mako (Weekly)</p> <p><input type="checkbox"/> Ko wane wata (Monthly)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
10.	<p>Shin malamanki/ka na rubuta tsarin koyarwarsu kowace rana ko mako-mako? Are your teachers required to develop lesson plans on a daily or weekly basis?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
11.	<p>A wannan shekarar karatun, sau nawa kika/ka yi bitar tsarin darasi na koyar da Hausa a aji biyu? During this academic year, how frequently have you reviewed lesson plans for P2 Hausa lessons?</p>	<p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Kowane mako (Weekly)</p> <p><input type="checkbox"/> Kowane wata (Monthly)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
12.	<p>A wannan zangon karatu da muke ciki, sau nawa malamin Hausa na aji biyu ya sami taimako daga jami'an dake sa ido kan gudanar da makarantu ko tallafa wa malami a kan koyarwa? During this current term, how frequently have your P2 teachers received supervisory or support visits from the AEO/School Supervisor/School Support Officer?</p>	<p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Kowane mako (Weekly)</p> <p><input type="checkbox"/> Kowane wata (Monthly)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>Mun gode da amsa tambayoyin da kin/ka yi. Yanzu sai mu je zuwa tambayoyi na gaba da suka shafi abubuwan da kuke da su a makaranta. Thanks for sharing this information. Now let's move on to the next set of questions about school infrastructure.</p>		

13.	Ko wannan makaranta na da dakin karatu? Does this school have a library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
14.	Ko wannan makaranta na da lantarki? Does this school have electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
15.	Ko wannan makaranta na da ruwan sha don yara? Does this school have drinking water for pupils?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
16.	Ko wannan makaranta na da makewayi na yara maza da mata daban daban? Does this school have functioning separate toilets for boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
17.	Shin akwai tsarin ciyar da dalibai maza da mata a makarantarka/ki? Does the school offer a school feeding program to boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba.</p> <p>Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.</p>		
18.	Ya kamata a bambanta wajen kula, tsakanin maza da mata a makarantu cikin sharuɗɗan da ilimi hallara? Girls and boys should be treated differently in the school in terms of their academic participation?	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu. School is a safe place for girls to learn.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
20.	Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza. Female pupils can be as successful as male pupils academically.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	Akwai tsaro a hanyar dalibai maza ta zuwa da dawowa daga makaranta. It is safe for boys to get to and from school.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	Akwai tsaro a hanyar dalibai mata ta zuwa da dawowa daga makaranta. It is safe for girls to get to and from school.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

23.	Hakkin makaranta ne ta tabbatar da tsaron dalibai. It is the school's responsibility to keep pupils safe.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No response)
24.	Malamai mata kan samu natsuwa domin koyarwa a makaranta. School is a safe place for women to teach.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
25.	Idan har dalibai ba su kula da karatu, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical means to get their attention.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are misbehaving, teachers should rap their knuckles, cane the pupils, or use other physical means to correct their behavior.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
27.	Wannan tambayar ta kunshi amsar "I" ko "A'a". A shekarar da ta wuce, an taba rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin kabilanci? This last question requires a Yes/No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence ?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	Idan amsar 'I' ce, kwanaki nawa makarantar ta kasance a rufe? If yes, how many days was the school affected due to one of these incidents?	_____ Days
29.	A shekarar da ta wuce, wane tsawon lokaci malamai suka taɓa ɗauka ba su zo aiki ba domin rashin tsaro? Ba su taɓa ba, ko Sau ɗaya, ko kaɗan, ko da yawa? In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times, a lot?	<input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)

Q.	Time the interview ended:	_____ : _____ HH.....: MM
-----------	---------------------------	------------------------------------

Annex 5. Supervisor Interview Protocol

LGEA Supervisor (SSO) Questionnaire

SSO Consent Form

Sannu Malam/Malama, Sunana.... Muna aiki tare da Hukumar ba da Ilimin Bai daya (SUBEB), da Ma'aikatar Ilimi, da Manya Kwalejojin Horon Malamai, domin gudanar da bincike game da Iya Karatu da Hausa. A cikin wannan aikin, muna karɓar bayanai game da makarantu da tsarin koyarwa da Auna Iya karatun dalibai.

Kuma muna tambayoyi wa Jami'an da ke sa Ido da kula da makarantu don gano yadda tsarin aikinsu ya ke.

Hello, my name is _____. We are working with SUBEB and the Ministry of Education to gather information about Hausa reading in the state. As part of this work, we are gathering information about schools, teacher practices, and learners' ability to read. We are also interviewing school supervisors to learn more about their activities.

- **Shigarki/ka cikin wannan aiki yana da muhimmancin gaske, sai dai ba dole bane ki/ka shiga idan ba kya/ka son yin haka.** / Your participation is very important, but you do not have to participate if you do not wish to.
- **Idan kin/ka amin ce ki/ka shiga, zan yi miki/maka wasu 'yan tambayoyi game da harkokin aikin ki/ka a ta sa Ido da kula da makarantu da tallafa wa malamai musamman game da yadda suke koyar da Iya karatu. Lokacin da zan dauka wajen yi miki/ maka tambayoyin ba zai wuce awa ɗaya (1) ba.** / If you agree to participate, I will ask you some questions regarding your normal activities supervising schools and supporting teachers, particularly with regards to reading instruction. My questions for you will take approximately 1 hour.
- **SAM, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alkaluman binciken. Duka jumlar sakamakon binciken da aka gudanar a makarantu da bayanai daga Jami'an kula da makarantun za a samar da kwafinsa ga hukumomin RARA, da SUBEB, da kuma Ma'aikatar Ilimi, domin a gano inda ake neman tallafin haɓaka iya karatun Hausa a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don haɓakance kwazon dalibanki/ka a fannin iya karatu. Za a sirranta sakamakon da a ka samu ta hanyar tambayoyin malamai, sannan sai a haɗe shi tare da sakamakon sauran makarantu.** Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of all the information collected from schools and supervisors will be shared with the Reading and Research Activity, or RARA, SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools.
- **Mun yi imani cewa ba wani lahani da zai same ki/ka saboda shiga wannan bincike.** / We believe there is no risk to you in participating in this research.
- **Ba wani ladan kuɗi da za ki/ka samu saboda yarda a gana da ke/kai. Duk da haka, za a yi amfani da amsoshinki/ka wajen taimaka wa a tallafa wa yunkurin haɓaka koyon karatun Hausa a Najeriya.** / You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading in Nigeria.
- **Idan kana/kina da wata tambaya game da wannan bincike, to sai ki/ka tuntubi:**
If you have any questions regarding this study, please feel free to contact:

Bauchi: Yahaya A. Umar, SUBEB Bauchi, 0703-292-1016

Sokoto: Ahmad A. Umar, SUBEB Sokoto, 0803-579-9512

Bari in nanata miki/maka cewa, ba dole ba ne ki/ka shiga binciken, idan ba kya/ka son yin haka. In kuma muka fara, ki/ka ji ba kya/ka son amsa wata tambaya, ba damuwa. Kin/ka amince ki/ka shiga?

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Are you willing to participate?

SSO provided consent (Circle to indicate consent was received): YES

INSTRUCTIONS TO ASSESSOR

- Ask the SSO each question verbally, as in an interview.
- DO NOT READ THE ANSWER OPTIONS TO THE SSO UNLESS INDICATED TO DO SO.
- Wait for the SSO to respond to each question, then tick the box () that corresponds to his or her response.
- Only one response is permitted, except where indicated otherwise.
- If the SSO is not available, conduct the interview with the Assistant SSO.

DEMOGRAPHIC DATA

A.	Assessor name:	
B.	Assessor code:	
C.	Interview date	_____ / _____ / _____ DD MM YYYY
D.	Time of arrival to LGEA	_____ : _____ HH : MM
E.	State:	
F.	LGEA:	
G.	Education Area:	
H.	Is the SSO present at the school today?	<input type="checkbox"/> No <input type="checkbox"/> Yes
I.	SSO's gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
J.	Time the interview started:	_____ : _____ HH : MM

LGEA CHARACTERISTICS

1.	Shin akwai ɗakin karatu a wannan ofishin karamar hukumar ilimi? Does this LGEA have a library on the premises?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
2.	Shin akwai wutar lantarki a wannan ofishin karamar hukumar ilimi? Does this LGEA have electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	Shin ko wannan sashen ilimin karamar hukumar na da abin hawa kamar babura ko motoci domin ziyarar makarantu? Does this LGEA have any functioning motorbikes or dedicated transport for school visits? If NO, skip to Question 5.	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response):
4.	Shin akan samu man-fetur a cikin baburan ko motocin a duk lokacin da Jami'in kula da makarantu ke bukatar ziyarar makarantu: Sam Babu, Wani lokaci akwai, Yawanci akwai, ko Kowane lokaci akwai. How regularly is fuel available for these vehicles when a school supervisor wishes to visit a school: Never, sometimes, usually, or always?	<input type="checkbox"/> Sam babu (Never) <input type="checkbox"/> Wani Lokaci (Sometimes) <input type="checkbox"/> Yawanci akwai (Usually) <input type="checkbox"/> Kowane lokaci akwai (Always) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response):

