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Nigeria Reading and Access Research Activity

Results of the 2014 Hausa and English
Early Grade Reading Assessments
(EGRAs) in Government Primary
Schools and IQTE Centers of Jigawa,
Kaduna, Kano, and Katsina

August 2014

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Abbreviations

CLSPM	correct letter sounds per minute
CNWPM	correct non-words per minute
CWPM	correct words per minute
EGRA	early grade reading assessment
ESSPIN	Education Sector Support Programme in Nigeria
GPE	Global Partnership for Education
IRR	inter-rater reliability
IQTE	Integrated Qur'anic and Tsangaya Education
L	Language
LGEA	Local Government Education Authority
MORA	Ministry of Religious Affairs
NBS	National Bureau of Statistics
NCE	Nigeria Certificate in Education
NEI	Northern Education Initiative
ORF	oral reading fluency
P	Primary
RARA	Reading and Access Research Activity
S1	Stage 1/Cohort 3
SAME	State Agency for Mass Education
SUBEB	State Universal Basic Education Board
USAID	U.S. Agency for International Development
UBE	Universal Basic Education

Executive Summary

In May and June 2014, Nigeria Reading and Access Research Activity (RARA) and the National Bureau of Statistics (NBS) administered the early grade reading assessment (EGRA) in Hausa and English to 3,803 pupils in Jigawa, Kaduna, Kano, and Katsina states. The pupils were randomly sampled in Primary 2 (P2), Primary 3 (P3), and Stage 1 and Cohort 3 (S1) from 127 government schools and 128 integrated Qur'anic and Tsangaya (IQTE) centers. All pupils were tested in Hausa, and P3 pupils were also tested in English. The results of this assessment provides information on all schools supported by the government and allows stakeholders to discern whether children's reading ability improves from one year to the next. This assessment also shows whether children are acquiring reading skills in the two languages (English and Hausa) they are required to learn as part of the basic education curriculum.

EGRA comprises five subtests that are designed to measure foundational to higher order literacy skills. The Nigeria Reading and Access Research Activity (RARA) used the existing Hausa and English test protocols developed in 2013 and used in previous EGRA administrations in Bauchi and Sokoto states. Instruments and test items were adapted in consultation with state partners and stakeholders. NBS, in collaboration with the state partners, conducted the field data collection; and RTI International provided training and technical assistance to the assessors during each phase of administration.

This report is organized into six sections. Section 1 provides an overview about the methodology; Sections 2–5 present the findings organized by state, and then by language for each grade level. Section 6 concludes with a discussion on the contextual factors that appear to correlate with high performance of pupils and schools. The results of these correlations are derived from interviews that RARA staff conducted with pupils, teachers, and head teachers in the sampled schools.

Although scores are exceedingly low across all subtests for both government and IQTE schools, the results of government school pupils are strikingly poor. Across all states, pupils attending IQTE centers generally outperformed their government school peers, and in some cases, by a wide margin. In most states, there was no significant difference between Hausa and English language abilities except for listening comprehension. **Table 1** summarizes the mean scores for oral reading fluency (ORF) in Hausa by state, grade level, and gender. **Table 2** provides the percentage of pupils who could correctly answer four out of five reading comprehension passages. As a useful benchmarking reference, the mean ORF for all P3 learners comprehending 80% (correctly answering 4 out of 5 questions) is approximately 50 correct words per minute (CWPM).

Table 1. Oral Reading Fluency Scores in Hausa (CWPM) by Grade Level, Gender, and State

State	Mean Oral Reading Fluency Score (CWPM)								
	Primary 2			Primary 3			IQTE Stage 1 and Cohort 3		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Jigawa	4.7	1.2	3.4	4.0	1.5	3.0	22.3	34.6	25.1
Kaduna	0.4	0.6	0.5	2.8	1.8	2.4	13.7	13.6	13.7
Kano	3.4	2.2	2.8	7.7	4.7	6.2	22.3	2.7	16.5
Katsina	2.6	2.6	2.6	7.2	2.7	5.1	30.8	27.6	29.5

Table 2. Reading Comprehension in Hausa by Grade Level, Gender, and State

State	Reading Comprehension: Percentage of Pupils Tested Who Could Read the Hausa Text with 80% Comprehension or Greater					
	Primary 2		Primary 3		IQTE Stage 1 and Cohort 3	
	Boys	Girls	Boys	Girls	Boys	Girls
Jigawa	3%	0%	0%	0%	21%	43%
Kaduna	0%	0%	2%	2%	10%	9%
Kano	3%	2%	1%	2%	18%	2%
Katsina	2%	2%	4%	1%	32%	30%

Among the contextual factors explored, there are a few that appear to have a significant influence. Regarding characteristics of pupils, the two factors that show statistically significant correlations with high ORF are as follows: how often do they read out loud to someone at home and do they have books, newspapers, or other materials at home? The two teacher characteristics that appear to positively correlate are whether teachers completed either pre-service or in-service training in teaching Hausa, and whether teachers had adequate materials for teaching Hausa. Most interestingly, the highest performing IQTE centers were those supported by the State Agency for Mass Education (SAME) and Ministry of Religious Affairs (MORA) in contrast to those supported by others (e.g., the State Universal Basic Education Board [SUBEB], Universal Basic Education [UBE], and the Education Sector Support Programme in Nigeria [ESSPIN] funded by DFID). In addition, those pupils whose

schools have available drinking water and electricity appear to have higher scores, indicating a more urban, developed community supporting those schools.

Finally, we note a few revelatory findings by state that merit further examination. These findings are briefly mentioned as follows and are further discussed under each state's section of this report.

- In Jigawa State, on one hand, there appears to be no discernable difference between P2 and P3 learners; on the other hand, IQTE learners (and particularly girls) had remarkably high ORF and reading comprehension scores despite low scores in letter sounds and decoding.
- In Kaduna State, S1 pupils performed better on both non-words and ORF than on letter sounds. This finding could indicate that most teachers do not pay sufficient attention to letter sounds as a core instructional practice. In addition, Kaduna State had a relatively high percentage of pupils speaking another language at home (22.4%), though this finding did not significantly correlate to pupils' Hausa ORF scores.
- In Kano State, S1 girls performed very poorly (on par with P2 children), and yet S1 boys performed quite well on most subtasks in Hausa. In addition, Kano State had the highest self-reported teacher absenteeism (37%) of all states, though this finding did not have any significant correlation with learning outcomes.
- In Katsina State, P3 girls performed significantly poorly in comparison with their male counterparts. However, IQTE pupils had, relatively speaking, exceptionally high ORF and reading comprehension scores, despite very high pupil-teacher ratios (a mean of 109).

1. Introduction and Methodology

Building on experience and lessons learned from Early Grade Reading Assessment (EGRA) exercises conducted in Bauchi and Sokoto states in 2013, the Government of Nigeria and the U.S. Agency for International Development (USAID) determined that a similar exercise in Jigawa, Kaduna, Kano, and Katsina states would provide useful information for possible additional development interventions in these states.

In May and June 2014, EGRA was thus administered to a random sample of pupils in Primary 2 (P2) and Primary 3 (P3) in formal government and government-Islamiyya schools and to pupils in Stage 1 or Cohort 3 (S1) in integrated non-formal integrated Qur'anic, and Tsangaya learning centers¹ in each of the four states. EGRA in Hausa was conducted with P2 and S1 pupils, whereas P3 children were assessed in both Hausa and English reading skills. Stage 1 or Cohort 3 (S1) refers to the same level in integrated Qur'anic and Tsangaya education (IQTE) and lasts for the equivalent of one academic year. S1 curriculum is equivalent to P1 in government schools.

1.1 Study Objectives

The rationale for conducting the assessments for these school types, grades, and languages is as follows. First, conducting the assessment in both traditional formal schools and non-formal IQTE centers provides information on all schools that are currently supported by the government. Gathering data for two grades also allows us to determine whether children's reading ability improves from one year to the next. Moreover, gathering data in P2 and P3 will allow us to report results in accordance with both USAID's and the Global Partnership for Education's (GPE's) reading goals.² Finally, conducting EGRA in both Hausa and English will allow us to ascertain whether children are acquiring reading skills in the two required languages that serve as the language of instruction for the basic education curriculum in both formal and non-formal IQTE centers.³

¹ Schools or learning centers participating in this survey are classified into five types: (1) government (formal), (2) government-Islamiyya (formal), (3) IQTE-Qur'anic (non-formal), (4) IQTE-Islamiyya (non-formal), and (5) IQTE-Tsangaya (non-formal). All non-formal IQTE learning centers participating in EGRA are integrated, meaning they are supported by a state governmental agency or international development partner through the provision of facilitators and materials for teaching and learning of basic subjects: mathematics and Hausa language. For the purposes of this analysis, we have collapsed the five school types into two broad categories: formal government and non-formal IQTE.

² The GPE has identified Grade 3 as its benchmark for measuring mastery of basic literacy skills (see Goal 3 of the GPE's Strategic Plan at <http://www.globalpartnership.org/our-work/areas-of-focus/early-grade-reading>).

³ The Nigerian National Policy on Education requires that the medium of P1–P3 instruction be in the language of the immediate environment (see fourth edition, 2004, pg. 16), which is primarily Hausa in the northern states. The purpose of testing P3 English reading ability is to determine whether pupils have acquired sufficient English language literacy skills to be able to learn in English, which is the language of instruction starting in Primary 4.

1.2 Study Implementation

The study was conducted through collaboration among RTI, the State Universal Basic Education Board (SUBEB) and other government education partners, and the National Bureau of Statistics (NBS), each of which was responsible for a particular aspect of study implementation. RTI provided overall technical guidance and quality assurance during all phases of planning and implementation. Capacity development through shoulder-to-shoulder collaboration focused on building understanding of EGRA methodology and, in particular, the purpose of reading assessment and the EGRA instrument, the rationale for sample-based surveys, EGRA administration, data collection methodology and supervision, data analysis, and the use of data to inform decision making by developing dissemination briefs to communicate the results at state and Local Government Education Authority (LGEA) levels.

1.2.1 EGRA Instrumentation

The same EGRA instruments used in Bauchi and Sokoto states in 2013 were also used to conduct EGRA in Jigawa, Kaduna, Kano, and Katsina states. We reviewed the instruments with state representatives to ensure that the wording was appropriate across the different dialects. The instruments for collecting contextual information about the sample schools, head teachers, teachers, and pupils were also administered to inform the results. Because the same (or slightly modified) instruments were used, we did not conduct additional pilots. **Annexes 1–5** contain the EGRA in Hausa and English assessor protocols and pupil stimulus sheets, as well as the pupil interview instrument.

1.2.2 Sampling Framework

The proposed sampling framework is summarized in **Tables 3 and 4**. (Note: We determined the sample size based on an analysis of results from the previous EGRA in Nigeria to maintain the given level of precision with the results. The margin of error with the proposed sample size was ± 5 CWPM on the oral reading fluency [ORF] task.)

Table 3. Proposed EGRA Samples of Schools in Jigawa, Kaduna, Kano, and Katsina States

School Type	Proposed Sample of Schools by State				Proposed School Sample Across all Four States
	Jigawa	Kaduna	Kano	Katsina	
Government schools	32	32	32	32	128
IQTE centers	32	32	32	32	128
Total school sample	64	64	64	64	256

Table 4. Proposed EGRA Samples of Pupils by Gender, for Each State and Overall

Gender	Pupils in Sample per State, by School Type/Grade				Total Across All Four States
	Government P2	Government P3	IQTE Stage 1 and Cohort 3	Total	
Girls	160	160	160	480	1,920
Boys	160	160	160	480	1,920
Total pupil sample	320	320	320	960	3,840

1.2.3 Preparation and Implementation of Fieldwork

Prior to data collection, the team of assessors were comprehensively trained on all facets of EGRA administration, school site visit protocols, and Tangerine™ functionality. Data collectors included representatives from SUBEB, Colleges of Education in the states, and the State Ministry of Education, as identified in collaboration with state representatives. NBS, which has offices in all four of the targeted states, organized the day-to-day logistics of training and data collection. RTI personnel in Nigeria (in particular, the Reading Assessment and Program Coordinators in Bauchi and Sokoto states) and in the United States provided guidance and support to NBS to plan and conduct assessment activities.

Data collector training was conducted jointly, with two states participating in each training workshop (i.e., Jigawa and Katsina, and Kano and Kaduna). The EGRA Program Coordinators for Reading and Access Research Activity (RARA) who had previously coordinated EGRA in Bauchi and Sokoto states under the Northern Education Initiative (NEI) facilitated the data collector training. All assessor trainees were required to meet performance standards for EGRA administration. **Table 5** provides the results of the post-training inter-rater reliability (IRR) results as average percent correct against the gold standard EGRAs for those kept and cut. The detailed results of IRR post-test are found in **Annexes 6-9**.

Table 5. Average Percent Correct Results of IRR Post-training by State

Jigawa		Kaduna		Kano		Katsina	
Kept	Cut	Kept	Cut	Kept	Cut	Kept	Cut
89%	66%	96%	78%	88%	65%	90%	73%

Data collection took place from May 21 to June 5, 2014, before the end of the school year. NBS field supervisors oversaw data collection in each state, and RTI staff provided general oversight and assisted with trouble-shooting, as necessary. As was done in Bauchi and Sokoto states in May 2013, data were collected using electronic tablets transferred from NEI. RTI supported NBS Information Technology professionals at all times to ensure the smooth functioning of tablets and uploading of data.

1.2.4 Analysis Framework

The sample was drawn to yield statistically valid results by state, grade, and school type (either $p < 0.01$ or $p < 0.05$). For the statistical analysis of results, data collected from the sample were weighted so that the results would be representative of the population of schools and pupils. Sample weights for schools were calculated as the inverse of the probability of selection.

Because schools were sampled based on the combined enrollment of P2 and P3 pupils in government schools and for all pupils in Kano State IQTE centers, according to enrollment data received prior to data collection (source: state Education Management Information Systems [EMIS]), school weights were calculated as the total number of P2, P3, Stage 1 or Cohort 3 pupils in the state divided by the pupil enrollment in the target grades of the selected school. Demographic data on schools, head teachers, and teachers were weighted based on the number of schools in the state.⁴ IQTE centers in Jigawa, Kaduna, and Katsina states were sampled with equal probability because many schools on the list did not contain enrollment information.

Because pupils were stratified by grade and gender, the weight of each selected pupil (given that the school was selected) was calculated based on the total number of pupils in the strata divided by the sampled number of pupils in the strata. For instance, the weight of P2 girls in each school was calculated as the total number of P2 girls in the school on the day of assessment divided by the sampled number of P2 girls in that school. These weights were then multiplied by the school weight to obtain the pupil's sample weight.

To allow the reader to more easily determine the size of the subpopulation on which the results were based, the "number of observations" reported for descriptive statistics and each EGRA subtask is the total number of teachers or pupils sampled, rather than the weighted total.

⁴ Although the teacher sample is not necessarily a perfectly representative sample of the entire teaching staff in the school because of limitations in the number of teachers who were present and could be interviewed at each school, by applying the school weights to the teacher data collected, we have a good indication regarding teacher-related characteristics for the target grades and school types in the state.

2. 2014 Study Results for Jigawa State

2.1 Descriptive Characteristics

This report is based on data gathered in 31 government schools and 31 IQTE centers in 25 LGEAs in Jigawa State. A total of 937 pupils (639 in government schools and 298 in IQTE centers) were administered the EGRA in Hausa and English assessments. As noted in **Table 6**, more boys than girls participated in the assessments, indicating that more boys than girls were found in classrooms on the day of the test (an equal number of boys and girls, five per grade, was selected whenever possible). Overall, girls comprised approximately 40% of assessment participants: in government schools, girls made up almost half (49%) of the sample, whereas in IQTE centers, girls comprised less than one-fifth (19%) of the sample. Because the results are weighted, however, they are representative of the total population of boys and girls enrolled in schools. It is important to note that 100% of the government schools were co-ed, compared with only 45% of the IQTE centers; the other 55% of IQTE centers were for boys only.

Overall, 148 head teachers and teachers were interviewed, the majority of which were men. All head teachers from government and IQTE were men, and all teachers from IQTE centers were men. Of the 68 government teachers surveyed, only 13% were women. Note that, frequently, the same individuals served as both a P2 and a P3 government school teacher (we interviewed them for each primary level), which explains why the overall number of teachers does not sum across the rows, unlike the other fields in **Table 6**.