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

5.	<p>Shin kowane "AEO" yana/tana da na sa/ta abin hawan na daban? Do all or most Area Education Officers (AEOs) have their own means of transport?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	<p>Shin ta wacce tsarin abin hawa ne Jami'an kula da makarantu ke kai kansu zuwa ziyarar makaranta? Please tell me by which means of transport school supervisors usually visit schools.</p>	<input type="checkbox"/> Sam, Jami'an kula da makarantu ba su zuwa ziyarar makaranta. (School supervisors do not visit schools) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Tick all responses provided by the SSO</i> LGEA/SUBEB-provided motorbikes LGEA/SUBEB-provided bus or car Personal motorbike or vehicle No transportation available
7.	<p>Mene ne babbar takardar shaidar kwarewar ki/ka a kan aikin malanta? What is your highest professional qualification?</p>	<input type="checkbox"/> Babu ko ɗaya (None) <input type="checkbox"/> Diploma <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
8.	<p>Kimanin shekaru nawa kika/ka yi kina/kana jami'in duba makarantu? For how many years have you been serving as an SSO throughout your career?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Years</p> <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
9.	<p>Shekaru nawa gaba ɗaya kika/ka yi kina/kana aikin malanta kafin ki/ka zamanto mai kula da sa ido a kan makarantu? For how many years did you serve as a classroom teacher, in total, before becoming a school supervisor?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Years</p> <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
10.	<p>Shekaru nawa gaba ɗaya kika/ka yi kina/kana aikin shugaban makaranta kafin ki/ka zamanto mai kula da sa ido a kan makarantu? For how many years did you serve as a Head Teacher, in total, before becoming a school supervisor?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Years</p> <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	<p>Shin aikin ki/ka yana buƙatar ka riƙa ziyartar makarantun wannan karamar hukumar a-kai-a-kai? Do your duties as SSO require you to regularly visit schools in this LGEA? <i>If NO, skip to Question 18</i></p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
12.	<p>Kimanin makarantu nawa ne a karkashinki/ka? How many schools in your Area are you responsible for visiting?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Schools</p>
13.	<p>Sau nawa ki/kake ziyartar makarantu da suke karkashinki/ka? For the schools you are responsible for visiting, how often do you normally visit each school? <i>Do not read aloud the possible responses. Tick the response that most closely matches the SSO's response.</i></p>	<input type="checkbox"/> Fiye da sau ɗaya a wata (More than once per month) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya kowane zango (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Sau ɗaya a shekaru biyu (Less than once per year) <input type="checkbox"/> Ba na zuwa (I do not routinely visit my schools) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

14.	<p>Sau nawa ya kamata a ce ka ziyarci makarantu? Wato ba wai yawan ziyartar ka ba, a'a, adadin da ya kamata a ce ka ziyarta. How frequently are you required to visit these schools? Note that this may not be how frequently you actually visit them, but how frequently you are ideally supposed to visit.</p> <p><i>Do not read aloud the possible responses. Tick the response that most closely matches the SSO's response.</i></p>	<input type="checkbox"/> Fiye da sau ɗaya a wata (More than once per month) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya kowane zango (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Akalla sau ɗaya a shekara (Less than once per year) <input type="checkbox"/> Babu adadi. (Frequency not stated/mandated) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
15.	<p>Shin a kan samu wani lokacin da ba ka/ki samun daman ko sha'awar ziyartar makaranta kamar yadda ya kamata a kan lokaci? Has there ever been a time when you could not, or did not want to, visit one of your schools regularly? If no, skip to #17.</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
16.	<p>Mene ne babban dalilinki/ka na rashin ziyartar makaranta a-kai-a-kai kamar yadda ya kamata? Please tell me the most common reasons you were unable to regularly visit schools. <i>Do not read aloud the possible responses</i></p>	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <p><i>Tick the responses that most closely match the SSO's response.</i></p> <p>16.1 <input type="checkbox"/> Rashin abin hawa (Vehicle/transportation not available) 16.2 <input type="checkbox"/> Rashin kyakyawan yanayin abin hawa (Vehicle/transportation broken/not functioning) 16.3 <input type="checkbox"/> Rashin mai a cikin abin hawa (No or insufficient fuel) 16.4 <input type="checkbox"/> Rashin samun wani kuɗi na musanman wanda zai taimaka min wajen tafiyar da aikin wannan ranar. (Do not receive per diem to cover the day's expenses) 16.5 <input type="checkbox"/> Makaranta ta yi nisa sosai (School(s) is/are too far away) 16.6 <input type="checkbox"/> Rashin kyakyawar hanya da kuma yanayi na damina (School(s) is/are difficult to get to (no road or in bad condition, rains prevent visit, etc.) 16.7 <input type="checkbox"/> Rashin kyakyawan yanayin tsaro (Safety or security concern) 16.8 <input type="checkbox"/> Shugaban makaranta da malamai ba su son ana ziyartar su (Head Teacher/teachers do not want a visit) 16.9 <input type="checkbox"/> Ba wani abin a zo a gani a makarantar (Do not see a need to visit the school/lack of motivation) 16.10 <input type="checkbox"/> Sauransu (Other)</p>
17.	<p>Idan ka ziyarci makaranta, wadanne abubuwa kike/kake gudanarwa? When you conduct a routine school visit, what are your typical activities?</p> <p><i>Do not read aloud; tick all that apply.</i></p> <p>17.1 <input type="checkbox"/> Duba gine-gine da suka dace da bukatar ingataccen yanayi na karatu. (Inspect school's facilities for child-friendliness, compliance.) 17.2 <input type="checkbox"/> Duba shugaban makaranta da muhimman bayanai (da suka shafi ɗalibai da malamai da makamantasu). (Inspect head teacher and school records [pupil/teacher & class ratios, etc].) 17.3 <input type="checkbox"/> Duba malamai yayin da suke koyarwa da ba su shawarwari. (Observe teachers in the classroom and provide feedback.) 17.4 <input type="checkbox"/> Duba tsarin darasi. (Check lesson plans.) 17.5 <input type="checkbox"/> Duba ayyukan ɗalibai da yanayin zuwansu makaranta. (Check pupils' work and attendance.) 17.6 <input type="checkbox"/> Taimaka wa wajen karantarwa da kuma sauran ayyakan makaranta [kamar wasanni, gasa, da sauransu]. (Support curricular and extra-curricular activities [sports, competitions, etc].) 17.7 <input type="checkbox"/> Taimaka wa kwamitin SBMC da kungiyar malamai da iyayen yara (PTA) da kuma dangantakar makaranta da al'umma. (Support SBMC or PTA or other school-community relations.) 17.8 <input type="checkbox"/> Sauransu (Other)</p>	

18.	Ko kin/ka taba samun horo kan yadda za ki/ka taimaki malamai wajen dabarun koyar da Hausa ko lya karatun Hausa? Have you ever received specific training on how to support teachers to teach Hausa language/reading?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	Yaya adadin daliban yake: Duk dalibi sun iya, Sama da rabin daliban, Rabin daliban, kasa da rabin daliban, Ba dalibi ko daya a aji biyu da ya iya karatu da fahimtarsa sosai a Hausa? How many pupils in your P2 class can read and comprehend well in Hausa: All, more than half, half, less than half or none?	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zabar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba.</p> <p>Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.</p>		
20.	Ya kamata a bambanta wajen kula tsakanin maza da mata a makarantu cikin sharuɗɗan da ilimi hallara. Girls and boys should be treated differently in schools in terms of academic participation.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	Babu hadari a yawancin makarantun wannan karamar hukumar wajen ba da ilimi ga 'ya'ya mata. Most schools in my LGEA are safe places for girls to learn.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza. Female pupils can be as successful as male pupils academically.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
23.	Akwai tsaro a hanyar dalibai maza ta zuwa da dawowa daga makaranta a wannan karamar hukumar ilimi. It is safe for boys to get to and from schools in my LGEA.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
24.	Akwai tsaro a hanyar dalibai mata ta zuwa da dawowa daga makaranta a wannan karamar hukumar ilimi. It is safe for girls to get to and from schools in my LGEA.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	Hakkin makaranta ne ta tabbatar da tsaron dalibai. It is the school's responsibility to keep pupils safe.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	Yawancin makarantu a wannan karamar hukumar ilimi malamai mata ba su fuskantar wata barazana. Most schools in my LGEA are safe places for women to teach.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

27.	<p>Idan har dalibi ba ya kula da karatu, ya kamata malami ya rankwashe shi ko ya zane shi ko ya yi masa wani horo mai tsanani don ya jawo hankalinsa. If a child is not paying attention, the teacher should rap their knuckles, cane the students, or use other physical means to get their attention.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	<p>Idan har dalibi yana taurin kai, ya kamata malami ya rankwashe shi ko ya zane shi ko ya yi masa wani horo mai tsanani don ya jawo hankalinsa. If a child is misbehaving, the teacher should rap their knuckles, cane the students, or use other physical means to correct their behavior.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
K.	Time the interview ended:	<p style="text-align: center;">_____ : _____ HH : MM</p>

Annex 6. Reading Knowledge, Skills and Attitudes – Assessor Protocol

READING KNOWLEDGE, SKILLS AND ATTITUDES (KSA) ASSESSMENT

SECTION A

Umurni: “Yanzu zan yi maka/miki ‘yan tambayoyi da suka shafi koyar da karatu da al’amurran da suka shafe shi. A wasu lokuta zan kawo maka/miki misalai na wani yanayi da zai iya faruwa a cikin aji sannan in tambayeka/ki abin da za ka/ki yi idan hakan ya faru gareka/ki. Zan karanta maka/miki tambayoyi da amsoshin da za ka/ki zaɓa. Idan kana/kina bukata, za ka/ki iya karantawa tare da ni daga taka/taki takardar yayin da nake karantawa, ko kuma ka/ki saurara kawai. Ba komai idan ba ka/ki fahimci wata tambaya ba. Kai/ke dai kawai ka/ki yi iyakar naka/naki kokari.”

Instructions: “Now I’m going to ask you some questions about reading instruction and related issues. In some cases, I will provide you with a typical classroom scenario and ask your opinion as to what you would do. I will read the questions and responses to you. You can follow along on your paper if you’d like, or just listen to what I say. If you do not understand a question, that’s OK. Just try your best.”

Section A1. Sanin sautukan harshe / Phonological Awareness

Umurni: “Bari mu gwada yadda malami zai iya taimaka wa dalibai don su gano yawan gabobin da ke cikin kalma. Zan fadi kalma sau biyu sai ka/ki maimaita kalmar tare da tafa yawan gabobin da ke cikin kalmar. Misali idan na furta kalmar “MINA,” sai ka/ki tafa “MI-” da “NA” [Yi wa malami gwajin tafa kowace gaba.] To yanzu gwada in gani [a saurari tafin “MI” da “NA”.] “Ka/kin fahimta mu ci gaba? To mu fara.”

Instructions: “Let’s practice how a teacher can help pupils identify the number of syllables in words. I will say a word to you twice. Then you should repeat the word while clapping the number of syllables. Let’s practice. For example, if I say the word “MINA,” you should clap “MI-” and “-NA” [demonstrate to the teacher by clapping each syllable, for a total of 2 claps]. Now you try it [wait for teacher to clap “MI” and “NA”]. Now let’s try another example. I will say a word, and you should clap the syllables in the word. Good, let’s begin.”

Assessors read each word twice, naturally (or conversationally). Do not emphasize the syllables as you read the word aloud.

Version A

S/N	Word	No. of Syllables	Correct/Incorrect
1.	GARI	2 syllables (GA-RI)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
2.	ZAKARA	3 syllables (ZA-KA-RA)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
3.	MUN	1 syllable (MUN)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
4.	BISHIYOI	4 syllables (BI-SHI-YO-YI)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)

Section A2. Karanta Takaitaccen Labari/Brief Passage Comprehension

Umurni: A ba malami/shugaban makaranta/mai taimaka wa malamai labarin da kuma takaitattun jumloin.

Instructions: Give the passage and the summary sentences to the Teacher/HT/SSO.

Umurni: “Muna da sha’awa a kan karatun manya. Muna tunanin manya za su kara kwarewa idan suka kara samun damar yin karatu da rubutu da kuma koya wa dalibai harshe. Babu mamaki kai/ke ma ka/kin fahimci haka. Daya daga cikin matakan wannan binciken shi ne mu gano yadda mu’amala da littafai da malamai ke yi yake da alaka da kwarewarsu ga karatun Hausa. Zan so ka/ki nuna min yadda kake/kike karanta wa daliban ka/ki gajeren labari. Zan nuna maka/miki dan gajeren labari na Hausa. Ba damuwa in ba ka/ki son karantawa. Kuma kina/kana da zaɓin karanta wani bangaren labarin ka/ki bar sauran. Bisimilla ki/ka fara karantawa ta yadda zan ji [nuna kalma ta farko da yatsanki/ka].

Instructions: “We are interested in adult learning. We think that when adults are exposed to more opportunities to read, write and teach a language to children, their skills also improve. You have probably experienced this in your classroom. As part of our research, we would like to see how teachers’ interactions with Hausa text influence their Hausa reading abilities. I’d like to ask if you could show me how you would normally read a short story to your pupils. I will show you a story in Hausa. If you do not want to read it, that is fine. You can also read just part of the story if you’d like. Please begin reading aloud here.” [Point your finger to the first word of the passage].

Give the teacher/HT/SSO the stimuli sheet with the story. When the person reads the first word of the story, tap “start.” Follow along on your screen and mark any incorrect word by touching that word on the screen - it will turn blue. Mark self-corrections as correct by touching the word again - it will return to grey. Stay quiet, except if the person hesitates for 3 seconds. Then point to the next word and say, “Please go on.” Mark the skipped word as incorrect. If the timer runs out before the last item is read, the screen will flash red and the timer will stop. **DO NOT STOP THE PERSON FROM READING AFTER 1 MINUTE IF S/HE HAS NOT FINISHED.** Mark the word read when the timer stopped by touching it so that a red bracket appears. Allow the person to continue reading the passage.

- If the person refuses to read the passage, that’s OK. Tap “Refused” and go to the next section.
- If the person stops reading part-way through the passage, stop the timer and mark the last word read. Put a bracket after it. Select “discontinued reading” and go to the next section.
- If after 2 minutes the person has not finished reading the passage, thank him/her and stop the task. Indicate the last word the person read by placing a bracket after it.

Then tap “next” to move to the next section to move to the passage summaries. Read aloud the passage summaries to the person.

Instructions: Once the teacher has finished reading the passage, ask:

“A matsayinki/ka na malama/malami, cikin takaitattun bayanana nan huɗu wanne zai fi taimaka wa dalibai fahimtar labarin? Zaɓi wanda kike/kake gani ya fi dacewa, ko ki/ka gaya mini amsar.”

“As a teacher, which of the four summaries do you think would help pupils to best understand the text? Tick the one you think is best, or just tell me your response.”

Then read aloud each of the four summaries one time. Wait for the person to tick or tell you his/her preferred summary.

5. Zaɓin A. Sama ta yi duhu. Hadari ya taso. Iska ta soma kaɗawa da karfi. Yarinya na son ta isa gida.
Version A: The skies were gray. The air was heavy. The wind had started to blow. The girl wanted to get home.

Takaita Labari Passage summary	✓ Zaɓi amsa da ta fi dacewa Tick best answer
Yarinya na kokarin guje wa tasowar hadari. The girl is trying to avoid a rain storm.	<input type="checkbox"/>
Yarinya na kokarin guje wa zafin rana. The girl is trying to avoid the sun.	<input type="checkbox"/>
Yarinya na kokarin ta isa gida kafin dare ya yi. The girl is trying to get home before nightfall.	<input type="checkbox"/>
Yarinya na kokarin taimaka wa wasu. The girl is trying to help others.	<input type="checkbox"/>
Ban sani ba/Ba amsa	<input type="checkbox"/>

Umurni: Ba malami/malama/shugaban makaranta/mai taimaka wa malamai takardar amsa tambayoyi. Ki/ka karanta dukkanin bayannan a bayyane yayin da zai/za ta iya karantawa a zuci yayin da kike/kake karantawar. Malami/malama/shugaban makaranta/mai taimaka wa malamai takardar zai/za ta iya canka ko fada miki/maka amsar da ya/ta fi amincewa/gamsuwa da ita.

Instructions: Give the teacher/HT/SSO the response sheet. Read each set of statements. The teacher/HT/SSO can read along (silently) as you read aloud. The teacher/HT/SSO can tick the response, or tell you orally, the statement s/he agrees with the most.

Umurni: “Yanzu zan karanta miki/maka wadansu bayanai da suka shafi karatu. Za ki/ka iya karantawa a zuci yayin da na ke karantowa. A kan kowane jerin bayani, ina so ki/ka zabi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukatar yin hakan.”

Instructions: “Now I’m going to read to you a series of statements related to reading. You can follow along on your paper if you’d like. For each set of statements, please tick the one you agree with the most. Or, you can just tell me which you prefer.”

S/N	COLUMN A	✓	COLUMN B	✓
6.	Rashin kaifin basira ne kadai dalilin da zai sa karatu ya yi wa yaro/yarinya wahalar iyawa. If a child is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.	<input type="checkbox"/>	Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya. Many factors may cause a child to struggle to learn to read.	<input type="checkbox"/>
7.	Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta. Reading words correctly indicates if a child understands the text.	<input type="checkbox"/>	Karatu tare da fitar da ma’ana shi ke nuna dalibai sun fahimci karatun. Reading with expression indicates if a child understands the text.	<input type="checkbox"/>
8.	Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba. Illiterate parents cannot assist their children to learn to read.	<input type="checkbox"/>	Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu. Illiterate parents can play an important role in helping their children learn to read.	<input type="checkbox"/>
9.	Kwarewa a karatu da yaren da yaro yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare. Some literacy skills in a child’s first language transfer to other language literacy skills.	<input type="checkbox"/>	Kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai. Literacy skills in a child’s first language only benefit the first language.	<input type="checkbox"/>
10.	Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koya wa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar. To teach pupils to learn to read a new word, it is best to show them how to break it up into sounds or syllables.	<input type="checkbox"/>	Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai kalmar sannan a umurce su da su maimaita furta kalmar. To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.	<input type="checkbox"/>
11.	Aikinai malam shi ne koya wa dalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu. The teacher’s role is to teach pupils all the words they need to know and they will become good readers.	<input type="checkbox"/>	Aikin malamai shi ne koya wa dalibai dabarun da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu. The teacher’s role is to teach skills pupils need so they can learn words independently and they become good readers.	<input type="checkbox"/>

12.	<p>Dalibai za su kware wajen karatu idan ɗaya bayan ɗaya suna karatu a bayyane a cikin aji. <input type="checkbox"/></p> <p>Pupils will learn to read well if they read out loud by taking turns in the classroom.</p>	<p>Yana da muhimmanci malamai su rika ɗaukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane. <input type="checkbox"/></p> <p>It is important for the teacher to take time to model good reading through read aloud stories.</p>
13.	<p>Gwajin bi-da-gyara da ake yi wa ɗalibai zai taimaka min wajen gano bukatun ɗalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai. <input type="checkbox"/></p> <p>Formative assessment will help me build on a pupil's needs, interests and strengths.</p>	<p>Gwajin bi-da-gyara da ake yi wa ɗalibai na taimaka wa wajen gano matakin da ɗaliban suke a aji. <input type="checkbox"/></p> <p>Formative assessment helps to determine a pupil's placement/rank.</p>
14.	<p>Ya dace dukkan ɗalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare?All pupils should learn how to read in English first, regardless of their local language. <input type="checkbox"/></p>	<p>Ya dace dukkan ɗalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa)? <input type="checkbox"/></p> <p>All pupils should learn how to read in their local language (e.g. Hausa) first.</p>

SECTION C

Umurni: A kasa akwai ga wasu yanayin cikin aji da wasu tambayoyin da ke da alaƙa da koyon karatu. Ba malami ko shugaban makaranta ko mai taimaka wa malamai takardar amsa tambayoyi. Karanta kowane bayani da zabin amsoshinsa. Umurci malami ko shugaban makaranta ko mai taimaka wa malamai da su karantaa zuci a lokacin da kike/kake karatu a bayyane. Za su zaɓi bayanin da suka fi amincewa da shi. Zaɓi ɗaya kawai daga ɓangaren A ko B ko C ko D.