Table 6. Realized Samples of Schools, Head Teachers, Teachers, and Students (Jigawa State)

Sample Elements	Government Schools		IQTE Centers	Overall ^a	
	Primary 2	Primary 3	Stage 1 and Cohort 3		
Schools surveyed	32		32	64	
Proportion of schools surveyed that are co-ed (boys and girls)	100%		45%	—	
Head teachers surveyed	Overall	31	31	62	
	Female	0	0	0	
	Male	31	31	62	
Teachers surveyed	Overall	36	58	18	86
	Female	6	8	0	12
	Male	30	50	18	74

Sample Elements		Government Schools		IQTE Centers	Overall ^a
		Primary 2	Primary 3	Stage 1 and Cohort 3	
Pupils assessed on Hausa language EGRA	Overall	317	322	298	937
	Girls	147	175	57	351
	Boys	170	147	241	586
Pupils assessed on English language EGRA	Overall	—	322	—	322
	Girls	—	147	—	147
	Boys	—	175	—	175

^a The number of teachers/facilitators surveyed “overall” is not the sum of P2, P3, and Stage 1 and Cohort 3 columns because some teachers interviewed were responsible for both P2 and P3 classes.

2.1.1 School Characteristics

In 2014, Jigawa State has 3,875 government primary schools and 49 IQTE centers distributed across 27 LGEAs. In the Jigawa State study sample, 32 government schools (78% rural) were drawn from 25 LGEAs, and 32 IQTE centers were drawn from 24 LGEAs, providing a representative sample of the state.

Figure 1 provides an overview of the sample school characteristics. Overall, the IQTE centers in Jigawa have generally better facilities than those of government schools. More than half of schools (62% of government schools and 68% of IQTE centers) reported that pupils have access to drinking water. A greater percentage of IQTE centers than government schools reported that they had electricity (39% of IQTE centers compared with 5% of government schools). Similarly, many more IQTE centers reported having functioning toilets for girls and boys (71%) as opposed to government schools (37%). Very few schools reported having a library (only 10% of both government schools and IQTE centers).

Figure 1. School Characteristics (Jigawa State)

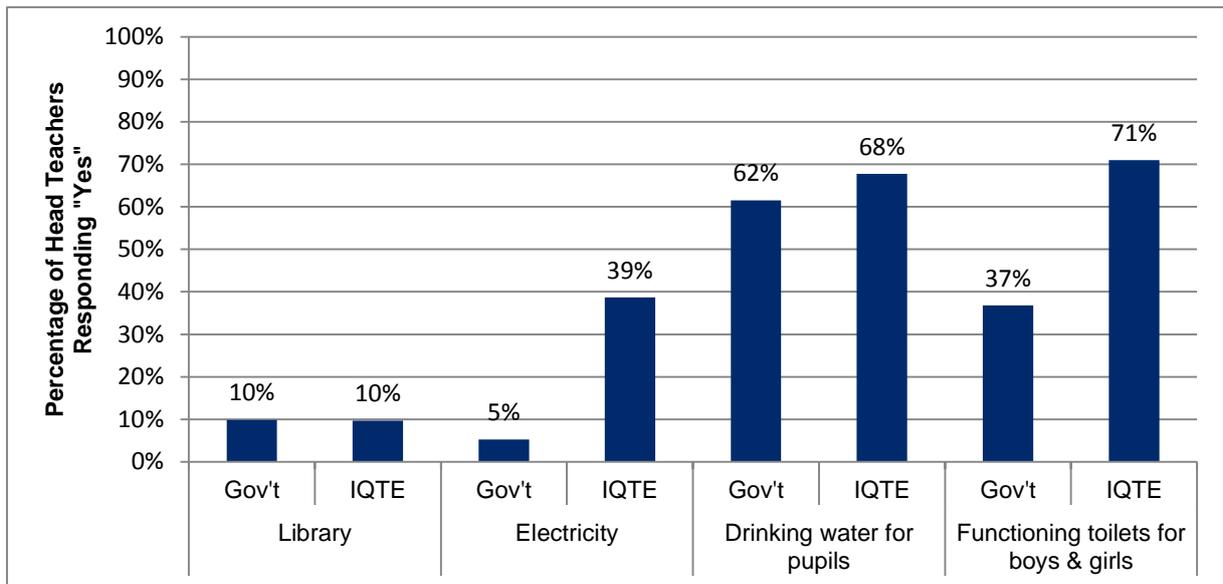


Table presents data on school enrollment and attendance. The mean enrollment in Stage 1 IQTE centers is higher on average than the enrollment in P2 and P3, though it is important to note that Stage 1 is one of only two stages offered by IQTE centers and, therefore, represent a significant portion of the entire population of the school. Pupil–teacher ratios in the sample schools were generally large, and there was no statistical difference between Hausa and English. However, the range of pupil–teacher ratios from minimum to maximum is quite high and is indicative of the challenges that many schools face. Of particular importance is the percentage of pupils who were absent on the day of the EGRA. These figures were reported by head teachers, who provided the number of pupils registered for the grade and the number absent on the day of the visit; schools were not informed about the visit in advance. Nearly 23% of government school pupils in P2 and P3 were absent, with no statistical difference in the rates of absenteeism between boys and girls. The rate of absenteeism in IQTE pupils was higher, approximately 39% overall, with the rate of absenteeism for boys somewhat higher than that for girls.

Table 7. School Enrollment, Pupil Absenteeism, and Pupil–Teacher Ratio (Jigawa State)

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE Stage 1 and Cohort 3
Pupil Enrollment			
Mean enrollment	52	49	97
Boys	33	29	73
Girls	20	20	25
Maximum enrollment	338	331	440
Minimum enrollment	14	11	30
Pupil Absenteeism			
Percentage of pupils absent on day of assessment	23%	23%	39%
Boys	25%	24%	40%
Girls	23%	25%	35%
Hausa Pupil–Teacher Ratio			
Mean	51	48	97
Maximum	338	289	440
Minimum	7	11	17
English Pupil–Teacher Ratio			
Mean	—	47	—
Maximum	—	289	—
Minimum	—	11	—

2.1.2 Pupil Characteristics

The graphs and tables in this section summarize pupil demographic information collected through a questionnaire administered to pupils following the EGRA/early grade mathematics assessment (EGMA) tests. All information was self-reported. These demographic characteristics regarding the contextual factors that influence learning outcomes are further discussed in Section 6.2.

Demographic Characteristics

The average age of pupils by school type and grade is presented in **Table 8**. Children are officially required to start P1 at 6 years of age. Because the EGRA exercise was conducted at the end of the school year, by May 2014, P2 pupils were aged 8 years and P3 children aged 9 years. “Over age” was defined as children aged 9 years and older in P2 and pupils aged 10 years and older in P3. Although the mean age was found to be slightly higher than 8 years in P2, children in P3 were almost 1 year older than expected (aged almost 10 years). Analysis of the data indicated that 43% of P2 and 42% of P3 children were over age.

The average age of the IQTE pupils was 12.3 years in Stage 1. Although the IQTE curriculum indicates that children aged between 3 and 18 years can attend the schools, a specific age for each stage is not designated, so the percentage of over-age pupils cannot be calculated.

Table 8. Pupil Age, by School Type and Grade (Jigawa State)

School Type and Grade	Mean Age	Age Range	% Over Age
Government P2			
• Overall	8.3	5–14	43%
• Boys	8.3	5–14	42%
• Girls	8.4	5–13	45%
Government P3			
• Overall	9.2	5–17	41%
• Boys	9.3	5–17	42%
• Girls	9.2	6–14	40%
IQTE Stage 1 and Cohort			
• Overall	12.3	6–18	—
• Boys	12.5	7–18	—
• Girls	11.8	6–18	—

School Readiness

Children were asked a series of questions that explore factors regarding their readiness and support at home for reading. **Table 9** summarizes the responses. The majority of pupils—90% in government schools and 96% in IQTE centers—reported Hausa as the language they most frequently speak at home. A minority—6% in

government schools and 2% in IQTE centers—said that Fulfulde is their home language.

Pupils were asked several questions related to how well they are prepared to learn. Approximately 40% of pupils reported having attended nursery school before P1: 41% of government school pupils and 40% of IQTE pupils. (Given that the definition of nursery school may vary, even children who said that they attended nursery school may not necessarily have attended a formal program supported by the government.) A large percentage of pupils reported eating a meal before coming to school (78% of government school and 87% of IQTE pupils).

A significant percentage of pupils who took the EGRA reported being absent during the previous week—22% of P2 and P3 pupils and 12% of IQTE pupils—indicating that many children are missing crucial learning time. These self-reported absenteeism figures correspond to the high rate of pupil absenteeism reported by government school head teachers on the day of the testing, but the IQTE self-reported absenteeism rate does not correspond to the responses of head teachers (12% versus 39%). Nevertheless, there remains a need to improve children’s attendance.

Table 9. Pupils’ School Readiness, Reading Resources, and Practices (Jigawa State)⁵

Characteristic	Government Schools		IQTE centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Language spoken most frequently at home	Hausa	90%	96%	
	Fulfulde	6%	2%	610
	Other	0.4%	2%	299
Attended nursery school before P1	41%	627	40%	216
Ate a meal before coming to school	78%	639	87%	300
Absent from school any day in the past week	22%	639	12%	298
Has a Hausa reading book at school	60%	638	52%	300
Has an English reading book at school	49%	637	46%	300
Has books, newspapers, or other print materials besides school books at home	49%	627	74%	295

⁵ Percentages shown are based on a weighted sample. Sample observations (n) provide unweighted numbers of respondents to each item, with variations due to non-response (missing data) on some items.

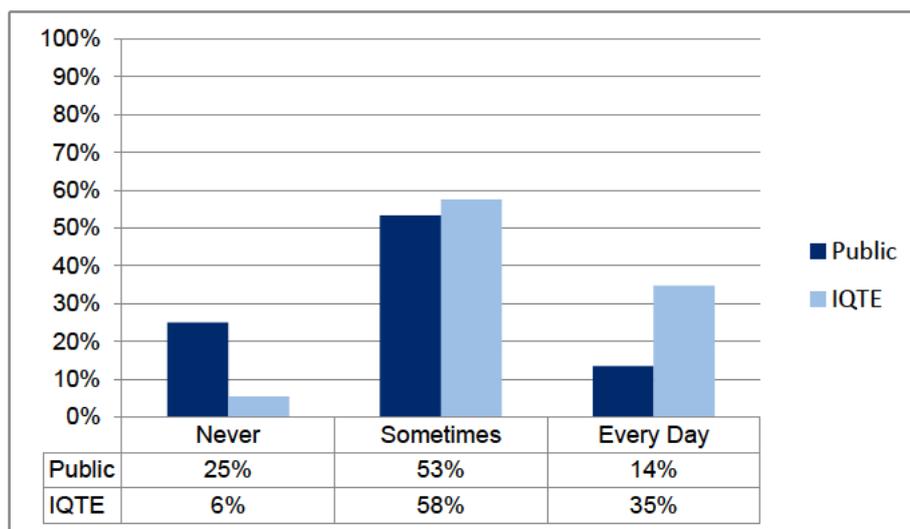
Characteristic	Government Schools		IQTE centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Has time to read books in the classroom or school library every day	59%	615	76%	300
Brings books home from school (classroom or library)	71%	636	74%	295
Someone at home reads to the pupil	61%	638	72%	300
The pupil reads aloud to someone at home every day	14%	573	35%	292
Someone at home helps the pupil with homework	65%	635	81%	299

Reading Resources and Practices

Data gathered also included information about pupils' access to learning resources both at school and at home, as well as the learning practices in which they engage. More than half of P2 and P3 pupils (60%) said they have a Hausa reading book at school, and approximately 52% of IQTE pupils reported having a book. A slightly lower percentage of pupils reported having access to an English reading book (49% of P2 and P3 pupils and 46% of IQTE pupils). Significantly more IQTE pupils reported having books, newspapers, or other print at home besides their school books (74% of IQTE pupils compared with 49% of government school pupils).

During the interviews, a majority of pupils reported that they have time to read books in their classroom or school library every day, though the percentage of IQTE pupils (76%) was significantly higher than those in government schools (59%). In addition, 75% of government school pupils and 69% of IQTE pupils reported that they bring books home from school. One noteworthy finding was that a large percentage of children reported that no one reads to them at home (39% of P2 and P3 government school pupils and 28% of IQTE pupils). **Figure 2** shows only a fraction of pupils (14% of P2 and P3 and 35% of IQTE) reported reading out loud to someone every day. Interestingly, fewer pupils in government schools (65%) reported that someone at home reads to them and/or helps them with their homework in comparison with IQTE centers (81%).

Figure 2. Frequency at which Children Read Aloud to Someone at Home (Jigawa State)



2.1.3 Teacher Characteristics

Interviews were conducted with Hausa teachers in each grade tested (P2, P3, and S1) and with P3 English teachers to provide an overview of their background, classroom experiences, and school conditions. As explained in section 1.2.2 (Sampling Framework), teachers were selected only if they were teaching in those subjects and grades and if they were present at school on the day of testing. In some schools, the same teacher taught Hausa and English and/or P2 and P3.

Table 10 and **Figure 3** provide an overview of the characteristics of 82 teachers in Jigawa State who were interviewed: 68 in government schools and 18 in IQTE centers. Although the teachers surveyed are 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.

Table 10. Teacher/Facilitator Characteristics (Jigawa State)⁶

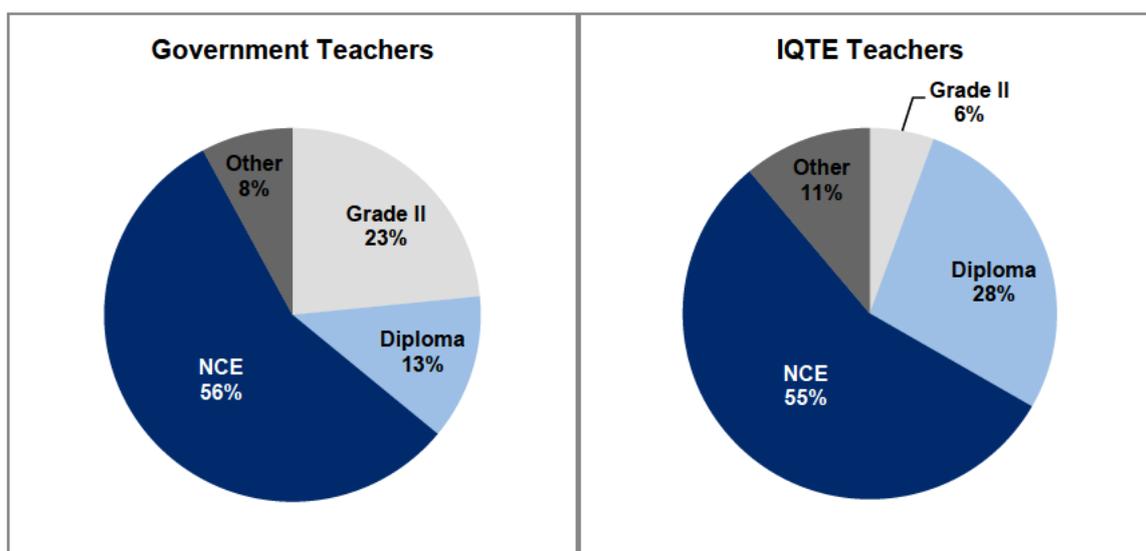
Characteristic	Government Schools		IQTE centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Gender				
• Male	91%	68	100%	18
• Female	9%		0%	

⁶ Percentages shown are based on a weighted sample. Sample observations (n) provide unweighted numbers of respondents to each item, with variations due to non-response (missing data) on some items.