Instructions: Below are a series of classroom situations and questions related to reading instruction. Give the teacher/HT/SSO the response sheet. Read each statement and all the response options. Ask the teacher/HT/SSO to read along (silently) as you read aloud. The teacher can tick the response s/he agrees with most, or tell you orally. Select the teacher’s response from either Column A, B, C or D.

Umurni: “A kasa akwai bayanai da suka shafi yanayin cikin aji da wasu tambayoyi da suka shafi koyar da karatu. Zan karanta kowane bayani da amshoshin da za ki/za ka iya zaɓa daga cikinsu sau ɗaya. Za ki/za ka karanta wa a zuci yayin da nake karantawa. A kan kowane bayani, ina so ki/ka zaɓi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukatar yin hakan. To mu fara.”

Instructions: “Below are a series of classroom situations and questions related to reading instruction. I’m going to read each statement and the response options once. You can follow along on your paper if you’d like. Please tick the response you agree with the **most**. Or, you can just tell me which you prefer. Let’s begin.”

	Statements related to reading Bayanai da suka shafi lamarin karatu	Check only one appropriate answer per line Zaɓi amsa ɗaya tak a kowane layi		
		A	B	C
15.	Karanta wani abu sau biyu a jere zai iya inganta kwarewar ɗalibai ta hanyar: Reading something two times in a row will most likely lead to pupils’ improvements in:	saurin karatu reading speed	inganta lafazi proper accent	iya amsa tambayoyi answering comprehension questions
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Zagaye “baki” a cikin waɗannan haruffa. Circle the letter that is a consonant.	A <input type="checkbox"/>	M <input type="checkbox"/>	O <input type="checkbox"/>
17.	Zagaye “wasali” a cikin waɗannan haruffa. Circle the letter that is a vowel.	T <input type="checkbox"/>	F <input type="checkbox"/>	E <input type="checkbox"/>
18.	Ka umurci ɗalibai da su yi tunanin kalmar da ke da amon sauti irin na fara. Wace kalma ke da amon sauti irin na fara? You ask your pupils to think of a word that rhymes with <i>fara</i> . Which word rhymes with <i>fara</i> ?	dara laugh	dama right	rama vegetable
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Nuna harafin farko a kalma tare da karfafa fitar da sautin harafin zai iya taimaka wa ɗalibai:	sanin kalmomi masu gabobi da yawa	iya rarrabe sautuka a cikin kalmomi	kwarewa wajen fayyace tsarin rubutu

	Pointing to the first letter of a word and emphasizing the sound the first letter makes is likely to teach pupils:	awareness of multi-syllable words <input type="checkbox"/>	the ability to isolate individual sounds in words <input type="checkbox"/>	skills to analyze the structure of texts. <input type="checkbox"/>
20.	Iya rarrabe sautuka na da muhimmanci ga: The ability to segment sounds is important for:	ma'anar kalma word meaning <input type="checkbox"/>	Gina kalma decoding <input type="checkbox"/>	karatun jimla sentence reading <input type="checkbox"/>
21.	Ɗaya daga cikin ɗaliban ki/ka ya faɗi haruffan da ke cikin kalmar rakumi a matsayin r-k-m. Ya za ki/ka yi? One of your pupils spells the word <i>rakumi</i> as <i>r-k-m</i> . What is your reaction?	Abin mamaki. Ya kamata a ce ɗalibai sun san wannan kalmar. Surprise. Pupils usually know this word. <input type="checkbox"/>	(Karfafa gwiwa. Duk haruffan uku na cikin kalmar. Hope/encouragement. All three sounds are in the word. <input type="checkbox"/>	Cikin damuwa. Dama a ce ɗalibi ya tambaye ni yadda ake furta haruffa daidai a cikin kalma. Frustration. The child could have asked you how to spell the word correctly. <input type="checkbox"/>
22.	Ka/kin rubuta sunayen abubuwa a cikin aji da Hausa. Wannan zai iya taimakawa wajen: You label objects in the classroom in Hausa. This will likely help:	sanin sababbin kalmomi don ɗalibai za su rika tunawa da kalmomin sannan su rika amfani da su wajen yin magana. pupils to develop their vocabulary, as they can be reminded of the words and use them when speaking <input type="checkbox"/>	sa ɗalibai su iya rubutu don suna ganin yadda ake rubuta haruffa. pupils to develop their handwriting, as they will see the correct letter formation <input type="checkbox"/>	ɗalibai su iya hada haruffa don suna ganin yadda ake rubuta kalmomi. pupils to develop decoding skills, as they will see how words are spelled <input type="checkbox"/>

23.	<p>Kafin ki/ka karanta labarin Hausa kin/ka tambayi dalibai “Me kuke tsammanin zai faru a cikin labarin”? Wannan zai: Before you read a story in Hausa you ask your pupils “What might happen in this story?” This will:</p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa kadai. Help pupils make predictions only in Hausa.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa da kuma wasu harsunan. Help pupils learn to make predictions in Hausa and other languages too.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>ƙata lokacin koyarwa ne. Ya fi dacewa a karanta labari sannan a yi tambayoyi dangane da labarin. Waste instructional time. It is better to read the story and ask the questions about the story afterwards.</p> <p style="text-align: center;"><input type="checkbox"/></p>
24.	<p>Ki/ka dauki tsawon kwana huɗu kina/kana koyar da sabon harafi. Rana ta biyar, hamsin daga cikin ɗari na dalibanki/ka kawai kan iya gane suna da sautin harafin, me za ki/ka yi? You spent four days teaching a new letter. On the fifth day, only half (50%) of your pupils can identify the sound and the name of the letter. What can you do?</p>	<p>Sake koyar da darasin ga duk ajin a wannan ranar. Ma fi yawancin daliban zasu iya harafin. Reteach it to the entire class that day. A larger percentage of the class should learn the letter.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Tsamo daliban da ba su iya harafin ba domin sake koyar da su. Note the pupils who did not learn the letter. Reteach the letter to those pupils in small groups.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Tsallake shi. Domin ya zama dole ka gama manhajarka a cikin lokaci. Skip it. You have to remain on track to complete the syllabus on time.</p> <p style="text-align: center;"><input type="checkbox"/></p>
25.	<p>Dalibanki/ka na fuskantar matsalar amsa tambayoyin da ba su cikin labari. Me za ki/ka yi? Your pupils are having difficulty with questions where the answer is not found in the text. What do you do?</p>	<p>Barin yin irin waɗannan tambayoyi domin babu takamammar amsa. Stop asking those type of questions because there is no right or wrong answer.</p>	<p>Canza tambaya domin ta bayar da damar amsar ‘daidai’ ko ‘ba daidai ba’. Change the question to make it have a right or wrong answer.</p>	<p>Dauki lokaci wajen gina irin wannan tambaya domin takan taimaka wa dalibai yin zurfin tunani. Spend time modelling how to answer this type of question because it develops critical thinking.</p>

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Gwaji... Classroom assessment...	ana yin sa a karshen zango. Should be conducted only at the end of the term. <input type="checkbox"/>	ana yin sa ko da yaushe. Should be conducted on an ongoing, informal basis. <input type="checkbox"/>	ana yi don sanin matakin ilimin dalibai. Should be conducted to rank/order pupils. <input type="checkbox"/>

Na gode da amsoshi da ka/kika bayar. / Thanks for providing your thoughts.

M.	Lokacin da aka kare tattaunawar					
	Time the interview ended	H	H	M	M	AM/PM

Annex 7. Reading Knowledge, Skills and Attitudes – Participant Copy

Reading Access and Research Activity (RARA): BASELINE PILOT
Reading Knowledge, Skills and Attitudes

SECTION A

**Sama ta yi duhu. Hadari ya taso. Iska ta soma kadawa da karfi.
Yarinya na son ta isa gida.**

Takaita Labari	✓ Zabi amsa da ta fi dacewa
Yarinya na kokarin guje wa tasowar hadari.	<input type="checkbox"/>
Yarinya na kokarin guje wa zafin rana.	<input type="checkbox"/>
Yarinya na kokarin ta isa gida kafin dare ya yi.	<input type="checkbox"/>
Yarinya na kokarin taimaka wa wasu.	<input type="checkbox"/>
Ban sani ba	<input type="checkbox"/>

SECTION B

Umurni: A kan kowane jerin bayani, ina so ki/ka zabi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukatar yin hakan.