Characteristic	Government Schools		IQTE centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Age (in years)				
• Range	21–56	68	21–57	18
• Mean	35		37	
Years of Teaching Experience				
• Range	0–32	68	1–29	18
• Mean	11		12	
Pre-service Specialization (multiple responses possible)				
• Hausa	34%	68	44%	18
• English	19%		17%	
• Mathematics	3%		11%	
• Science	0%		0%	
• Arabic	11%		28%	
• Arts	6%		0%	
• Primary education studies	29%		6%	
Teacher/Facilitator Received <i>pre-service</i> Training in Early Grade Instruction				
• Hausa	30%	68	56%	18
• English	46%		44%	
Teacher/Facilitator Received <i>in-service</i> Training in Early Grade Instruction				
• Hausa	31%	68	50%	18
• English	52%		39%	
Language That the Teacher/Facilitator Speaks and Best Understands				
• Hausa	85%	68	94%	18

Characteristic	Government Schools		IQTE centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
• Fulfulde	4%		6%	
• English	10%		0%	
Languages the Teacher/Facilitator Reads and Writes Well (multiple responses allowed)				
• Hausa	93%		100%	
• Fulfulde	6%	68	11%	18
• English	65%		6%	
• Arabic	7%		67%	
Teacher/Facilitator Reports Adequate Classroom Materials				
• Hausa	6%	46	28%	18
• English	27%	34	—	
Teacher/Facilitator Absenteeism				
• Teacher/facilitator was absent from school any day during the past week	13%	68	17%	18
• Reason given: Illness	13%		17%	
• Reason given: Work other jobs	0%		0%	
• Reason given: Insufficient/irregular pay	0%		0%	
• Reason given: Lack motivation	0%	68	0%	18
• Reason given: Family responsibility	0%		0%	
• Reason given: No transportation	0%		0%	
• Reason given: Other	0%		0%	

Figure 3. Teacher Qualifications, by School Type (Jigawa State)



2.2 Hausa Language EGRA Results

This section of the report includes a summary of the results for EGRA in Hausa and EGRA in English. The results of each assessment are first summarized, followed by a detailed description by subtask.

The data presented include mean scores for each subtask by school type, class level, and gender. As previously noted, results are representative of the weighted sample population. The p-values are reported to indicate whether differences in the average scores between different groups (e.g., boys and girls) are statistically significant or are not due to random chance. (Note: 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.) Standard errors were calculated 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).

2.2.1 Results Summary

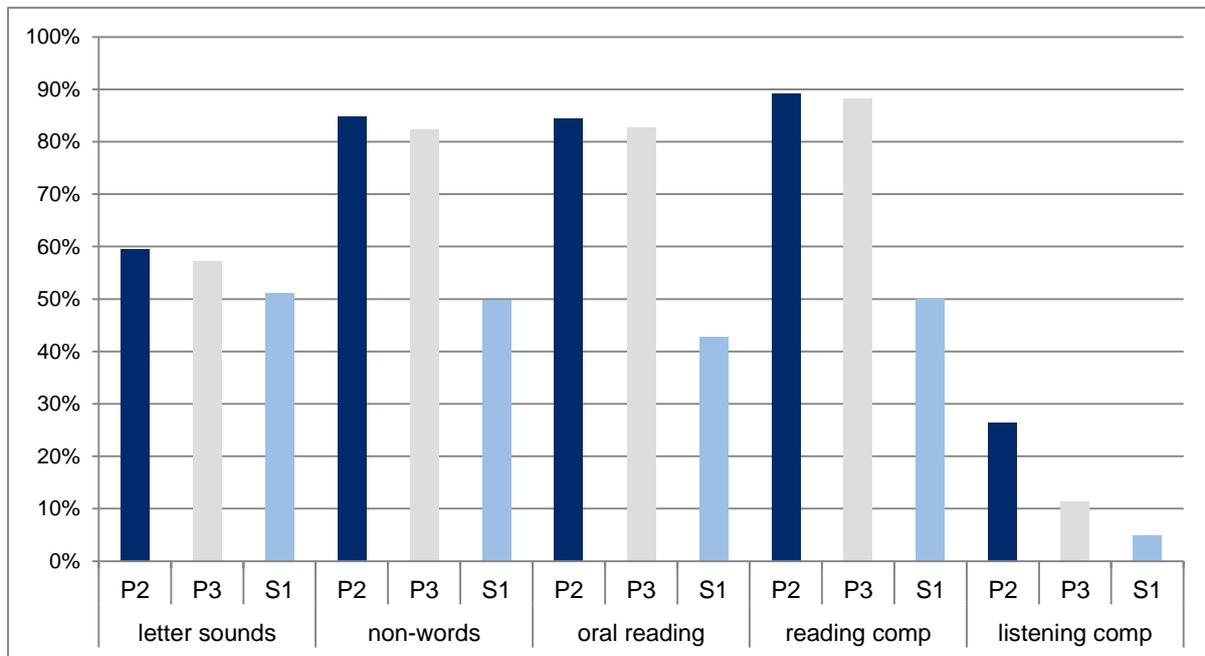
The overall results from the EGRA in Hausa indicate very low performance across all reading skills tested in both school types, with very few pupils able to read with meaningful comprehension. As noted in **Figure 4**, the majority of pupils, particularly in government schools, were unable to provide a correct response for any of the items in a given subtask, resulting in a score of zero. Given the very large percentage of children scoring zero in each subtask, the overall mean scores are also low. **Table 11** is revealing because it shows zero-score trends by school type, grade, and subtask. The findings run counter to specific expectations, notably the trends demonstrated by the IQTE pupils. Not only do IQTE Stage 1 learners perform significantly higher than their government school counterparts across all subtasks, their zero scores decrease as the complexity of each subtask increases (except for reading comprehension). These results are uncharacteristic of a typical progression in which the percentage of zero

scores will increase as pupils move from lower order to higher order skills; if children struggle with letter sounds, then they are less able to decode words, read fluently, and understand what they have read.

Findings from pupils in government schools also reveal unexpected results. As noted in **Figure 4**, P3 learners had only slightly lower proportions of zero scores than P2 pupils. In fact, the overall subtask mean scores for P2 pupils are marginally higher than the mean scores for P3 learners (**Table 11**), although the differences are not statistically significant. These findings together indicate that Jigawa State P3 pupils, despite an additional year of schooling, show no better performance than their P2 schoolmates on any task, with the exception of listening comprehension.

IQTE pupils, in contrast, displayed substantially higher decoding, ORF speed (number correct per minute), and accuracy (percent correct of items attempted) in their responses, compared with P3 pupils.

Figure 4. Percentage of Children Scoring Zero on Hausa Subtasks, by School Type, Grade, and Subtask (Jigawa State)⁷



⁷ For this and other figures, when indicated, P2 = Government Primary 2; P3 = Government Primary 3; and S1 = IQTE Stage 1 or Cohort 3.

Table 11. EGRA Hausa Performance: Mean Score and Percent Correct of Items Attempted, by School Type and Grade (Jigawa State)

Subtask	Government Primary 2		Government Primary 3		IQTE Stage 1 and Cohort 3	
	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted
Letter sound identification	4.5	14%	3.9	14%	6.4	17%
Non-word decoding	2.3	10%	2.0	10%	12.8	38%
ORF	3.4	12%	3.0	12%	25.1	47%

2.2.2 Foundational Skills—Correct Letter Sounds and Decoding

Few pupils have mastered the foundational skills of letter sounds and decoding. Given their very poor performance on the basic reading tasks of letter sounds and non-word decoding, it is not surprising that almost no children in P2 or P3 were able to read and comprehend a short Hausa narrative. Although pupils in IQTE S1 performed better overall than children in government schools, their ability to identify correct letter sounds and correctly decode non-words were nonetheless extremely low.

Only 15% of P2 pupils, 11% of P3 learners, and 19% of S1 pupils could identify 20 or more correct letter sounds per minute (CLSPM), with average scores ranging from only 2.9 to 6.4 letters correctly identified per minute, for any group (see **Figure 5** and **Table 12**). There were no statistically significant differences regarding gender for this task. Non-word scores for P2 and P3 pupils were lower than their correct letter sounds scores, as expected (**Table 13**). However, S1 pupils demonstrated considerably better, although still low, word-decoding skills, reading on average 12.8 correct non-words per minute (CNWPM) compared to only 6.4 CLSPM. Boys significantly outperformed girls in this task at the P3 level in government schools.

These results suggest that a focus on phonics-based instruction is hardly present in either government or IQTE centers, although whole-word decoding skills are developed to some degree in S1 classrooms.

Figure 5. Distribution of Hausa Letter Sound Scores, by School Type/Grade and Gender (Jigawa State)

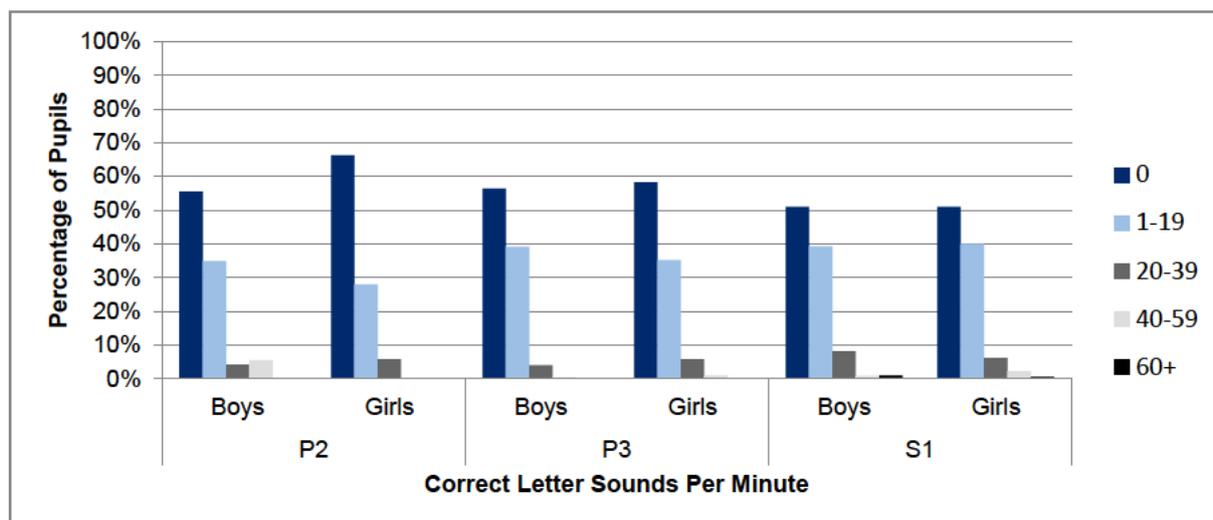


Table 12. Hausa Mean CLSPM, by School Type/Grade and Gender (Jigawa State)

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences (p-Value) ^a	Number Observed
Government Primary 2				
• Overall	4.5	1.91	-----	316
• Boys	5.5	2.71	Not significant	170
• Girls	2.9	0.90		146
Government Primary 3				
• Overall	3.9	0.73	-----	322
• Boys	3.5	0.64	Not significant	175
• Girls	4.5	1.30		147
IQTE S1 and Cohort 3				
• Overall	6.4	0.76	-----	300
• Boys	6.4	0.8	Not significant	241
• Girls	6.2	1.55		59

Table 13. Hausa Mean CNWPM, by School Type/Grade and Gender (Jigawa State)

School Type/Grade and Gender	Mean CNWPM	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
• Overall	2.3	1.45	-----	317
• Boys	3.1	2.13	Not significant	170
• Girls	1.0	0.47		147
Government Primary 3				
• Overall	1.98	0.51	-----	322
• Boys	2.45	0.59	0.010 ^a	175
• Girls	1.29	0.47		147
IQTE S1 and Cohort 3				
• Overall	12.81	1.57	-----	300
• Boys	11.77	1.59	Not significant	241
• Girls	16.27	2.81		59

^a Significant at 99% confidence level ($p < 0.01$).

Pearson correlations⁸ show a moderately strong positive association between the two foundational subskills for both P2 ($r = 0.602$) and P3 ($r = 0.705$), indicating that a child's better performance on letter-sound identification is associated with better performance on non-word decoding. The association between the two subskills was still positive, but substantially weaker for IQTE S1 ($r = 0.300$), reflecting that S1 classes may emphasize whole-word approaches in early reading rather than a phonics-based approach

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

As previously noted, pupils in government schools performed substantially worse than IQTE pupils. On the higher order reading skill of ORF with connected text, 80%

⁸ Correlation values range from 0.0 (no association) to 1.0 (perfect association), with higher values approaching 1, indicating a higher degree of correlation. A positive correlation indicates that higher values or scores of one variable are associated with higher values of the other variable; a negative correlation indicates that higher values of one variable are associated with lower values of the other variable.

or more of all P2 and P3 pupils were unable to read a single word correctly (**Figure 6**), and average scores on the task were extremely low, at 3.4 CWPM for P2 and 3.0 CWPM P3 (**Table 14**).

The trend of P2 pupils performing as well as or better than their P3 peers continued, although the differences were negligible and not statistically significant. The lack of any evident improvement from P2 to P3 indicates very poor quality of P3 teaching and learning. In effect, the data suggest that pupils in Jigawa State government schools realized no learning gains from participating in P3 and were woefully under-prepared for the rigors of upper primary school starting at Primary 4 (P4). Moreover, as poorly as the P3 cohort performed overall, girls fared significantly worse than boys, reading only 1.5 CWPM on average.

In contrast, the results of the S1 IQTE learners are more favorable, with an average Hausa ORF score of 25 CWPM. In addition, S1 girls, although much fewer in number, strongly outperformed boys (34.5 CWPM in comparison to 22.3 CWPM). In fact, more than 40% of S1 girls could read 40 or more CWPM compared to only 26% of boys; this gender difference was significant at the 95% confidence level (**Table**).

Figure 6. Distribution of Hausa Oral Reading Fluency Reading Scores, by School Type/Grade and Gender (Jigawa State)

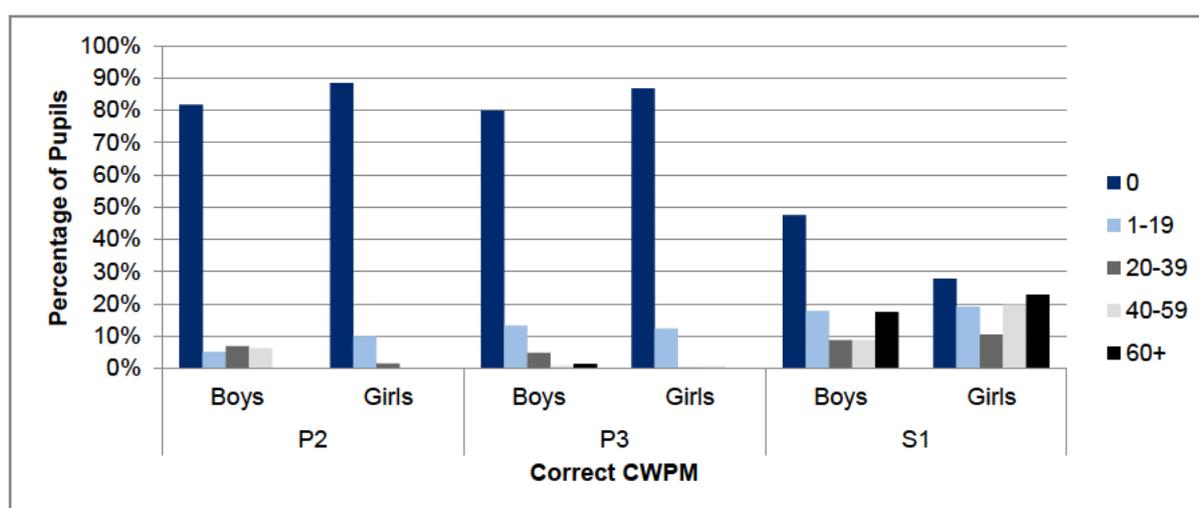


Table 14. Hausa Mean Oral Reading Fluency (ORF), by School Type/Grade and Gender (Jigawa State)

School Type/Grade and Gender	Mean ORF (CWPM)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
• Overall	3.4	2.03	-----	317
• Boys	4.7	2.99	Not significant	170

School Type/Grade and Gender	Mean ORF (CWPM)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Girls	1.2	0.60		147
Government Primary 3				
• Overall	3.0		-----	322
• Boys	4.0	1.07	0.012 ^a	175
• Girls	1.5	0.58		147
IQTE S1 and Cohort 3				
• Overall	25.1	3.13	-----	298
• Boys	22.3	3.13	0.044 ^a	241
• Girls	34.6	5.72		57

^a Significant at 95% confidence level ($p < 0.05$).

Pearson correlations among subskills (see **Table 15**) generally confirm the interrelated nature of ORF skills with the foundational skills previously reported, particularly that of decoding. For all three grade levels, the linkage of performance on non-word decoding to ORF was very strong, at more than $r = 0.800$. The association of letter-sound identification to ORF appears to attenuate over grade levels, being stronger in the earliest year (P2), and less so in P3 and particularly at S1.