S/N	COLUMN A	✓	COLUMN B	✓
6.	Rashin kaifin basira ne kadai dalilin da zai sa karatu ya yi wa yaro/yarinya wahalar iyawa.	<input type="checkbox"/>	Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya.	<input type="checkbox"/>
7.	Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta.	<input type="checkbox"/>	Karatu tare da fitar da ma'ana shi ke nuna dalibai sun fahimci karatun.	<input type="checkbox"/>
8.	Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba.	<input type="checkbox"/>	Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu.	<input type="checkbox"/>
9.	Kwarewa a karatu da yaren da yaro yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare.	<input type="checkbox"/>	Kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai.	<input type="checkbox"/>
10.	Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koya wa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar.	<input type="checkbox"/>	Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai kalmar sannan a umurce su da su maimaita furta kalmar.	<input type="checkbox"/>
11.	Aikina malam shi ne koya wa dalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu.	<input type="checkbox"/>	Aikin malamai shi ne koya wa dalibai dabarun da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu.	<input type="checkbox"/>
12.	Dalibai za su kware wajen karatu idan daya bayan daya suna karatu a bayyane a cikin aji.	<input type="checkbox"/>	Yana da muhimmanci malamai su rika daukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane.	<input type="checkbox"/>
13.	Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano bukatur dalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai.	<input type="checkbox"/>	Gwajin bi-da-gyara da ake yi wa dalibai na taimaka wa wajen gano matakin da daliban suke a aji.	<input type="checkbox"/>
14.	Ya dace dukkan dalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare?	<input type="checkbox"/>	Ya dace dukkan dalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa)?	<input type="checkbox"/>

SECTION C

Umurni: A kan kowane bayani, ina so ki/ka zaɓi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukatar yin hakan. To mu fara.

	Bayanai da suka shafi lamarin karatu	Zabi amsa ɗaya tak a kowane layi		
		A	B	C
15.	Karanta wani abu sau biyu a jere zai iya inganta kwarewar ɗalibai ta hanyar:	saurin karatu <input type="checkbox"/>	inganta lafazi <input type="checkbox"/>	iya amsa tambayoyi <input type="checkbox"/>
16.	Zagaye “baki” a cikin waɗannan haruffa.	<u>A</u> <input type="checkbox"/>	<u>M</u> <input type="checkbox"/>	<u>O</u> <input type="checkbox"/>
17.	Zagaye “wasali” a cikin waɗannan haruffa.	<u>I</u> <input type="checkbox"/>	<u>F</u> <input type="checkbox"/>	<u>E</u> <input type="checkbox"/>
18.	Ka umurci ɗalibai da su yi tunanin kalmar da ke da amon sauti irin na <i>fara</i> . Wace kalma ke da amon sauti irin na <i>fara</i> ?	dara <input type="checkbox"/>	dama <input type="checkbox"/>	rama <input type="checkbox"/>
19.	Nuna harafin farko a kalma tare da karfafa fitar da sautin harafin zai iya taimaka wa ɗalibai:	sanin kalmomi masu gabobi da yawa <input type="checkbox"/>	iya rarrabe sautuka a cikin kalmomi <input type="checkbox"/>	kwarewa wajen fayyace tsarin rubutu <input type="checkbox"/>
20.	Iya rarrabe sautuka na da muhimmanci ga:	ma’anar kalma <input type="checkbox"/>	gina kalma <input type="checkbox"/>	karatun jimla <input type="checkbox"/>
21.	Ɗaya daga cikin ɗaliban ki/ka ya fadi harruffan da ke cikin kalmar <i>rakumi</i> a matsayin <i>r-k-m</i> . Ya za ki/ka yi?	Abin mamaki. Ya kamata a ce ɗalibai sun san wannan kalmar. <input type="checkbox"/>	(Karfafa gwiwa. Duk haruffan uku na cikin kalmar. <input type="checkbox"/>	Cikin damuwa. Dama a ce ɗalibi ya tambaye ni yadda ake furta haruffa daidai a cikin kalma. <input type="checkbox"/>

22.	Ka/kin rubuta sunayen abubuwa a cikin aji da Hausa. Wannan zai iya taimakawa wajen:	sanin sababbin kalmomi don dalibai za su riƙa tunawa da kalmomin sannan su riƙa amfani da su wajen yin magana. <input type="checkbox"/>	sa dalibai su iya rubutu don suna ganin yadda ake rubuta haruffa. <input type="checkbox"/>	dalibai su iya haɗa haruffa don suna ganin yadda ake rubuta kalmomi. <input type="checkbox"/>
23.	Kafin ki/ka karanta labarin Hausa kin/ka tambayi dalibai “Me kuke tsammanin zai faru a cikin labarin”? Wannan zai:	taimaka wa dalibai wajen iya hasashe a Hausa kaɗai. <input type="checkbox"/>	taimaka wa dalibai wajen iya hasashe a Hausa da kuma wasu harsunan. <input type="checkbox"/>	ɓata lokacin koyarwa ne. Ya fi dacewa a karanta labari sannan a yi tambayoyi dangane da labarin. <input type="checkbox"/>
24.	Ki/ka dauki tsawon kwana huɗu kina/kana koyar da sabon harafi. Rana ta biyar, hamsin daga cikin dari na dalibanki/ka kawai kan iya gane suna da sautin harafin, me za ki/ka yi?	Sake koyar da darasin ga duk ajin a wannan ranar. Ma fi yawancin daliban zasu iya harafin. <input type="checkbox"/>	Tsamo daliban da ba su iya harafin ba domin sake koyar da su. <input type="checkbox"/>	Tsallake shi. Domin ya zama dole ka gama manhajarka a cikin lokaci. <input type="checkbox"/>
25.	Dalibanki/ka na fuskantar matsalar amsa tambayoyin da ba su cikin labari. Me za ki/ka yi?	Barin yin irin waɗannan tambayoyi domin babu takamammar amsa. <input type="checkbox"/>	Canza tambaya domin ta bayar da damar amsar ‘daidai’ ko ‘ba daidai ba’. <input type="checkbox"/>	‘Dauki lokaci wajen gina irin wannan tambaya domin takan taimaka wa dalibai yin zurfin tunani. <input type="checkbox"/>
26.	Gwaji...	ana yin sa a karshen zango. <input type="checkbox"/>	ana yin sa ko da yausha. <input type="checkbox"/>	ana yi don sanin matakin ilimin dalibai. <input type="checkbox"/>

Annex 8. School Inventory

School Inventory of Pupil Attendance, Dropout and Teacher Absenteeism

Umurni: A duba rijistar ɗaukar ɗalibai, rijistar aji da ta malamai. A cika wannan ɓangaren a gaban shugaban makaranta.

Instructions. Check availability of school admission records, classroom attendance registers and staff movement register or staff time book. This section should be completed with the Head Teacher present if possible.

Calculating P2 Pupil Attendance for the previous academic year (2013-2014) Kididdige yawan zuwan ɗalibai 'yan aji biyu a makaranta na shekarar karatu da ta gabata (2013/2014)		
1.	<p>Shin wannan makaranta na da cikakken bayanin yanayin zuwan ɗalibai makaranta a kalla a kan shekarar karatu da ta gabata game da 'yan aji biyu? Does the school have a completed record of pupil attendance (attendance register) by term for at least one of the previous academic year's P2 classes? <i>If NO, skip to 86.</i></p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
2.	<p><i>If YES, check to see if it is complete with summary attendance data for each term, Term 1 to Term 3.</i> <i>Idan I, duba ki/ka ga shin ko an taƙaita bayanan ko wane zangon karatu kamar yadda yake; zango na 1, na 2 da na 3.</i> Shin akwai rijistar ɗalibai ta zuwa makaranta, kuma an cike ta dai-dai a kowane zango na shekarar karatu da ta gabata (2013 – 2014)? Is the pupil attendance record for the previous academic year (2013-2014) available and complete? <i>If Attendance Record is NOT available, skip to #6</i> <i>Idan babu rijistar, tsallake tambayoyin gaba zuwa tambaya ta 6</i></p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Babu (Attendance record not available)
3.	<p><i>Calculate the total pupil attendance days from the previous academic year (2013-2014) by summing the total number of days pupils attended for morning and afternoon for all three terms.</i> Kididdiga adadin yawan zuwan ɗalibai makaranta a shekarar karatu da ta gabata (2013-2014) ta hanyar tara yawan ranakun da ɗalibai suka je makaranta da safe da kuma rana na dukkan zangon karatun shekarar. Mene ne adadin ranakun da ɗalibai ya kamata su zo makaranta? What is the total number of pupil attendance days?</p>	Term 1: _____ Term 2: _____ Term 3: _____ <input type="checkbox"/> Not available
4.	<p>Kwanaki nawa ne makaranta ta kasance a buɗe cikin kowane zango (na 1, 2, da na 3) a shekarar karatu da ta gabata? What was the sum total of school days for each term, Term 1, Term 2 and Term 3 for the previous academic year?</p>	Term 1: _____ Term 2: _____ Term 3: _____ <input type="checkbox"/> Not available
5.	<p>Ɗalibai 'yan aji biyu nawa ne aka ɗauka a shekarar karatu da ta gabata? What was the total number of P2 pupils enrolled during the previous academic year?</p>	_____

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

Calculating Previous Year P2 Dropout. Calculate number of dropouts of P2py from the school admission register. Kiddige yawan dalibai 'yan aji biyu da suka daina zuwa makaranta		
6.	Ko makarantarku na da cikakkiyar rijistar dalibai 'yan aji uku? Does your school have a complete and up to date admission register for your current year P3 pupils? <i>If NO, skip to 13</i>	<input type="checkbox"/> No (A'a) <input type="checkbox"/> Yes (I)
7.	<i>Check admissions record or P3 class attendance records.</i> A duba rijistar daukar dalibai ko rijistar aji uku. Dalibai 'yan aji uku nawa a ka dauka a wannan shekarar karatu? What is the total number of P3 pupils currently enrolled this current school year (2014)?	_____
8.	A duba rijistar daukar dalibai. Daliban aji uku nawa ne suka canza makaranta a wannan shekarar karatu? Check the admissions record. What is the total number of P3 pupils who <u>transferred in</u> this current school year (2014)?	_____
9.	A duba rijistar daukar dalibai. Dalibai 'yan aji biyu nawa ne aka yi wa rifitin a wannan shekarar karatu? Check P2 class attendance records. What is the total number of P2 repeaters enrolled in P2 this current year (2014)?	_____
10.	A duba rijistar daukar dalibai. Mene ne yawan dalibai 'yan aji biyu da aka dauka a shekarar karatu da ta gabata? Check the admissions record. What is the total number of P2 pupils <u>enrolled</u> previous school year (2013)?	_____
11.	A duba rijistar daukar dalibai. Dalibai 'yan aji biyu nawa ne suka canza makaranta a shekarar karatu da ta gabata? Check admissions record. What is the total number of P2 pupils who <u>transferred out</u> last school year (2013).	_____
12.	A duba rijistar daukar dalibai. Dalibai 'yan aji biyu nawa ne suka rasu a shekarar karatu da ta gabata? Check the admissions record. What is the total number of P2 pupils who <u>died (deceased)</u> last school year (2013)?	_____
Teacher Absenteeism Rate. Determine number of P2 Teacher days absent. Gano yawan ranakun da malamin aji biyu bai zo aiki ba		
13.	Ko kuna da cikakkiyar rijistar zuwan aikin malamai ta shekarar da ta gabata? Do you have a complete and up to date staff movement register (or staff time book) for last school year? <i>If NO, skip to end of Section</i>	
14.	Ko rijistar ta kunshi yawan kwanakin da dukkan malaman aji biyu ba su zo makaranta ba? Does it contain a record of all P2 teachers' days absent? <i>If NO, skip to end of Section.</i>	
15.	Binciko yawan ranakun da malaman aji biyu suka yi ba su zo makaranta ba. Kwanaki nawa a ka lissafa malaman aji biyu suka yi ba su zo makaranta ba? Identify the P2 teachers and count how many days they are logged or noted as absent for <u>each term</u> . How many total absent days were counted for all P2py teachers?	Term 1: _____ Term 2: _____ Term 3: _____ <input type="checkbox"/> Not available

Annex 9. Hausa Lesson Classroom Observation (Non-timed) and Classroom Inventory



NON-TIMED CLASSROOM OBSERVATION

Instructions for Assessors (Dos and Don'ts). Arrive to the P2 Hausa lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or work space. Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson.

Instructions for Administering the Non-Timed Classroom Observation

Part 1: Teacher Instructional Practices

Part 2: Classroom Inventory

At the beginning of the Lesson. Be sure to have at least two pencils with working erasers and a desk to write on. Turn off your mobile phone. Note the time the lesson begins.

During the Lesson. The Non-Timed Classroom Observation instrument is divided into two sections: **Section A: Lesson Content** and **Section B: Learner Engagement, Feedback and Support**. During the lesson complete Section A. Each item describes a teacher behavior or classroom activity related to specific content. Indicate YES if the behavior or activity is observed *at least once*.

Ending the Lesson. Toward the end of the lesson, turn your attention to Section B. Reflect on the overall lesson and answer the questions relating to how the teacher engaged and supported the pupils.

After the Lesson. Remind the teacher that you'd like to ask the pupils a few questions as a group. Proceed to Part 2: Classroom Inventory. After you have recorded information about the pupils, complete the information about other materials in the classroom.

PART 1: TEACHER INSTRUCTIONAL PRACTICES

Lesson Start Time: ____: ____ (HH:MM)

Section A. Lesson content (What is the teacher teaching? Place a check in the box if observed/not observed)		
Before the lesson, ...		
Teacher Preparedness	1. Does the teacher have the required materials necessary to teach today's lesson? (at least a lesson plan is prepared; may also have the following: a teacher's guide, Hausa pupil readers, pupil exercise books, and/or supplementary books)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Does the teacher provide an introduction to the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the lesson, ...		
Phonemic Awareness Alphabetic Principle	3. Does the teacher present letter <u>names</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Does the teacher present letter <u>sounds</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Do the <u>pupils practice letter sounds</u> ? This could include one of the following teacher actions: <ul style="list-style-type: none"> • Using songs or actions to practice or explain • Having pupils repeat the sounds • Teaching the movement/action that is related to the letter sound • Having pupils practice as a class 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Decoding	6. Does the teacher introduce syllables or sounds (word parts) to form or break apart whole words, or blend letters together to make sounds? The teacher could do at least one of the following during this activity: <ul style="list-style-type: none"> • Having pupils read from their pupil book the syllables/word sounds • Writing the syllables on the chalkboard; pointing to each letter and slowly saying each sound in the syllables • Introducing syllables with new letter sounds (phonemes), in lower and capital case on the board • Running the finger under the syllable from left to right and reading the syllable faster • Blending consonants and vowels • Forming words from sounds 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sentence Reading	7. Does the teacher provide sentences for pupils to read (are pupils' eyes on the text)? This could include: <ul style="list-style-type: none"> • Writing the decodable sentence on the chalkboard (sentences that contain the decodable words from decoding above) • Pointing to and reading the sight words • Pupils reading from their pupil book aloud or independently or in groups/pairs 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Passage Reading (short-paragraph, simple sentences)	8. Does the teacher read a passage out loud to all the pupils? This could involve: <ul style="list-style-type: none"> • Writing the passage on the chalkboard, reading it by running the finger under each word • Selecting a passage from the pupil book to read aloud 	<input type="checkbox"/> Yes <input type="checkbox"/> No
	9. Does the teacher allow the pupils to read the passage aloud or independently? This could include echo reading, independent reading, paired reading, etc. <ul style="list-style-type: none"> • Pupils reading from the board • Pupils reading from their pupil books or textbooks 	<input type="checkbox"/> Yes <input type="checkbox"/> No
	[IF YES TO QUESTION #8] 10. Does the teacher ask the pupils comprehension questions about the passage? This could include: <ul style="list-style-type: none"> • Teaching vocabulary words: saying the word and teaching the action or picture • Asking them to look at the picture and guess what the story will be about • Asking a question where the answer can be found in the text • Asking an inferential question where the answer is in the text and "in the mind" 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Handwriting	11. Does the teacher task the pupils to write letters or words? This could include: <ul style="list-style-type: none"> • Asking pupils to use their finger to trace the letter and write the letter • Assessing pupils' posture, grip, starting point of formation, etc. • Asking pupils to copy letters or words from their books or from the blackboard • Asking pupils to draw or trace with their pencil or in the air 	<input type="checkbox"/> Yes <input type="checkbox"/> No
At the end of the lesson, ...		
Lesson Closure and practice	12. Does the teacher summarise the lesson of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	13. Does the teacher task the pupils to read their books at home or outside the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section B. Pupil engagement, feedback and support		
14.	Does the teacher balance opportunities given to boys and girls to speak? (Not applicable [N/A] if not a co-ed classroom.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15.	Does the teacher engage pupils from all parts of the classroom (not just the front row)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.	Does the teacher nominate pupils to speak who have NOT volunteered or raised their hands?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.	Are the majority of pupils' eyes on text (in a book or similar material, not just the board) as they read individually or in a group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.	If a pupil responded incorrectly, did the teacher: <i>[Do not tick if the action was not observed]</i> <ul style="list-style-type: none"> 19.1 Supply the correct answer? 19.2 Scold, belittle, or punish the pupil? 19.3 Ask another pupil? 19.4 Ask the pupil to try again/repeat the question? 19.5 Ask a clarifying question, cue the pupil, or break down the task as appropriate? 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes
20.	Teaching Methods: Over the course of the lesson, did the teacher: <i>[Do not tick if the action was not observed]</i> <ul style="list-style-type: none"> 20.1 Ask pupils questions about the lesson? 20.2 Provide explanation if the pupils didn't understand or make errors? 20.3 Direct the pupils to apply and practice the lesson further on their own, that is, individually, in pairs, or in small groups, during the class period? (This could be reading to one other, practicing questions in pairs, doing a practice exercise similar to but not exactly the same as the one presented, practicing their handwriting with a focus on mastering the form, etc. Just copying the lesson from the board does not count.) 20.4 Check pupils' progress during individual and group activities? 20.5 Praise or compliment pupils? 	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes

Lesson End Time: ____: ____ (HH:MM)

PART 2: CLASSROOM INVENTORY

Ask the teacher to keep the pupils after class for about 5 to 10 minutes to answer a few questions. This Classroom Inventory Section should be completed after the lesson is finished. Once the Classroom Inventory form has been completed in its entirety, proceed to the Teacher Interview.