Table 15. Pearson Correlations between Oral Reading Fluency and Foundational Early Grade Reading Skills, by School Type and Grade (Jigawa State)

Foundational Subskills	Pearson Correlation of Foundational Subskills with Oral Reading Fluency, by School Type and Grade		
	Government Primary 2	Government Primary 3	IQTE S1
Letter-sound identification (CLSPM)	0.665	0.386	0.207
Non-word decoding (CNWPM)	0.927	0.808	0.930

Turning to reading comprehension, the results are again extremely low for P2 and P3 pupils. More than 85% of P2 and P3 boys scored zero, with the remainder distributed between 1 and 4 questions correct. Alarming, not a single girl in either P2 or P3

answered more than 1 question correctly on the reading comprehension task, with the vast majority (more than 90%) unable to answer a single question correctly (see **Figure 7**). The particularly poor performance of P3 girls was significantly below that of their male classmates at a 99% confidence level (**Table 16**).

However, among S1 pupils, although just over half of S1 boys scored zero on reading comprehension, more than 20% responded to 4 or all 5 questions. The performance of S1 girls was even stronger. Although 40% of S1 girls scored zero on the reading comprehension subtask, an equivalent proportion responded correctly to 4 or all 5 questions, and 30% of all S1 girls were able to correctly answer all 5 reading comprehension questions. Again, the performance of S1 girls was significantly better than the boys on this task, at the 95% confidence level (see **Table 16**).

Figure 7. Distribution of Hausa Reading Comprehension Scores, by School Type/Grade and Gender (Jigawa State)

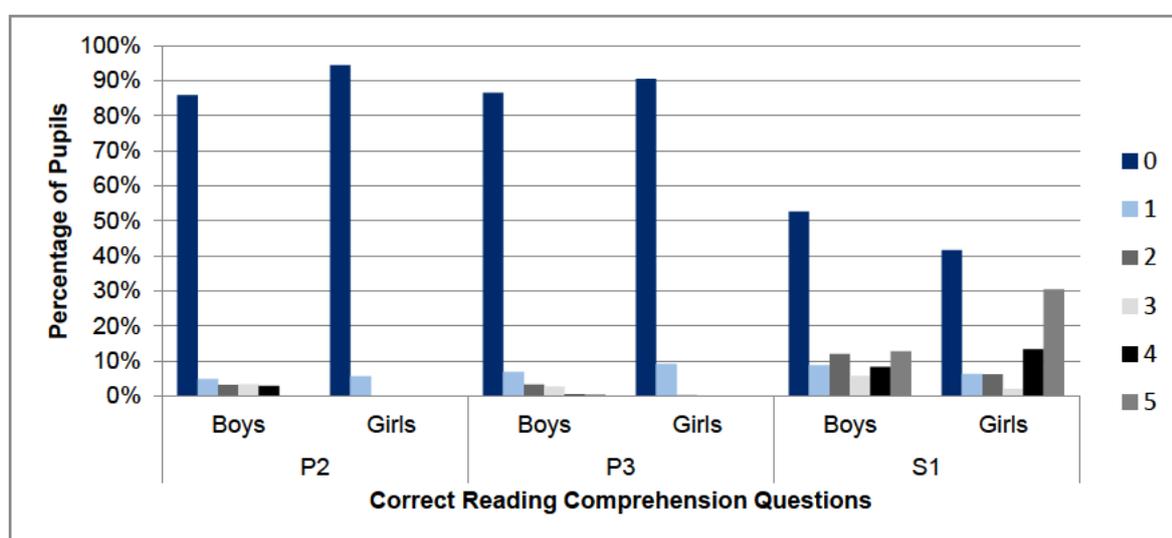


Table 16. Hausa Mean Reading Comprehension, by School Type/Grade and Gender (Jigawa State)

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
Overall	0.2	0.15	-----	317
• Boys	0.3	0.23	Not significant	170
• Girls	0.1	0.04		147
Government Primary 3				
Overall	0.2	0.06	-----	322

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Boys	0.2	0.07	0.002 ^a	175
• Girls	0.1	0.05		147
IQTE S1 and Cohort 3				
Overall	1.7	0.21	-----	300
• Boys	1.5	0.19	0.042 ^b	241
• Girls	2.3	0.42		59

^a Significant at 99% confidence level ($p < 0.01$).

^b Significant at 95% confidence level ($p < 0.05$).

Pearson correlations confirmed the very strong association between ORF and reading comprehension. To remove the built-in dependence of the EGRA reading comprehension subtask used on the ORF score (children were only asked questions on the portions of text that they had attempted to read), we examined the correlations in scores of accuracy of responses on ORF and reading comprehension, which remove this artifactual interdependence of the two subtasks. Even with this correction, the associations are strong and positive for all grade levels, $r = 0.858$ for P2, $r = 0.826$ for P3, and $r = 0.897$ for IQTE S1, providing confirmation that ORF and comprehension of what is read “go together.”

2.2.4 Oral Language Skills—Listening Comprehension

The listening comprehension passage was designed to identify whether pupils can understand a simple passage read to them. By comparing results from the reading comprehension and listening comprehension subtasks, we can establish whether the lack of reading comprehension may be partly related to fundamental difficulty in comprehending the language tested.

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. As indicated in **Figure 8**, no more than 30% of any group was unable to answer any listening comprehension questions, and all grades and both genders displayed the full range of performance levels.

Table 17, further shows that in P2, children answered on average 2.2 out of 5 questions correctly (46%), and in P3, the average increased to 2.9 out of 5 questions (58%). The difference between the two grade levels was significant at 99% confidence level (not shown). Children in IQTE centers performed even better, with an average listening comprehension score of 3.8 questions correct (76%). No statistically significant differences between the girls’ and boys’ scores were found.

The fact that listening comprehension skills are progressing as expected over grade levels and are generally strong is encouraging because it suggests that children in Jigawa State schools for the most part have good comprehension of spoken Hausa language. Still, it is important to keep in mind that 30%–40% of P2 and P3 pupils were unable to answer half of the listening comprehension questions posed, indicating a need to further build their oral language skills and comprehension strategies.

Figure 8. Distribution of Hausa Listening Comprehension Scores, by School Type/Grade and Gender (Jigawa State)

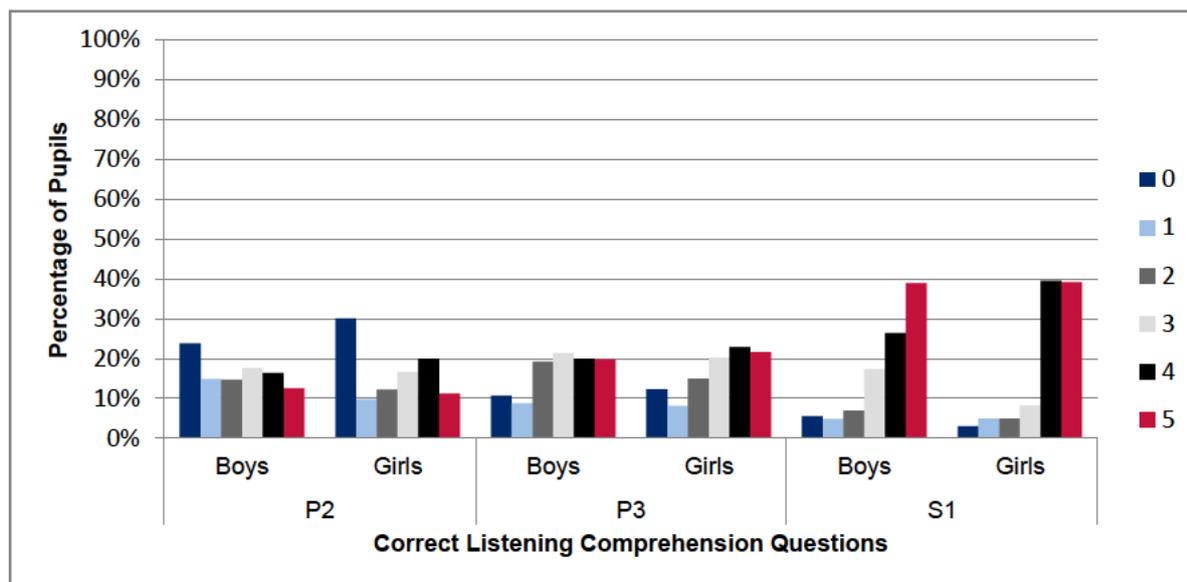


Table 17. Hausa Mean Listening Comprehension, by School Type/Grade and Gender (Jigawa State)

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
Overall	2.2	0.25	-----	317
• Boys	2.3	0.27	Not significant	170
• Girls	2.2	0.28		147
Government Primary 3				
• Overall	2.9	0.15	-----	322
• Boys	2.9	0.20	Not significant	175

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Girls	3.0	0.15		147
IQTE S1 and Cohort 3				
• Overall	3.8	0.11	-----	300
• Boys	3.7	0.12	Not significant	241
• Girls	3.9	0.19		59

Pearson correlations between pupils' listening comprehension and their reading comprehension accuracy offer an interesting pattern. For government schools, the association, although positive, is quite modest ($r = 0.275$ at P2 [$n = 316$]; and $r = 0.201$ at P3 [$n = 322$]). For IQTE S1, the association between listening comprehension and reading comprehension performance was substantially greater (at $r = 0.415$ [$n = 298$]).

2.3 English Language EGRA Results

Overall, P3 pupils in Jigawa State performed very poorly across all subtasks in English. **Figure 9** compares and contrasts the proportions of P3 pupils scoring zero on English and Hausa versions of each subtask. Not unsurprisingly, the proportion of children scoring zero was lower in Hausa than in English, although the differences for non-word and ORF are insignificant. The proportions of zero scores are considerably lower for listening comprehension; the ability to identify correct letter sounds; and, to a lesser extent, reading comprehension on Hausa language than on English language versions of these subtasks. Presumably, the much better Hausa listening comprehension performance is more attributable to pupils' overall language environment than to their learning in the classroom. Such low scores in English indicate an environment where there is very little exposure to English, either in print or in oral media, inside or outside the classroom.

Although the differences in subtask scores in English are not statistically significant, they do reflect a downward progression (from higher to lower scores by task). This may indicate a slightly more emphasis on phonics-based instructional approaches, as demonstrated by the lower mean ORF score (1.6 per minute) in comparison to the correct letter sound (2.9) and non-word (1.8) mean scores. Finally, as shown in **Table 18**, no significant differences were found between P3 girls and P3 boys on the EGRA English subtasks.

Figure 9. Percentage of Government Primary 3 Pupils Scoring Zero by EGRA Language (Jigawa State)

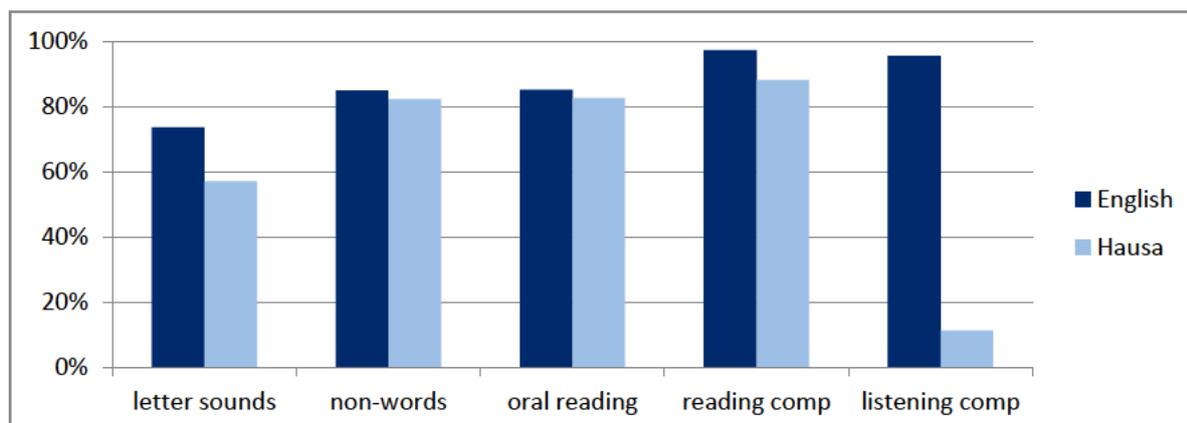


Table 18. EGRA English Performance in Government Schools, Primary 3: Average (Mean) Score and Percent Correct of Items Attempted, by Gender (Jigawa State)

Subtask and Gender	Number Correct per Minute (Mean Score)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
CLSPM—English				
• Overall	2.8	0.68	-----	322
• Boys	2.7	0.63	Not significant	175
• Girls	3.0	1.04		147
CNWPM —English				
• Overall	1.9	0.47	-----	322
• Boys	2.1	0.71	Not significant	175
• Girls	1.5	0.58		147
ORF—English				
• Overall	1.7	0.56	-----	322
• Boys	2.3	0.89	Not significant	175
• Girls	0.9	0.38		147

To what degree do the English scores of P3 pupils mirror their Hausa reading scores? Pearson correlations reveal only low to moderately high correspondence (**Table 19**), with the strongest correlations appearing for non-word decoding and ORF, and almost no association in listening comprehension across the two languages. As children transition to English as the language of instruction in P4, it is important to develop our understanding of the ways in which reading instruction in Language 1 (L1; Hausa in this case) can in turn help strengthen reading acquisition in both L1 and Language 2 (L2; English), and to enact them in the classroom.

Table 19. Pearson Correlations between P3 Pupils’ Hausa and English Scores on EGRA Subtasks (Jigawa State; n = 322)

EGRA Subtask	Pearson Correlation (r)
Letter-sound identification (CLSPM)	0.325
Non-word decoding (CNWPM)	0.491
ORF	0.504
Reading comprehension	0.295
Listening comprehension	0.057

2.4 Key Findings for Further Examination

In summary, the EGRA administered in Jigawa State revealed several key findings.

First, despite higher pupil absenteeism rates and higher pupil–teacher ratios, on average, the IQTE S1 pupils substantially outperformed the government school pupils across all subtasks. It is worth noting that IQTE pupils were on average 3 years older than the P3 pupils. Nonetheless, even the IQTE pupil scores remained well below the desired levels of performance (40 to 60 CWPM). For example, although the IQTE mean ORF rate (25.1 CWPM) was more than eight times higher than that in P3, it still falls far short of the minimum suggested rate of 40–60 CWPM needed for comprehension.

Second, IQTE girls significantly outperformed IQTE boys and all government school pupils of both sexes in the higher order skills of ORF and reading comprehension. The opposite was true for P3 pupils—boys significantly outperformed girls in both of these subtasks.

Third, there appears to be no statistically significant gains realized from P2 to P3 in government schools in any subtask except for listening comprehension. Based on these results, stakeholders should consider reviewing the effectiveness of the curriculum for P2 and P3.

As for progress toward the GPE benchmark of “learning and demonstrating mastery of basic literacy,” encouragingly, for IQTE girls (the highest performing pupil subgroup), 43% were able to read in Hausa with comprehension levels of 80% or higher. This was the highest comprehension rate of any subgroup in any of the four states surveyed. Unfortunately, the other subgroups scored much lower, with only 21% of IQTE boys reading with comprehension, 0% of P3 pupils of either sex, and 3% of P2 boys. In addition, although IQTE girls scored highest in basic literacy, 42% were unable to answer a single comprehension question correctly, as well as 53% of IQTE boys and 86–94% of pupils in government schools. Overall, these results show that children/pupils are woefully being prepared to master higher order skills. The results for P3 pupils tested in English were much lower, calling into serious question their preparedness to be successful when English becomes the formal language of instruction in upper primary.

3. EGRA 2014 Study Results for Kaduna State

3.1 Descriptive Statistics

In Kaduna State, data were gathered in 33 government schools and 32 IQTE centers across 23 LGEAs. A total of 979 pupils (659 in government schools and 320 in IQTE centers) were administered the EGRA in Hausa and English assessments. As noted in **Table 20**, more boys than girls participated in the assessments, indicating that more boys than girls were found to be in classrooms on the day of the test (an equal number of boys and girls, five per grade, was selected whenever possible). Overall, girls comprised approximately 43% of assessment participants: in government schools, girls made up almost half (48%) of the sample, whereas in IQTE centers, girls comprised approximately one-fourth (25%) of the sample. Because the results are weighted, however, they are representative of the total population of boys and girls enrolled in schools. It is important to note that 100% of the government schools were co-ed, whereas only 67% of the IQTE centers were co-ed. The remaining 33% of the IQTE centers were boys-only.

Overall, 153 head teachers and teachers were interviewed, the majority of which were men. All head teachers from IQTE were men. Of the 32 head teachers surveyed in government schools, only five were women. All but three out of the 25 teachers from IQTE centers were men. Of the 66 government teachers surveyed, approximately 25 (or 38%) were women. It is important to note that frequently the same individuals serving as both a P2 and a P3 government school teacher were interviewed, which explains why the overall number of teachers does not sum across the rows, unlike other fields in **Table 20**.

Table 20. Realized Samples of Schools, Head Teachers, Teachers, and Students (Kaduna State)

Sample Elements	Government Schools		IQTE Centers	Overall ^a	
	Primary 2	Primary 3	S1 and Cohort 3		
Schools surveyed	33		32	65	
Proportion of schools surveyed that are co-ed (boys and girls)	100%		67%	—	
Head teachers surveyed	Overall	32	30	62	
	Female	5	0	5	
	Male	27	30	57	
Teachers surveyed	Overall	31	50	25	91
	Female	14	23	3	35
	Male	17	27	22	56
Pupils assessed on Hausa language EGRA	Overall	329	330	320	979
	Girls	154	163	81	398
	Boys	175	167	239	581
Pupils assessed on English language EGRA	Overall	—	325	—	325
	Girls	—	158	—	158
	Boys	—	167	—	167

^a The number of teachers/facilitators surveyed “overall” is not the sum of P2, P3, and S1 columns because some teachers interviewed were responsible for both P2 and P3 classes.

3.1.1 School Characteristics

In 2014, Kaduna State has 4,027 government primary schools and 237 IQTE centers distributed across 23 LGEAs. In the Kaduna State study sample, 33 government schools were drawn from 23 LGEAs, and 32 IQTE centers were drawn from 14 LGEAs, providing a representative sample of the state.

Figure 10 provides an overview of the sample school characteristics. Overall, IQTE centers in Kaduna State have generally better facilities than those of government schools. More than half of the IQTE centers (57%) reported that pupils have access to drinking water, whereas only 32% of government schools did. A much greater percentage of IQTE centers compared to government schools reported they had electricity (33% of IQTE centers compared to none of the government schools). IQTE centers reported having functioning toilets for girls and boys (23%) as opposed to

government schools (18%). Very few schools reported having a library: 6% of government schools and 7% of IQTE centers.

Figure 10. School Characteristics (Kaduna State)

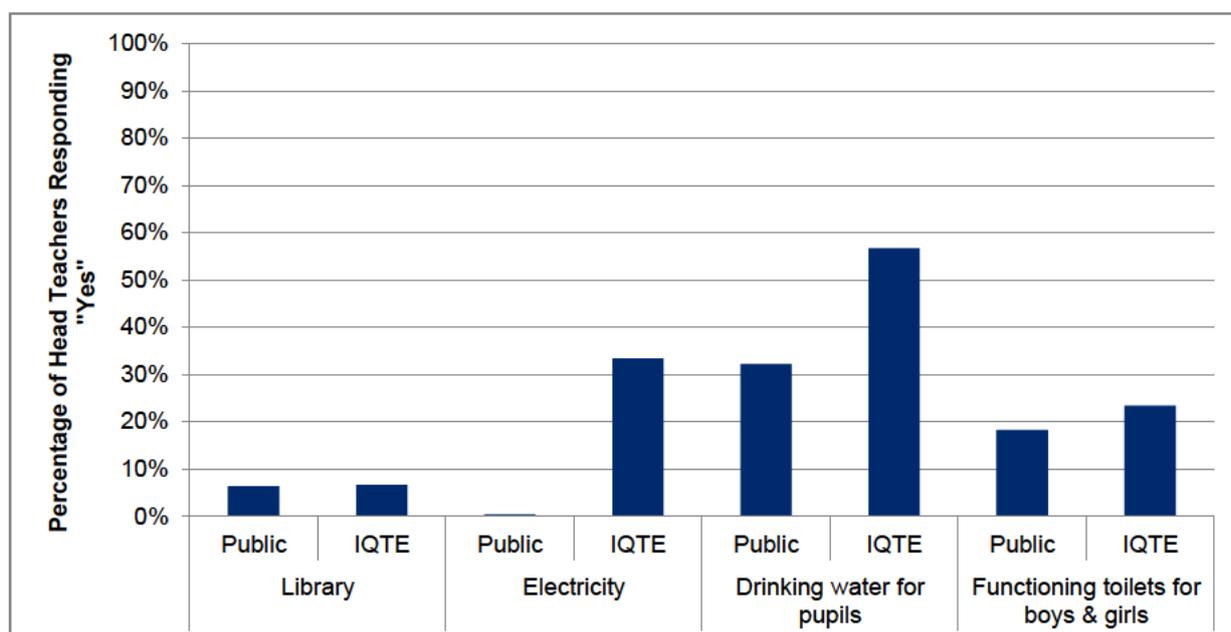


Table presents data regarding pupil enrollment and attendance. The mean enrollment in S1 IQTE centers is higher on average than the enrollment in P2 and P3, although it is important to note that S1 is one of only two stages offered by IQTE centers and, therefore, represents a significant portion of the entire population of the school. (As previously noted, S1 lasts for the equivalent of one academic year). Pupil–teacher ratios in the sample schools were generally large for both Hausa and English teachers. However, the range of pupil–teacher ratios from minimum to maximum is quite high and is indicative of the challenges that many schools face. Of particular importance is the percentage of pupils who were absent on the day of the EGRA. These figures were reported by head teachers, who provided the number of pupils registered for the grade and the number absent on the day of the visit. (Schools were not informed about the visit in advance). Nearly 33% of P2 pupils and 27% of P3 pupils in government schools were absent. The rate of absenteeism among IQTE pupils was lower, approximately 21% overall, with the rate of absenteeism among girls (30%) substantially higher than that of boys (19.1%).

Table 21. School Enrollment, Pupil Absenteeism, and Pupil–Teacher Ratio (Kaduna State)

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE S1 and Cohort 3
-----------	------------------------------	------------------------------	----------------------

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE S1 and Cohort 3
Pupil Enrollment			
• Mean enrollment—overall	64.3	58.6	77.7
• Boys	35.4	31.5	56.6
• Girls	28.9	27.1	22.7
• Maximum enrollment	791	548	453
• Minimum enrollment	19	16	19
Pupil Absenteeism			
• Percentage of pupils absent on day of assessment	32.9%	28.7%	20.6%
• Boys	33.8%	27.6%	19.1%
• Girls	31.9%	29.1%	30.0%
Hausa Pupil–Teacher Ratio			
• Mean	52.2	44.6	57.8
• Maximum	210	310	191
• Minimum	14	14.3	8.3
English Pupil–Teacher Ratio			
• Mean	—	43.0	—
• Maximum	—	200	—
• Minimum	—	11	—

3.1.2 Pupil Characteristics

Demographic Characteristics

The average age of pupils by school type and grade is presented in **Table 22**. Children are officially required to start P1 at age 6. Because the EGRA exercise was conducted at the end of the school year, by May 2014, P2 pupils should be aged 8 years and P3 children should be aged 9 years. The mean age was found to be nearly 9 years in P2 and 10 years in P3. “Over age” was defined as children aged 9 years old and older in P2 and pupils aged 10 years and older in P3. Analysis of these data indicated that 52%

of P2 and 59% of P3 children were over age. A higher percentage of boys than girls was over age in P2 (55% compared to 48%), whereas in P3, a higher percentage of girls was over age (67%) than that of boys (52%).

The average age of the IQTE pupils was 12.6 years in S1. Although the IQTE curriculum indicates that children aged between 3 and 18 years can attend the schools, a specific age for each stage is not designated, so the percentage of over-age pupils cannot be calculated.

Table 22. Pupil Age, by School Type and Grade (Kaduna State)

School Type and Grade	Mean Age (Years)	Age Range (Years)	% Over Age
Government P2			
• Overall	8.9	5–14	52.0%
• Boys	9.0	5–14	55.3%
• Girls	8.8	6–14	48.1%
Government P3			
• Overall	10.0	5–16	59.0%
• Boys	9.9	5–16	52.3%
• Girls	10.0	7–14	67.1%
IQTE S1 and Cohort 3			
• Overall	12.6	5–18	—
• Boys	12.9	7–18	—
• Girls	11.5	5–18	—

School Readiness

Children were asked a series of questions that explore factors relating to their readiness and support at home in relation to reading.

Table summarizes the responses. The majority of pupils—73% in government schools and 95% in IQTE centers—reported Hausa as the language they most frequently speak at home. A significant minority (24%) in government schools reported speaking another language at home, whereas just fewer than 5% of pupils in IQTE centers speak a different home language than Hausa.

Pupils were asked several questions related to how well they are prepared to learn. Approximately 32% of pupils reported having attended nursery school before P1: 37% of government school pupils and 34% of IQTE pupils. (Given that the definition of “nursery school” may vary, even children who said they attended nursery school may not necessarily have attended a formal program supported by the government.) A large percentage of pupils reported eating a meal before coming to school (78% of government school and 88% of IQTE pupils).

A significant percentage of pupils who took the EGRA reported being absent during the previous week—38% of P2 and P3 pupils and 26% of IQTE pupils—indicating that many children are missing crucial learning time. These self-reported absenteeism figures correspond to the high rate of pupil absenteeism reported by head teachers on the day of the testing, indicating a significant need to improve children’s attendance.

Table 23. Pupils' School Readiness, Reading Resources, and Practices (Kaduna State)⁹

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Language spoken most frequently at home	Hausa	73.2%	95.2%	
	Fulfulde	1.8%	3.8%	318
	Other	22.4%	0.7%	
Attended nursery school before P1	37.0%	651	33.9%	213
Ate a meal before coming to school	78.1%	657	88.1%	318
Absent from school any day in the past week	37.6%	658	26.1%	320
Has a Hausa reading book at school	38.9%	655	58.9%	320
Has an English reading book at school	54.0%	657	58.0%	319
Has books, newspapers, or other print materials besides school books at home	43.4%	654	52.2%	318
Has time to read books in the classroom or school library every day	74.2%	653	84.0%	319
Brings books home from school (classroom or library)	71.6%	657	78.7%	320
Someone at home reads to the pupil	65.8%	655	71.7%	320
The pupil reads aloud to someone at home every day	14.2%	614	23.7%	317
Someone at home helps pupil with homework	67.2%	656	69.0%	320

Reading Resources and Practices

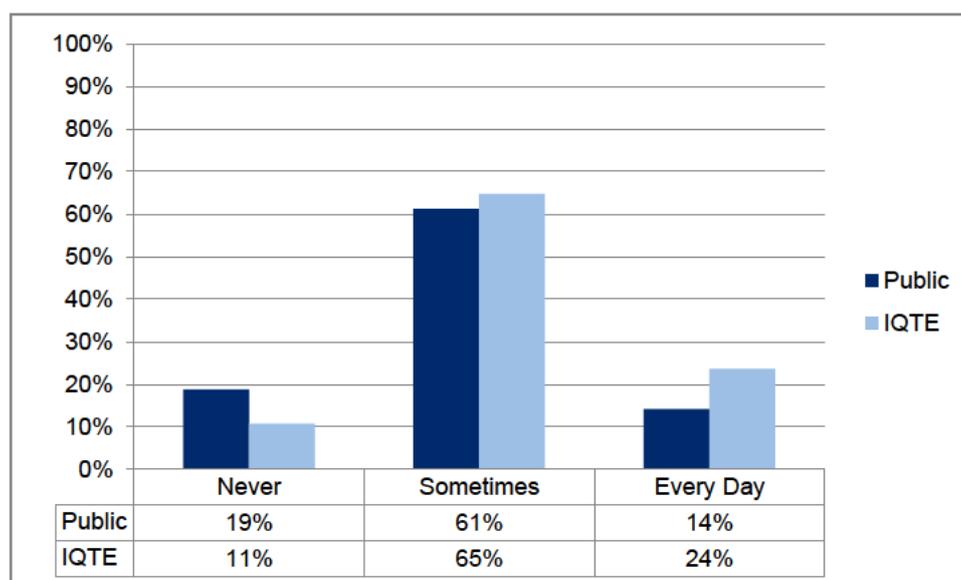
Data gathered also included information regarding pupils' access to learning resources at both school and at home, as well as the learning practices in which they engage. Less than half of P2 and P3 pupils (39%) said that they have a Hausa reading book at school, and approximately 59% of IQTE pupils reported having a book. Nearly the same proportion of pupils from each school type reported having access to an English

⁹ Percentages shown are based on a weighted sample. Sample observations (n) provide unweighted numbers of respondents to each item, with variations due to non-response (missing data) on some items.

reading book (54% of P2 and P3 pupils and 58% of IQTE pupils). However, significantly more IQTE pupils reported having books, newspapers, or other print materials at home besides their school books (43% of government pupils compared with 52% of IQTE pupils).

The vast majority of pupils reported that they have time to read books in their classroom or school library every day, although the percentage of IQTE pupils (84%) was significantly higher than those in government schools (74%). Approximately the same number of pupils (72% of government school pupils and 79% of IQTE pupils) reported that they brought books home from their schools. One noteworthy finding from the pupil interviews was that a large percentage of children reported that no one in their homes reads to them: 34% of P2 and P3 government school pupils and 28% of IQTE pupils. Only a fraction of pupils (14% of P2 and P3 and 24% of IQTE) reported reading out loud to someone every day (Figure 11). Approximately the same percentage of pupils in government schools (67%) reported that someone at home reads to them and/or helps them with their homework in comparison with IQTE centers (69%).

Figure 11. Frequency at which Children Read Aloud to Someone at Home (Kaduna State)



3.1.3 Teacher Characteristics

Interviews were conducted with Hausa teachers in each grade tested (P2, P3, and S1) and with P3 English teachers to provide an overview of their backgrounds, classroom experiences, and school conditions. As explained in 1.2.2 (Sampling Framework), teachers were selected only if they were teaching in those subjects and grades and if they were present at school on the day of testing. In some schools, the same teacher taught Hausa and English and/or P2 and P3.

Table and **Figure 12** provide an overview of the characteristics of 91 Kaduna State teachers who were interviewed: 66 in government schools and 25 in IQTE centers. Although the teachers surveyed were 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.

Table 24. Teacher/Facilitator Characteristics (Kaduna State)¹⁰

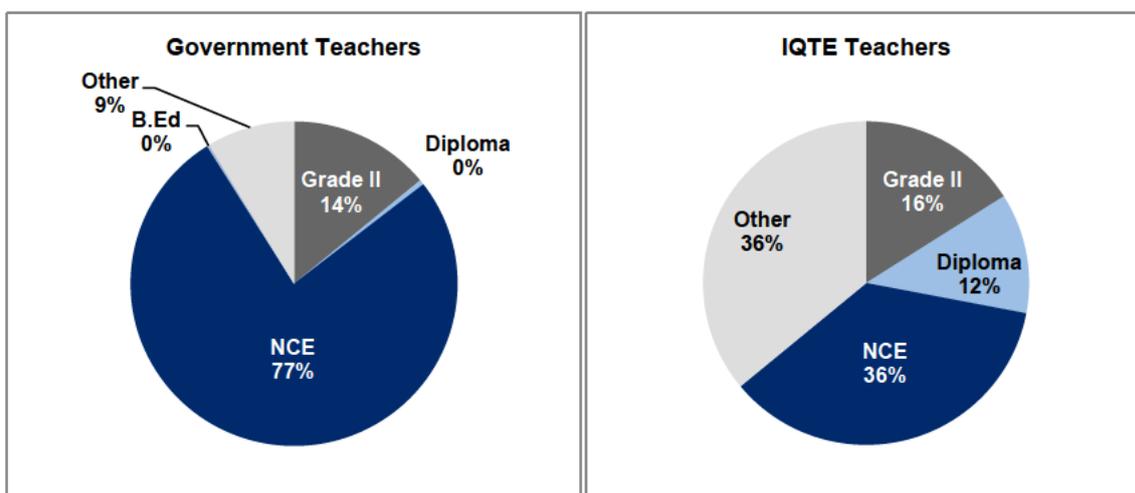
Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Gender				
• Male	58.8%	66	88%	25
• Female	41.2%		12%	
Age (in years)				
• Range	23–54	66	21–43	25
• Mean	38.1		31.56	
Years of Teaching Experience				
• Range	1–30	66	1–16	25
• Mean	9.9		5.3	
Pre-service Specialization (multiple responses possible)				
• Hausa	15.5%	66	24%	25
• English	21.2%		20%	
• Mathematics	7.3%		0%	
• Science	9.2%		0%	
• Arabic	7.7%		12%	
• Arts	4.8%		0%	

¹⁰ Percentages shown are based on a weighted sample. Sample observations (n) provide unweighted numbers of respondents to each item, with variations due to non-response (missing data) on some items.