1.	How many girls are present in this classroom at the time of the observation? (Ask all the girls to stand and count them.)	_____
2.	How many boys are present in this classroom at the time of the observation? (Ask all the boys to stand and count them.)	_____
3.	How many pupils have a Hausa language pupil book/primer? (Ask pupils to hold their Hausa pupil books up in the air. If necessary, ask that the books be removed from cupboard and distributed as normal to pupils.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
4.	How many pupils have an exercise book for Hausa language? (Ask pupils to hold their Hausa language exercise books up in the air.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
5.	How many pupils have a pen/pencil? (Ask pupils to hold their pen/pencils up in the air.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
6.	Are there sufficient seats and desks available for all pupils?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Does the teacher have a: (Check as many as apply)	
	7.1 <input type="checkbox"/> chalkboard 7.2 <input type="checkbox"/> chalk for chalkboard 7.3 <input type="checkbox"/> pen/pencil 7.4 <input type="checkbox"/> notebook/exercise book 7.5 <input type="checkbox"/> reference book or teacher's guide for Hausa language 7.6 <input type="checkbox"/> Whiteboard and markers 7.7 <input type="checkbox"/> reflection journal 7.8 <input type="checkbox"/> SUBEB Hausa curriculum 7.9 <input type="checkbox"/> Lesson plan for the current day's lesson (could be a daily or weekly lesson plan or scheme of work document)	
	Indicate which of the following learning resources you observed in the class. Specify the language(s) of materials if applicable:	
8.	Alphabet chart displayed	<input type="checkbox"/> None 8.1 <input type="checkbox"/> Hausa 8.2 <input type="checkbox"/> English 8.3 <input type="checkbox"/> Both
9.	Letter/word cards available	<input type="checkbox"/> None 9.1 <input type="checkbox"/> Hausa 9.2 <input type="checkbox"/> English 9.3 <input type="checkbox"/> Both
10.	Posters about language/literacy displayed on the wall	<input type="checkbox"/> None

NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA) BASELINE NOVEMBER 2014

		10.1	<input type="checkbox"/> Hausa
		10.2	<input type="checkbox"/> English
		10.3	<input type="checkbox"/> Both
11.	Teacher-made displays/resources about language/literacy visible		<input type="checkbox"/> None
		11.1	<input type="checkbox"/> Hausa
		11.2	<input type="checkbox"/> English
		11.3	<input type="checkbox"/> Both
12.	Pupils' work displayed on the walls		<input type="checkbox"/> None
		12.1	<input type="checkbox"/> Hausa
		12.2	<input type="checkbox"/> English
		12.3	<input type="checkbox"/> Both
13.	Reading materials besides textbooks available for pupils to read inside the classroom (this could be a reading corner, classroom library or simply a collection of books on a shelf)		<input type="checkbox"/> None
		13.1	<input type="checkbox"/> Hausa
		13.2	<input type="checkbox"/> English
		13.3	<input type="checkbox"/> Both
14.	Any other items the teacher uses to help teach reading (such as paper, newspapers, string, chalk, flashcards, etc.)		<input type="checkbox"/> None
		14.1	<input type="checkbox"/> Hausa
		14.2	<input type="checkbox"/> English
		14.3	<input type="checkbox"/> Both

Annex 10. Hausa Lesson Classroom Observation (Timed)

TIMED CLASSROOM OBSERVATION

TIMED CLASSROOM OBSERVATION. Instructions for Assessors (Dos and Don'ts). Arrive to the P2 Hausa lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or work space. Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson.

Instructions for Administering the Timed Observation Form.

At the beginning of the Lesson. Be sure to have at least two pencils with working erasers, a stopwatch, and a desk to write on. Note the time the lesson begins. As soon as the teacher begins by greeting the class, start your stopwatch. *Do not stop the stopwatch until the end of the lesson.*

During the Lesson. The TO Form is subdivided by columns into three-minute intervals. Each column represents three minutes of lesson time, beginning with the first column on the far left (first three minutes) to the last column on the far right (the last 42 to 45 minutes). There are 15 columns for a cumulative total of 45 minutes. Every three minutes, tick the appropriate column and row of the action or activity is observed. Once three minutes has elapsed, move your pencil to the next column to the right.

The rows on the form are divided into two discrete sections: Section A relates to the content of the lesson. There are four categories (Phonics and Reading Skills, Writing Skills, Comprehension and Vocabulary Skills, and Oral Language Skills). Each category is subdivided by specific activities that the teacher or pupils are doing. Section B relates to the teacher action, or how the lesson is being delivered.

After the Lesson. Once the lesson is finished, double check all columns to confirm they have been ticked accurately and comprehensively. Immediately enter the summary results of the observation form into the tablet. Keep the hard copy of the form in your possession. At the end of the day, give the hard copy original form to the Team Leader. Be sure to thank the teacher and resume your survey activities with the head teacher and school inventory.

Lesson Start Time: ____ : ____ (HH:MM)

Lesson End Time: ____ : ____ (HH:MM)

Classroom Observation Starting time: ____ : ____ AM PM	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
--	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----

Section A. Lesson Content (What is the focus or intent of the instruction?) Mark only one box every three minutes; at the 3-minute mark, tick the most applicable item.

1. Reading Skills	1.1 Letter sounds														
	1.2 Syllables (reading or decoding)														
	1.3 Words (sounding out words, decoding, rhyming)														
	1.4 Passage/story reading														
2. Writing Skills (requires pupils writing)	2.1 Copying or tracing														
	2.2 Dictation														
	2.3 Creative writing/drawing														
3. Vocabulary & Comprehension Skills	3.1 Vocabulary (explaining word meaning)														
	3.2 Reading comprehension														
	3.3 Image interpretation														
4. Oral Language	4.1 Singing/chanting														
	4.2 Role playing/drama/games														
5. Other	5.1 None of the above														

Section B. Lesson Delivery (How is the teacher delivering the lesson?) Mark only one box every three minutes; at the 3-minute mark, tick the most applicable action.

6. Whole Class - teacher presenting/explaining to whole class															
7. Teacher having pupils independently work alone or in small groups/pairs															
8. Other															

Guidance and tips for observation items:

Section A. Lesson Content	
1.1 Letter sounds	Includes pupils or teachers identifying <i>letter sounds only</i> – emphasis or intent is to teach letter sounds (not just letter names). If letter names only, check “5.0 Other.”
1.2 Syllables (reading or decoding)	Pupils or teachers reading or sounding out syllables, identifying number of syllables in words (e.g., clapping or beating syllables), decoding syllables (taking them apart or putting them together).
1.3 Words (decoding, rhyming)	Pupils or teachers reading whole words, decoding whole words (putting them together or taking them apart), sounding out words, identifying rhyming words, using chalkboard, books or other print media.
1.4 Passage/story reading	Teachers or pupils reading aloud passages (connected sentences, paragraphs, stories); include reading from chalkboard, books or other print media. Pupils could be reading chorally, in small groups or independently.
2.1 Copying or tracing	Pupils copying or tracing letters, copying words, sentences or passages from chalkboard, book or other print media, writing in the air
2.2 Dictation	Pupils writing letters, words, sentences or passages dictated by teacher.
2.3 Creative writing/drawing	Pupils free writing letters, words, sentences or passages, or drawing pictures; could include creative sentence or story writing or illustrating.
3.1 Vocabulary	Pupils or teachers explaining word meaning; could include: role playing/acting, translating, synonyms, definitions, or using materials/resources in the environment.
3.2 Reading comprehension	Pupils answering questions about sentences, stories or passages; could include answering explicit (literal) questions or implicit, inferential or predictive questions.
3.3 Image interpretation	Pupils or teachers discussing or interpreting images, drawings, illustrations, etc.
4.1 Singing/chanting	Pupils singing or chanting in chorus, either repeating/echoing the teacher or pupil, or singing songs. Tick only if the children are not reading or following any text while singing or chanting.
4.2 Role playing/drama/games	Teachers or pupils acting, role playing, or playing games. If role playing is used for explaining word or passage meanings, tick 3.1 or 3.2.
5.0 Other	Teacher out of classroom; grammar or other lesson being conducted, etc.
Section B. Lesson Delivery	
6.0 Whole class	Teacher is engaging whole class: could include setting task, speaking or reading aloud instructions, or reading aloud stories, using chalkboard or learning aides; Pupils responding (chorally or individually [orally or on chalkboard]) in front of class, or asking the teacher questions in front of the whole class.
7.0 Independently work alone or in small groups/pairs	Teacher tasks activities to small groups or to individuals to work alone or in small groups. Teacher monitors and provides feedback to pupils in small group or individual-work task setting.
8.0 Other	Teacher out of the classroom; no tasks provided to pupils.

Annex 11. LGA Characteristics

Characteristics of LGAs selected for participation in RARA reading research study

BAUCHI	School Count	Pupils/Teacher Ratio	Pupil Enrollment	Teachers	Nomadic enrollment	Percent Girls	Number Girls	Core Subject Textbooks/Pupil	Core Subject Textbooks
Bauchi	254	43.0	125,110	2,907	3,241	44.5%	16,701	1.0	128,524
Dambam	119	35.8	25,973	725	1,085	48.5%	10,456	2.0	53,069
Darazo	181	39.5	39,776	1,006	1,294	44.2%	10,256	2.7	107,191
Gamawa	101	40.3	24,186	600	1,374	37.5%	4,360	1.9	45,477
Katagum	124	36.8	51,249	1,391	2,849	42.7%	13,801	0.6	29,210
Kirfi	160	309.1	37,088	120	992	43.4%	12,803	2.8	105,652
Tafawa Balewa	246	37.9	59,944	1,582	4,695	49.4%	18,807	1.7	102,695
Warji	87	66.6	38,847	583	4,797	46.1%	13,496	1.6	62,557

SOKOTO	School Count	Pupil/Teacher Ratio	Pupil Enrollment	Teachers	Nomadic enrollment	Percent Girls	Number Girls	Core Subject Textbooks/Pupil	Core Subject Textbooks
Gada	115	70.6	24,009	340	Unavailable	28.3%	6,015	1.8	43,623
Gwadabawa	103	133.4	36,938	277	Unavailable	30.6%	6,781	1.2	46,092
Kware	85	31.4	18,257	582	Unavailable	30.5%	3,390	1.8	32,102
Sabon-Birni	122	51.1	44,947	880	300	27.6%	6,790	1.3	57,506
Sokoto North	39	52.1	39,027	749	Unavailable	47.0%	12,459	1.4	56,322
Tambawal	108	28.4	25,504	899	0	37.5%	7,908	2.5	64,020
Tureta	56	44.8	12,677	283	57	38.4%	3,733	0.6	8,142
Yabo	76	41.1	19,800	482	196	42.8%	192	1.8	35,958

Source: State Education Management Information System (EMIS), based on the SUBEB 2012-2013 Annual School Census.