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
<ul style="list-style-type: none"> Primary education studies 	38.8%		16%	
<ul style="list-style-type: none"> Other 	46.9%		56%	
Teacher/Facilitator Received Pre-service Training in Early Grade Instruction				
<ul style="list-style-type: none"> Hausa 	20.9%	66	40%	25
<ul style="list-style-type: none"> English 	34.2%		40%	
Teacher/Facilitator Received In-service Training in Early Grade Instruction				
<ul style="list-style-type: none"> Hausa 	7.3%	66	44%	25
<ul style="list-style-type: none"> English 	36.0%		40%	
Language the Teacher/Facilitator Speaks and Best Understands				
<ul style="list-style-type: none"> Hausa 	63.9%	66	96%	25
<ul style="list-style-type: none"> Fulfulde 	3.9%		4%	
<ul style="list-style-type: none"> English 	27.4%		0%	
<ul style="list-style-type: none"> Other 	4.8%		0%	
Languages the Teacher/Facilitator Reads and Writes Well (multiple responses allowed)				
<ul style="list-style-type: none"> Hausa 	79.5%	66	92%	25
<ul style="list-style-type: none"> Fulfulde 	0.0%		0%	
<ul style="list-style-type: none"> English 	78.7%		76%	
<ul style="list-style-type: none"> Arabic 	1.0%		16%	
Teacher/Facilitator Reports Adequate Classroom Materials (separate for P3 Hausa and English classes)				
<ul style="list-style-type: none"> Hausa 	2.1%	45	4%	25
<ul style="list-style-type: none"> English 	39.7%	52	—	—
Teacher/Facilitator Absenteeism				

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
• Teacher/facilitator was absent from school any day during the past week	18.5%		28%	
• Reason given: Illness	13.6%		20%	
• Reason given: Work other jobs	0.0%		0%	
• Reason given: Insufficient/irregular pay	0.0%	66	0%	25
• Reason given: Lack motivation	0.3%		8%	
• Reason given: Family responsibility	0.0%		0%	
• Reason given: No transportation	0.0%		0%	
• Reason given: Other	4.5%		0%	

Figure 12. Teacher Qualifications, by School Type (Kaduna State)



3.2 Hausa Language EGRA Results

This section includes a summary of the results for EGRA in Hausa and English. The results of each assessment are first summarized, followed by a detailed description by subtask.

The data presented include mean scores for each subtask by school type, class level, and gender. As previously noted, results are representative of the weighted sample

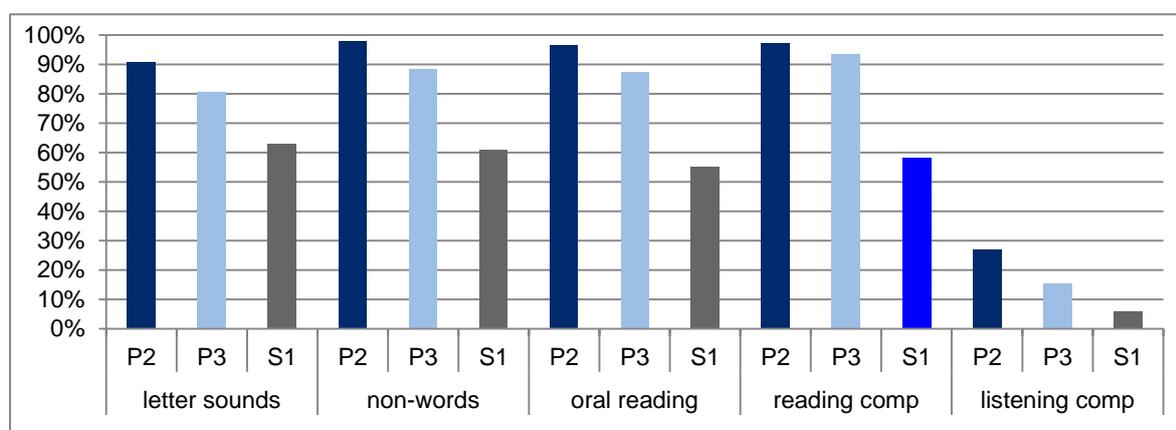
population. The p-values are reported to indicate whether differences in the average scores between different groups (e.g., boys and girls) are statistically significant or are not due to random chance. (A p-value is considered to be statistically significant if it is below 0.10. The closer a p-value is to zero, the greater the statistical significance.) Standard errors were calculated 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, while a high standard error indicates greater variability of scores).

3.2.1 Results Summary

The overall results from the EGRA in Hausa indicate low performance across all reading skills tested in both school types. Overall, IQTE S1 learners perform much better than their government school counterparts across all subtasks. The low performance is particularly acute in government schools, with very few P2 and P3 pupils able to read with comprehension. As illustrated in **Figure 13**, the vast majority (80% or higher) of government school pupils in P2 and P3 were unable to provide a correct response for any of the items in a given subtask, resulting in a score of zero. Given the very large percentage of children scoring zero in each subtask, it is not surprising that overall mean scores are also low (see **Table 25**), although P3 pupils performed significantly better than P2 students on non-word decoding and on ORF, at a confidence level of 99%.

The subtask scores of government school pupils showed better performance on the foundational skill of letter-sound identification than on the higher order skill of ORF. For IQTE centers, however, the findings run counter to specific expectations in that the proportion of their zero scores decreases, and average correct scores increase, from letter-sound identification to ORF. These results are uncharacteristic of the typical progression observed, in which performance attenuates as pupils move from lower order to higher order skills: if children struggle with letter sounds, then they are less able to decode words, read fluently, and understand what they have read.

Figure 13. Percentage of Children Scoring Zero on Hausa EGRA Subtasks, by School Type, Grade, and Subtask (Kaduna State)^a



^a For this and other figures where indicated, P2 = Government Primary 2; P3 = Government Primary 3; and S1 = IQTE S1 or Cohort 3.

Table 25. EGRA Hausa Performance: Mean Score and Percentage Correct of Items Attempted, by School Type/Grade (Kaduna State)

Subtask	Government Primary 2		Government Primary 3		IQTE S1	
	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted
Letter sound identification	0.9	2.7%	2.3	7.1%	5.0	13.5%
Non-word decoding	0.2	0.7%	1.7	6.8%	7.9	27.3%
Oral reading fluency	0.5	1.7%	2.4	8.0%	13.7	36.2%

The differences between boys and girls (presented separately by subtask in the following sections) were generally negligible, with no statistical difference between boys and girls across school types, grades, and subtasks, with the single exception of listening comprehension, where P3 and S1 boys outperformed girls.

3.2.2 Foundational Skills—Correct Letter Sounds and Decoding

Alarming, few pupils in the grade levels assessed have mastered the foundational skills of letter sounds and decoding, particularly pupils in government schools. Given their very poor performance on the basic reading tasks of letter sounds and non-word decoding, it is not surprising that almost no P2 or P3 children were able to read and comprehend a short Hausa narrative. Although pupils in IQTE S1 performed significantly better overall than children in government schools, their scores remained well below desired levels of performance (**Figure 14** and

Table 26 and 27).

As previously noted, no statistical differences were found between girls and boys on their performance in letter-sound identification or non-word decoding. The non-word scores of P2 and P3 pupils were lower than their correct letter sounds scores, as expected. However, S1 pupils demonstrated a stronger ability to identify non-words correctly: 7.9 CNWPM compared with only 5.0 CLSPM.

Figure 14. Distribution of Hausa Letter Sound Scores, by School Type/Grade and Gender (Kaduna State)

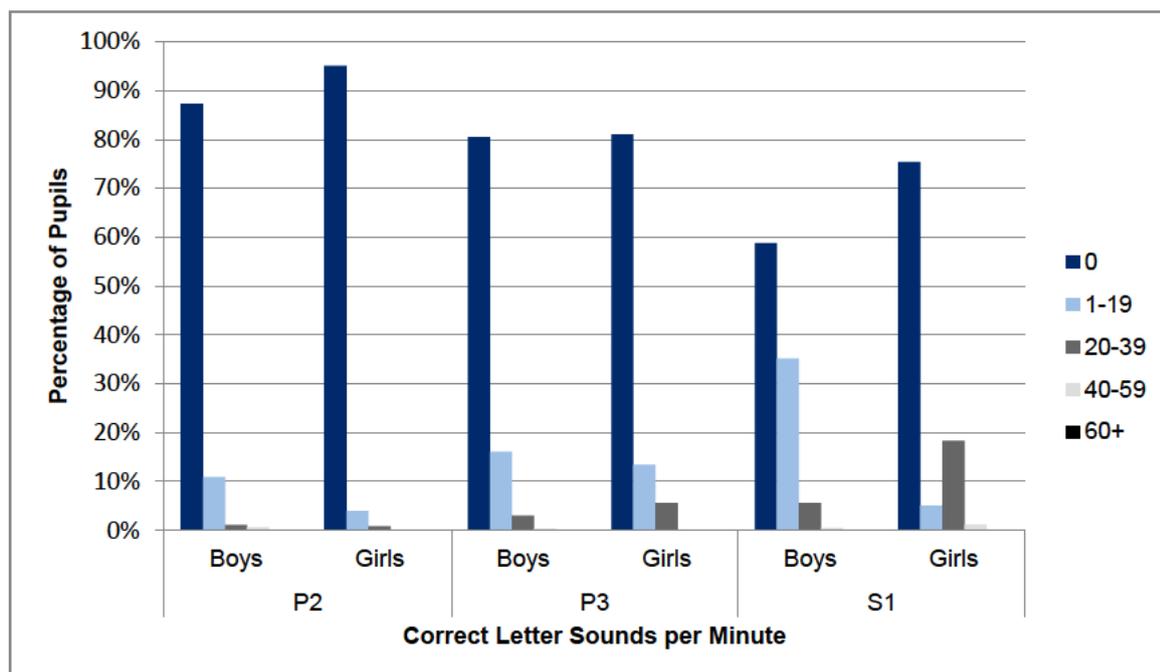


Table 26. Hausa Mean Correct Letter Sounds per Minute, by School Type/Grade and Gender (Kaduna State)

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
• Overall	0.9	0.46	-----	329
• Boys	1.1	0.52	Not significant	175
• Girls	0.7	0.49		154
Government Primary 3				
• Overall	2.3	1.06	-----	320
• Boys	1.9	0.59	Not significant	167
• Girls	2.7	1.77		163
IQTE S1 and Cohort 3				
• Overall	5.0	0.83	-----	320
• Boys	4.5	1.04	Not significant	239

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Girls	6.7	3.36		81

Table 27. Hausa Mean CNWPM, by School Type/Grade and Gender (Kaduna State)

School Type/Grade and Gender	Mean CNWPM	Standard Error	p-Value	Number Observed
Government Primary 2				
• Overall	0.2	0.09	-----	329
• Boys	0.1	0.09	Not significant	175
• Girls	0.2	0.15		154
Government Primary 3				
• Overall	1.7	0.49	-----	330
• Boys	2.2	0.55	Not significant	167
• Girls	1.2	0.61		163
IQTE S1 and Cohort 3				
• Overall	7.9	1.14	-----	320
• Boys	8.0	1.71	Not significant	239
• Girls	7.5	2.52		81

Pearson correlations¹¹ indicate the degree of association that exists between two pieces of information collected from the same individual or case. For the pupils assessed, these correlations show very little association between the two foundational subskills for P2 pupils ($r = 0.139$), but a moderately strong positive association for both P3 pupils ($r = 0.563$) and S1 pupils ($r = 0.519$), indicating that for the P3 and S1 groups, better performance on letter-sound identification tends to be associated with better performance on non-word decoding.

¹¹ Correlation values range from 0.0 (no association) to 1.0 (perfect association), with higher values approaching 1, indicating a higher degree of correlation. A positive correlation indicates that higher values or scores of one variable are associated with higher values of the other variable; a negative correlation indicates that higher values of one variable are associated with lower values of the other variable.

3.2.3 Higher Order Reading Skills—Oral Reading Fluency and Comprehension

As previously noted, P2 and P3 pupils in government schools had considerably lower performance on higher order skills than IQTE S1 pupils. P2 pupils scored an average of 0.5 CWPM, and P3 pupils scored an average of 2.5 CWPM (

Table 28). This finding compares poorly to S1 pupils who scored an average 13.7 CWPM, although this score remains well below standard fluency benchmarks (40 to 60 CWPM).

The trend of P3 pupils outperforming their P2 peers continued as expected, and this difference was significant at a confidence level of 99%. The scores from P2 learners were exceedingly low, with more than 95% of P2 pupils unable to read a single word correctly (see **Figure 15**). Despite their better performance, P3 pupils also produced scores that were extremely low by any standard. Boys and girls alike in Kaduna State government schools are woefully under-prepared for the rigors of upper primary schooling (starting at P4).

The results of S1 and Cohort 3 IQTE learners are more favorable, although these learners are still struggling to read on the whole. Although their mean ORF of 13.7 is significantly better than the performance of their P2 and P3 counterparts, that result is not a cause for celebration. The great majority of S1 pupils (72%) cannot read more than 19 CWPM and more than half cannot read a single word at all (52% of boys and 63% of girls).

Figure 15. Distribution of Hausa Oral Reading Fluency Reading Scores, by School Type/Grade and Gender (Kaduna State)

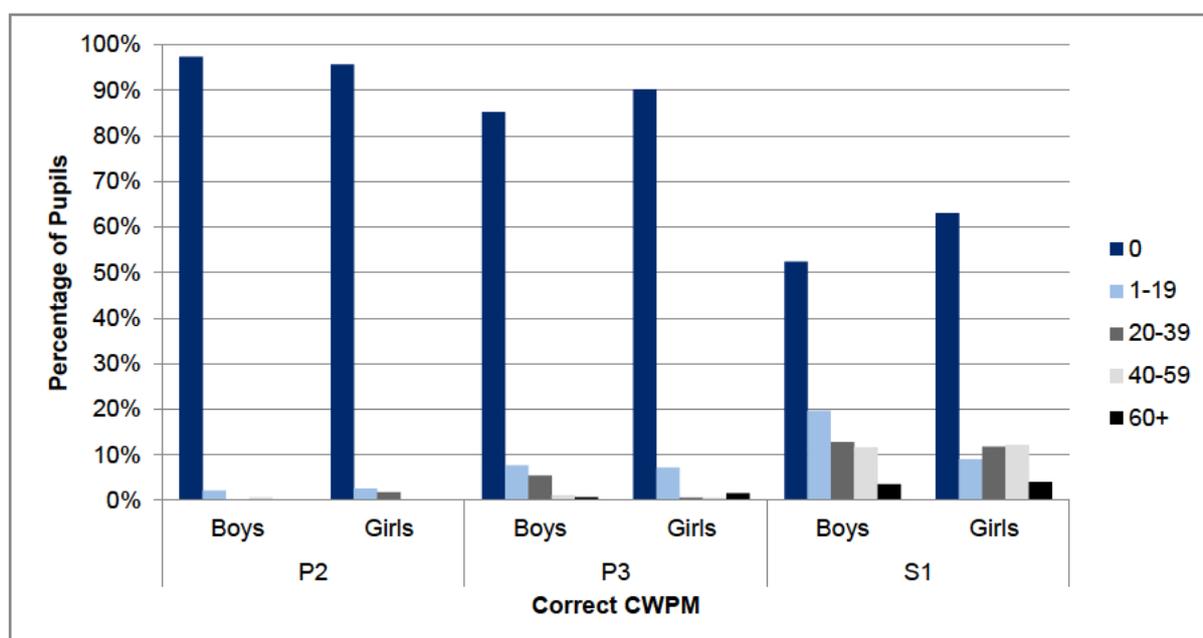


Table 28. Hausa Mean Oral Reading Fluency (ORF), by School Type/Grade and Gender (Kaduna State)

School Type/Grade and Gender	Mean ORF (CWPM)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government P2				
• Overall	0.5	0.29	-----	329
• Boys	0.4	0.31	Not significant	175
• Girls	0.6	0.33		154
Government P3				
• Overall	2.4	0.69	-----	330
• Boys	2.8	0.73	Not significant	167
• Girls	1.8	0.95		163
IQTE S1 and Cohort 3				
• Overall	13.7	2.07	-----	320
• Boys	13.7	2.99	Not significant	239
• Girls	13.6	4.44		81

Pearson correlations among subskills (see **Table**) generally confirm the interrelated nature of ORF skills with the foundational skills previously reported, particularly that of non-word decoding. Although letter-sound identification shows only little (P2) to moderate (P3 and S1) positive association with ORF, the linkage between non-word decoding and ORF is much stronger, particularly in P3 and S1.

Table 29. Pearson Correlations between ORF and Foundational Early Grade Reading Skills, by School Type and Grade (Kaduna State)

Foundational Subskills	Pearson Correlation of Foundational Subskills with ORF, by School Type and Grade		
	Government Primary 2	Government Primary 3	IQTE S1
Letter-sound identification (CLSPM)	0.172	0.501	0.467
Non-word decoding (CNWPM)	0.498	0.964	0.902

Reading comprehension abilities were quite low, particularly among P2 and P3 pupils (Figure 16 and Table 30). More than 90% of all P2 and P3 pupils could not answer a single question correctly, with only a handful of P2 pupils (4%) able to answer one question correctly and 2% able to answer two questions correctly. Meanwhile, only 4% of P3 learners could answer more than four questions correctly. Among IQTE pupils, 56% of boys and 65% of girls could not answer a single question correctly on the reading comprehension task. Only a few (approximately 10%) could answer more than three questions correctly.

Figure 16. Distribution of Hausa Reading Comprehension Scores, by School Type/Grade and Gender (Kaduna State)

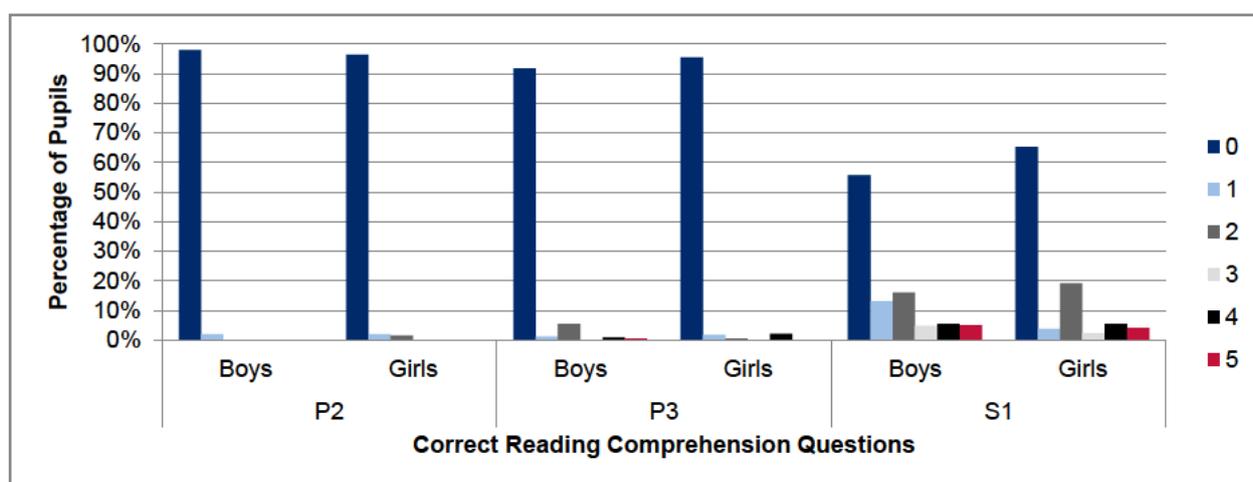


Table 30. Hausa Mean Reading Comprehension, by School Type/Grade and Gender (Kaduna State)

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government P2				
• Overall	0.03	0.02	-----	329
• Boys	0.02	0.01	Not significant	175
• Girls	0.05	0.03		154
Government P 3				
• Overall	0.2	0.05	-----	330
• Boys	0.2	0.06	Not significant	167

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Girls	0.1	0.06		163
IQTE S1 and Cohort 3				
• Overall	1.0	0.15	-----	320
• Boys	1.1	0.21	Not significant	239
• Girls	0.9	0.31		81

Pearson correlations confirmed the very strong association between ORF and reading comprehension. To correct for the built-in dependence of the EGRA reading comprehension subtask on the ORF score (children were only asked questions on the portions of text that they had attempted to read), we examined the correlations in scores of accuracy of responses on ORF and reading comprehension, which remove this artifactual interdependence of the two subtasks. Even with this correction, the associations are strong and positive for all grade levels: $r = 0.851$ for P2; $r = 0.842$ for P3; and $r = 0.895$ for IQTE S1, providing confirmation that ORF and comprehension of what is read “go together.”

3.2.4 Oral Language Skills—Listening Comprehension

The listening comprehension passage is designed to identify whether pupils can understand a simple passage read to them. By comparing results from the reading comprehension and listening comprehension subtasks, we can determine whether the lack of reading comprehension is due to insufficient reading ability or more generalized lack of comprehension ability for the language tested.

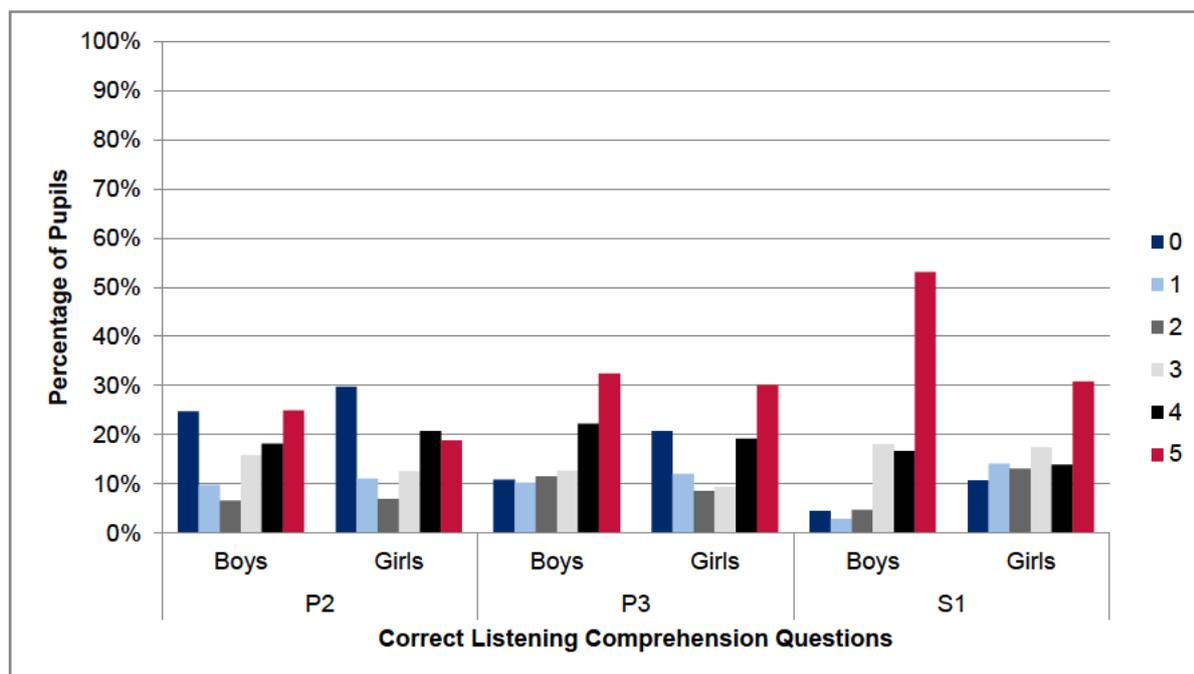
In contrast to the reading comprehension subtask, a large percentage of children across both school types and levels were able to comprehend the Hausa narrative read to them. As indicated in **Table 31**, P2 pupils answered on average 2.5 out of 5 (50%) questions correctly, whereas in P3, the average increased to 3.0 out of 5 questions (60%). This difference between grade levels was statistically significant at the 99% confidence level. Children in IQTE centers performed even better, with an average listening comprehension rate of 76% (3.8 out of 5 questions). Still, it is worth noting that 27% of P2 pupils, and 16% of P3 pupils scored zero (**Figure 17**), indicating a need to further build their oral language skills and comprehension strategies. In contrast, only 8% of S1 pupils scored zero on this subtask. Boys outperformed girls in P3 and in S1, with differences that were statistically significant at the 95% confidence level; for P2, the gender difference was not significant.

Table 31. Hausa Mean Listening Comprehension, by School Type/Grade and Gender (Kaduna State)

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
• Overall	2.5	0.24	-----	329
• Boys	2.7	0.27	Not significant	175
• Girls	2.4	0.24		154
Government Primary 3				
• Overall	3.0	0.25	-----	330
• Boys	3.2	0.24	0.032	167
• Girls	2.8	0.28		163
IQTE S1 and Cohort 3				
• Overall	3.8	0.16	-----	320
• Boys	4.0	0.20	0.016	239
• Girls	3.0	0.31		81

^a Significant at 95% confidence level ($p < 0.05$).

Figure 17. Distribution of Hausa Listening Comprehension Scores, by School Type/Grade and Gender (Kaduna State)



Pearson correlations between pupils' listening comprehension and their reading comprehension accuracy indicate positive although very modest associations for all three grade levels and school types: $r = 0.160$ for P2; $r = 0.145$ for P3; and $r = 0.273$ for S1. Evidently, these learners are not yet making a connection between the spoken Hausa that they know quite well and what they are trying to read.

3.3 English Language EGRA Results

P3 pupils in government schools were also assessed on their early grade reading skills in English. Overall, P3 pupils in Kaduna State performed very poorly across all subtasks. **Figure 18** compares and contrasts the proportions of P3 pupils scoring zero on English and Hausa versions of each subtask. Somewhat surprisingly, there is little difference in the proportion of zero scores across the two languages on any subtask with the exception of listening comprehension. The proportion of non-readers in English (94% zero scores on reading comprehension) is nearly equivalent to that of non-readers in Hausa (93% zero scores on reading comprehension in Hausa).

Regarding listening comprehension, more than 80% of P3 pupils were unable to answer a single English listening comprehension question correctly. In contrast, only 15% of these same pupils were unable to answer a single Hausa listening comprehension question.

As shown in **Table 32**, the average scores were extremely low, and no significant differences were found between P3 girls and boys on the EGRA English subtasks.

Figure 18. Percentage of Government Primary 3 Pupils Scoring Zero by EGRA Language (Kaduna State)

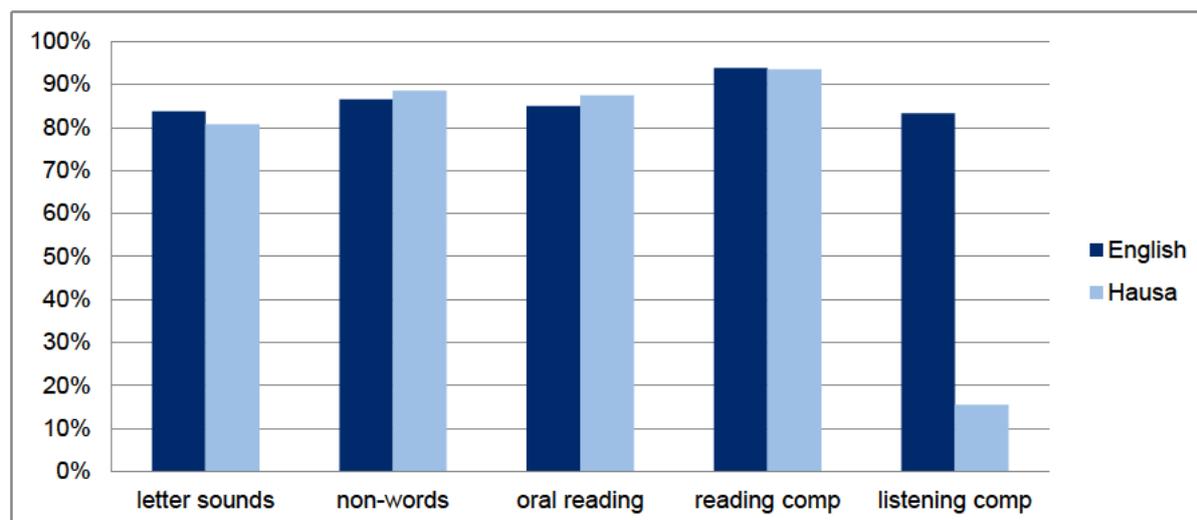


Table 32. EGRA English Performance in Government Schools, Primary 3: Average (mean) Score and Percentage Correct of Items Attempted, by Gender (Kaduna State)

Subtask and Gender	Number Correct per Minute (Mean Score)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Correct Letter Sounds per Minute—English				
• Overall	2.4	0.96	-----	325
• Boys	2.2	0.60	Not significant	167
• Girls	2.7	1.61		158
Non-words Decoded Correctly per Minute—English				
• Overall	2.4	0.68	-----	325
• Boys	2.8	0.69	Not significant	167
• Girls	1.8	0.90		158
Oral Reading Fluency—English				
• Overall	3.3	1.71	-----	325
• Boys	2.9	1.03	Not significant	167
• Girls	3.7	2.67		158

To what degree do the English scores of P3 pupils mirror their Hausa reading scores? Pearson correlations reveal generally high correspondence (**Table 33**), with the strongest correlations appearing for non-word decoding and ORF. Reading comprehension across the two languages was more moderately associated, and no association in listening comprehension across the two languages was evident. As children transition to English as the language of instruction in P4, it is important to develop our understanding of the ways in which reading instruction in L1 (Hausa in this case) can in turn help strengthen reading acquisition in both L1 and L2 (English), and to enact them in the classroom.

Table 33. Pearson Correlations Between P3 Pupils’ Hausa and English Scores on EGRA Subtasks (Kaduna State; n = 325)

EGRA Subtask	Pearson Correlation (r)
Letter-sound identification (CLSPM)	0.780
Non-word decoding (CNWPM)	0.964
ORF	0.874
Reading comprehension	0.538
Listening comprehension	-0.018

3.4 Key Findings for Further Examination

In summary, the EGRA administered in Kaduna State revealed several key findings. First, on average, the IQTE S1 pupils again outperformed the government school pupils across all subtasks. (It is important to note that, on average, the IQTE pupils were aged 2.6 years older than P3 pupils.) In government schools, the P3 pupils showed statistically significant gains over P2 pupils, indicating slight progress from one grade to the next. Nonetheless, across all school types and grade levels, including IQTE, the scores remained well below desired levels of performance. For example, although the mean ORF rate (13.7 CWPM) for IQTE pupils was nearly six times higher than for P3 pupils, it still falls substantially short of the recommended minimum 40 CWPM needed for adequate comprehension. In fact, in Kaduna State, the mean scores were the lowest and the proportion of zero scores the highest across all subtasks except for listening comprehension in the four states surveyed. Oddly, this was in spite of recording the lowest mean pupil–teacher ratios across all states.

There were no statistically significant gender differences in any subtask except for listening comprehension. This finding is unusual because listening comprehension is often gender neutral, even when the other tasks show a gender advantage. It may be worth noting that out of all of the four states tested, Kaduna State had the highest percentages of female teachers: 38% of teachers overall were female, (46% female in government schools).

Once again, progress toward the GPE benchmark of “learning and demonstrating mastery of basic literacy” was severely inadequate in both Hausa and English, with over half the pupils in IQTE centers and 92–98% of the pupils in government schools unable to answer a single comprehension question correctly. In IQTE centers, approximately 10% of pupils were able to read Hausa with 80% comprehension; this rate dropped to 2% for P3 pupils and 0% for P2.

4. EGRA 2014 Study Results for Kano State

4.1 Descriptive Statistics

Table 34 presents the Kano State sample as realized during data collection. In Kano State, a total of 963 pupils (627 P2 and P3 pupils and 336 S1 pupils) participated in the study. The full sample of schools and head teachers was reached, with women representing 7% of head teachers sampled in government schools, and 19% of head teachers in IQTE centers. Regarding teachers surveyed, a roughly equivalent proportion of female teachers were surveyed in the three grade levels reached, with 28% of P2 teachers surveyed, 33% of P3 teachers, and 30% of S1 or Cohort 3 IQTE teachers being women. As for pupils assessed in Hausa and English, 98% of the intended sample was reached in government schools, and more than 100% was surveyed in the IQTE centers. The proportion of girls was markedly lower in IQTE centers (30% of pupils sampled) than in government schools, where for P2 and P3, the proportion of girls surveyed represented 52% of all pupils surveyed. It is important to note that 100% of the government schools were co-ed, as opposed to only 40% of the IQTE centers. In addition, 53% of the IQTE centers were boys-only and 7% (n = 2) were girls-only.