Annex 12: Reading Pedagogy Composite Score

Responses from the questions below were included in the teachers' reading pedagogy composite score, discussed in **Section 5.2.3**.

Instructions: "Now I'm going to read to you a series of statements related to reading. You can follow along on your paper if you'd like. For each set of statements, please tick the one you agree with the **most**. Or, you can just tell me which you prefer."

	COLUMN A ✓	COLUMN B ✓
7.	<p>Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta.</p> <p>Reading words correctly indicates if a child understands the text.</p> <input type="checkbox"/>	<p>Karatu tare da fitar da ma'ana shi ke nuna dalibai sun fahimci karatun.</p> <p>Reading with expression indicates if a child understands the text.</p> <input type="checkbox"/>
10.	<p>Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koya wa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar.</p> <p>To teach pupils to learn to read a new word, it is best to show them how to break it up into sounds or syllables.</p> <input type="checkbox"/>	<p>Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai kalmar sannan a umurce su da su maimaita furta kalmar.</p> <p>To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.</p> <input type="checkbox"/>
12.	<p>Dalibai za su kware wajen karatu idan daya bayan daya suna karatu a bayyane a cikin aji.</p> <p>Pupils will learn to read well if they read out loud by taking turns in the classroom.</p> <input type="checkbox"/>	<p>Yana da muhimmanci malamai su riƙa ɗaukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane.</p> <p>It is important for the teacher to take time to model good reading through read aloud stories.</p> <input type="checkbox"/>
13.	<p>Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano buƙatun dalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai.</p> <p>Formative assessment will help me build on a pupil's needs, interests and strengths.</p> <input type="checkbox"/>	<p>Gwajin bi-da-gyara da ake yi wa dalibai na taimaka wa wajen gano matakin da daliban suke a aji.</p> <p>Formative assessment helps to determine a pupil's placement/rank.</p> <input type="checkbox"/>

	Statements related to reading Bayanai da suka shafi lamarin karatu	Check only one appropriate answer per line Zabi amsa ɗaya tak a kowane layi		
		A	B	C
15.	<p>Karanta wani abu sau biyu a jere zai iya inganta kwarewar dalibai ta hanyar:</p> <p>Reading something two times in a row will most likely lead to pupils' improvements in:</p>	<p>saurin karatu reading speed</p> <input type="checkbox"/>	<p>inganta lafazi proper accent</p> <input type="checkbox"/>	<p>iya amsa tambayoyi answering comprehension questions</p> <input type="checkbox"/>
16.	<p>Zagaye "baki" a cikin waɗannan haruffa.</p> <p>Circle the letter that is a consonant.</p>	<p>A</p> <input type="checkbox"/>	<p>M</p> <input type="checkbox"/>	<p>O</p> <input type="checkbox"/>
17.	<p>Zagaye "wasali" a cikin waɗannan haruffa.</p> <p>Circle the letter that is a vowel.</p>	<p>T</p> <input type="checkbox"/>	<p>F</p> <input type="checkbox"/>	<p>E</p> <input type="checkbox"/>
18.	<p>Ka umurci dalibai da su yi tunanin kalmar da ke da amon sauti irin na</p>	<p>dara laugh</p>	<p>dama right</p>	<p>rama vegetable</p>

	<p>fara. Wace kalma ke da amon sauti irin na fara?</p> <p>You ask your pupils to think of a word that rhymes with <i>fara</i>. Which word rhymes with <i>fara</i>?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<p>Nuna harafin farko a kalma tare da karfafa fitar da sautin harafin zai iya taimaka wa dalibai:</p> <p>Pointing to the first letter of a word and emphasizing the sound the first letter makes is likely to teach pupils:</p>	<p>sanin kalmomi masu gabobi da yawa</p> <p>awareness of multi-syllable words</p>	<p>iya rarrabe sautuka a cikin kalmomi</p> <p>the ability to isolate individual sounds in words</p>	<p>kwarewa wajen fayyace tsarin rubutu</p> <p>skills to analyze the structure of texts.</p>
20.	<p>Iya rarrabe sautuka na da muhimmanci ga:</p> <p>The ability to segment sounds is important for:</p>	<p>ma'anar kalma</p> <p>word meaning</p>	<p>Gina kalma</p> <p>decoding</p>	<p>karatun jimla</p> <p>sentence reading</p>
21.	<p>Daya daga cikin daliban ki/ka ya fadi haruffan da ke cikin kalmar rakumi a matsayin r-k-m. Ya za ki/ka yi?</p> <p>One of your pupils spells the word <i>rakumi</i> as <i>r-k-m</i>. What is your reaction?</p>	<p>Abin mamaki. Ya kamata a ce dalibai sun san wannan kalmar.</p> <p>Surprise. Pupils usually know this word.</p>	<p>(Karfafa gwiwa. Duk haruffan uku na cikin kalmar.</p> <p>Hope/encouragement. All three sounds are in the word.</p>	<p>Cikin damuwa. Dama a ce dalibi ya tambaye ni yadda ake furta haruffa daidai a cikin kalma.</p> <p>Frustration. The child could have asked you how to spell the word correctly.</p>
22.	<p>Ka/kin rubuta sunayen abubuwa a cikin aji da Hausa. Wannan zai iya taimakawa wajen:</p> <p>You label objects in the classroom in Hausa. This will likely help:</p>	<p>sanin sababbin kalmomi don dalibai za su riƙa tunawa da kalmomin sannan su riƙa amfani da su wajen yin magana.</p> <p>pupils to develop their vocabulary, as they can be reminded of the words and use them when speaking</p>	<p>sa dalibai su iya rubutu don suna ganin yadda ake rubuta haruffa.</p> <p>pupils to develop their handwriting, as they will see the correct letter formation</p>	<p>dalibai su iya hada haruffa don suna ganin yadda ake rubuta kalmomi.</p> <p>pupils to develop decoding skills, as they will see how words are spelled</p>

23.	<p>Kafin ki/ka karanta labarin Hausa kin/ka tambayi dalibai “Me kuke tsammanin zai faru a cikin labarin”? Wannan zai:</p> <p>Before you read a story in Hausa you ask your pupils “What might happen in this story?” This will:</p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa kadai.</p> <p>Help pupils make predictions only in Hausa.</p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa da kuma wasu harsunan.</p> <p>Help pupils learn to make predictions in Hausa and other languages too.</p>	<p>bata lokacin koyarwa ne. Ya fi dacewa a karanta labari sannan a yi tambayoyi dangane da labarin.</p> <p>Waste instructional time. It is better to read the story and ask the questions about the story afterwards.</p>
24.	<p>Ki/ka dauki tsawon kwana huɗu kina/kana koyar da sabon harafi. Rana ta biyar, hamsin daga cikin dari na dalibanki/ka kawai kan iya gane suna da sautin harafin, me za ki/ka yi?</p> <p>You spent four days teaching a new letter. On the fifth day, only half (50%) of your pupils can identify the sound and the name of the letter. What can you do?</p>	<p>Sake koyar da darasin ga duk ajin a wannan ranar. Ma fi yawancin daliban zasu iya harafin.</p> <p>Reteach it to the entire class that day. A larger percentage of the class should learn the letter.</p>	<p>Tsamo daliban da ba su iya harafin ba domin sake koyar da su.</p> <p>Note the pupils who did not learn the letter. Reteach the letter to those pupils in small groups.</p>	<p>Tsallake shi. Domin ya zama dole ka gama manhajarka a cikin lokaci.</p> <p>Skip it. You have to remain on track to complete the syllabus on time.</p>
25.	<p>Dalibanki/ka na fuskantar matsalar amsa tambayoyin da ba su cikin labari. Me za ki/ka yi?</p> <p>Your pupils are having difficulty with questions where the answer is not found in the text. What do you do?</p>	<p>Barin yin irin wadannan tambayoyi domin babu takamammar amsa.</p> <p>Stop asking those type of questions because there is no right or wrong answer.</p>	<p>Canza tambaya domin ta bayar da damar amsar ‘daidai’ ko ‘ba daidai ba’.</p> <p>Change the question to make it have a right or wrong answer.</p>	<p>Dauki lokaci wajen gina irin wannan tambaya domin takan taimaka wa dalibai yin zurfin tunani.</p> <p>Spend time modelling how to answer this type of question because it develops critical thinking.</p>
26.	<p>Gwaji...</p> <p>Classroom assessment...</p>	<p>ana yin sa a karshen zango.</p> <p>Should be conducted only at the end of the term.</p>	<p>ana yin sa ko da yaushe.</p> <p>Should be conducted on an ongoing, informal basis.</p>	<p>ana yi don sanin matakin ilimin dalibai.</p> <p>Should be conducted to rank/order pupils.</p>