Table 34. Realized Sample of Schools, Head Teachers, Teachers, and Students (Kano State)

Sample Elements	Government Schools		IQTE Centers	Overall ^a
	Primary 2	Primary 3	S1 and Cohort 3	
Schools surveyed	32		32	64
Proportion of schools surveyed that are co-ed (boys and girls)	100%		40%	—
Head teachers surveyed	Overall	32	32	64
	Female	2	6	8
	Male	30	26	56
Teachers surveyed	Overall	36	39	99
	Female	10	19	30

Sample Elements	Government Schools		IQTE Centers	Overall ^a
	Primary 2	Primary 3	S1 and Cohort 3	
Male	26	28	21	69
Overall	315	312	336	963
Pupils assessed on Hausa language EGRA	Girls	165	163	430
	Boys	150	149	533
Overall	—	312	—	312
Pupils assessed on English language EGRA	Girls	—	163	163
	Boys	—	149	149

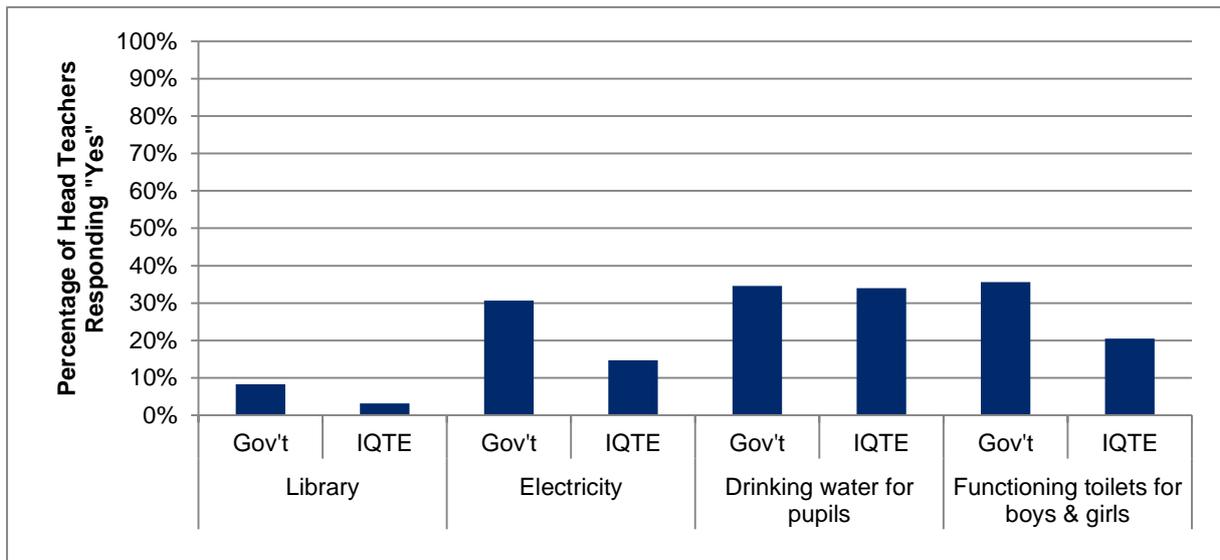
^a The number of teachers/facilitators surveyed “overall” may not be the sum of P2, P3, and S1 columns because some teachers interviewed were responsible for both P2 and P3 classes.

4.1.1 School Characteristics

In 2014, Kano State has 5,732 government primary schools and 349 IQTE centers distributed across 44 LGEAs. In the Kano State study sample, 32 government schools (50% rural) were drawn from 28 LGEAs, and 32 IQTE centers (78% rural) were drawn from 11 LGEAs, providing a representative sample of the state.

Regarding basic school infrastructure (**Figure 19**), we note that school libraries were very rare in Kano State government schools (fewer than 10% of the sample) and even more so in IQTE centers (fewer than 5% of the sample). Electricity, water, and basic sanitation (toilets) were also far from universal; these amenities were available in more than 30% of government schools. Although a similar proportion of IQTE centers reported having drinking water available for children, only 15% of these schools had electricity, and just over 20% had functioning toilets for boys and girls. In other words, these basic amenities were absent in the majority of schools, particularly for IQTE centers.

Figure 19. School Characteristics (Kano State)



Turning to pupil enrollment statistics (

Table 35), we note that government schools had an average of 88 P2 pupils and 74 P3 pupils, although enrollments varied greatly, from a minimum of 17 to a maximum of 374 in a given grade level. Although the average S1 or Cohort 3 enrollment in IQTE centers S1 was more moderate at 52 pupils, the range of enrollment size observed in these schools was even greater, from 0 to 600 pupils. Girls represented on average 50% of enrollments in P2 classrooms, 49% in P3 classrooms, and 40% of enrollments in IQTE S1 or Cohort 3 classrooms.

In all schools, pupil absenteeism appeared to be high, particularly in IQTE centers, where 35% of formally enrolled pupils were absent on the day of the assessment. Government schools showed somewhat better absenteeism rates, but they were still high, at 28% for P2 and 24% for P3 classes. Although a smaller proportion of girls than boys was absent in P3 classrooms, this was not the case for P2 or in IQTE classes, where the proportion of absenteeism among girls was higher than that of boys.

Pupil–teacher ratios also varied considerably in our sample, with the highest average ratio noted for P2 classes (87 pupils per teacher). The greatest range observed in IQTE centers, where the pupil–teacher ratio varied from 0 to 600 pupils per one teacher, although government schools also reached ratios as high as 374 pupils per one teacher.

Table 35. School Enrollment, Pupil Absenteeism, and Pupil–Teacher Ratio (Kano State)

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE S1 and Cohort 3
Enrollment			
• Overall mean	87.5	74.0	51.9
• Boys	44.1	37.9	31.1
• Girls	43.5	36.1	20.8
• Percentage of girls	50%	49%	40%
• Maximum enrollment	374	336	600
• Minimum enrollment	24	17	0
Absenteeism (percentage of pupils absent on the day of the assessment)			
• Overall	28%	24%	35%
• Boys	24%	31%	34%
• Girls	30%	21%	39%
Hausa Pupil–Teacher Ratio			
• Mean	86.7	74.0	64.3
• Maximum	374	336	600
• Minimum	19	17	0
English Pupil–Teacher Ratio			
• Mean	—	74.6	—
• Maximum	—	336	—
• Minimum	—	8	—

4.1.2 Pupil Characteristics

The graphics and tables in this section summarize the pupil demographic information collected through a questionnaire administered to pupils following the EGRA. All information was self-reported.

Demographic Characteristics

In government schools, roughly half of pupils in P2 and P3 are over age, relative to the official age for the grade level, whereas some children are aged as young as 5 years (**Table**). In the IQTE centers, our sample included only S1 pupils, thus the higher average age (10.9 years) should be considered.

Table 36. Pupil Age, by School Type and Grade (Kano State)

School Type and Grade	Mean Age (in Years)	Age Range (in Years)	% Over Age
Government Primary 2			
• Overall	8.8	5–16	45.7%
• Boys	8.8	6–16	41.8%
• Girls	8.7	5–15	49.6%
Government Primary 3			
• Overall	10.0	5–18	50.3%
• Boys	9.8	6–17	43.7%
• Girls	10.1	5–18	57.1%
IQTE S1 and Cohort 3			
• Overall	10.9	6–18	-----
• Boys	11.4	6–18	-----
• Girls	9.7	6–16	-----

School Readiness

The vast majority of all pupils sampled reported speaking Hausa at home, although approximately 3% of children in government schools and 1% of children in IQTE centers reported another home language (

Table 37). Just over one-third (37.5%) of government pupils and one-fourth of IQTE pupils reported having attended preschool. Although most children reported eating a meal before coming to school, 19% of government pupils and 30% of IQTE pupils reported that they had not, and a similar number in each category had missed at least one day of school in the previous week.

Table 37. Pupils' School Readiness, Reading Resources, and Practices (Kano State)

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Language spoken most frequently at home	Hausa	97.2%	99.1%	
	Fulfulde	1.9%	0.4%	335
	Other	0.9%	0.3%	
Attended nursery school before P1	37.5%	625	24.8%	283
Ate a meal before coming to school	81.2%	625	70.3%	335
Absent from school any day in the past week	20.6%	626	32.2%	336
Has a Hausa reading book at school	50.6%	625	46.0%	326
Has an English reading book at school	49.4%	626	37.2%	325
Has books, newspapers, or other print materials besides school books at home	53.6%	623	56.7%	330
Has time to read books in the classroom or school library every day	80.9%	625	84.6%	334
Brings books home from school (classroom or library)	84.1%	626	73.4%	325
Someone at home reads to the pupil	71.2%	627	62.2%	334
The pupil reads aloud to someone at home every day	9.6%	612	14.3%	329
Someone at home helps pupil with homework	73.0%	627	64.9%	333

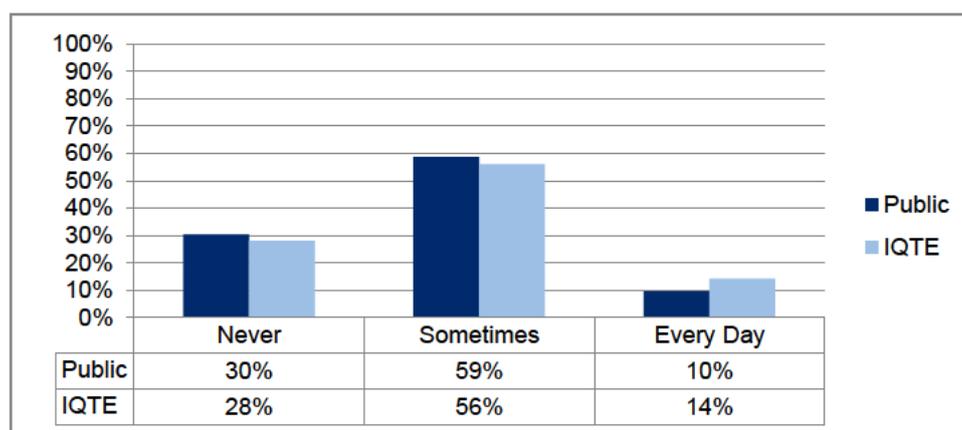
Reading Resources and Practices

Various types of reading materials were moderately available to pupils in the sample, with 50% of government pupils reporting having the Hausa textbook and a similar proportion the English textbook (

Table 37). In IQTE centers, these proportions were somewhat lower (i.e., 46% for the Hausa textbook and 37% for the English textbook). At the same time, a modest majority of both government and IQTE pupils reporting having print materials available at home, and a considerable majority reported having reading time every day, both in government schools (81% of pupils) and particularly in IQTE centers (85% of pupils). Children in government schools are more likely to bring books home from school (84%) than those in IQTE centers (73%) and are more likely to have someone at home read to them or to help with homework, although even in IQTE centers, a majority of pupils reported having these opportunities. However, few children reported reading daily to someone else at home—just 10% of government pupils and 14% of IQTE pupils reported such daily practice.

Figure 20 presents more details on pupils’ responses to the question, “How often do you read aloud to someone at home? In fact, although daily practice was rare, a majority of both government and IQTE pupils reported that they occasionally read aloud to someone. However, 30% of government pupils and 28% of IQTE pupils reported that they never did so.

Figure 20. Frequency with Which Children Read Aloud to Someone at Home (Kano State)



4.1.3 Teacher Characteristics

Interviews were conducted with Hausa teachers in each grade tested (P2, P3, and S1) and with P3 English teachers to provide an overview of their backgrounds, classroom experiences, and school conditions. As explained in section 1.1. (Sampling Framework), teachers were selected only if they were teaching in those subjects and grades, and if they were present at school on the day of testing. In some schools, the same teacher taught both Hausa and English and/or P2 and P3.

Teachers and facilitators displayed a range of characteristics across government schools and IQTE centers (see Table 37). A similar, and alarmingly small, proportion of both government and IQTE teachers reported having adequate Hausa language materials for their classes (only 28% of government and 24% of IQTE teachers, whereas English materials are reported to be adequate in more than 65% of

government P3 classrooms surveyed. Teacher absenteeism, an important factor in children’s opportunity to learn, was high in both government and IQTE centers. More than one-third of teachers surveyed in both types of schools reported having been absent at least once during the previous week, with illness, followed by family responsibilities, being the specific reasons most often cited (see **Table 38**).

In both types of schools, a large majority of teachers/ facilitators surveyed were men (73% in government schools and 70% in IQTE centers). Government teachers were on average older than IQTE teachers by approximately 7 years and had more years of teaching experience (on average 10 years, versus 4 years for IQTE teachers). A larger proportion of government teachers held Hausa and/or English pre-service specializations than IQTE teachers, although more than 40% of all teachers had neither of these specializations. A promising but still a small proportion of government teachers (17%) held a primary education studies specialization in pre-service, whereas no IQTE teachers surveyed held this specialization. However, a larger proportion of IQTE teachers reported having received some pre-service training in early grade instruction in Hausa (68%) and English (53%) than government teachers (33% for Hausa and 44% for English). This distinction is even greater for in-service training, with more than 85% of IQTE teachers claiming having received some in-service training in early grade Hausa instruction (and more than 72% for English), against much smaller proportions among government school teachers (33% for Hausa and 57% for English).

In addition, 97% of both government and IQTE teachers reported Hausa as the language they speak and best understand; most of the remaining teachers reported that it was English. Nonetheless, only 89% of government teachers and 86% of IQTE teachers stated that they read and write Hausa well. Somewhat smaller proportions stated that they read and write English well (84% of government teachers and 79% of IQTE teachers). A similar, and alarmingly small, proportion of both government and IQTE teachers reported having adequate Hausa language materials for their classes (only 28% of government and 24% of IQTE teachers, whereas English materials are reported to be adequate in more than 65% of government P3 classrooms surveyed).

Teacher absenteeism, an important factor in children’s opportunity to learn, was high in both government and IQTE centers. More than one-third of teachers surveyed in both types of schools reported having been absent at least once during the previous week, with illness, followed by family responsibilities, being the specific reasons most often cited.

Table 38. Teacher/Facilitator Characteristics (Kano State)

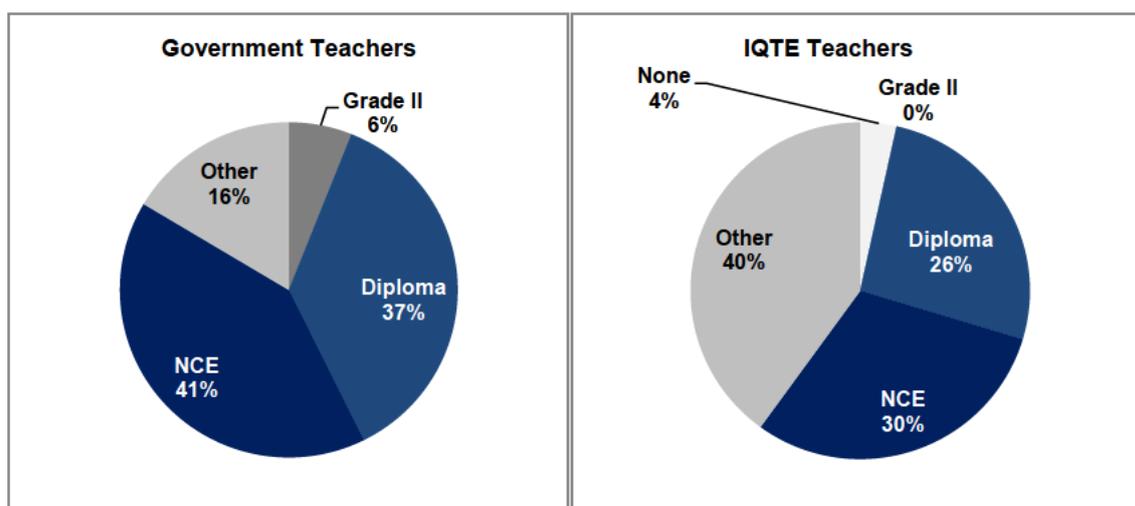
Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Gender				

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
• Male	72.9%	69	69.7%	30
• Female	27.2%		30.3%	
Age (in years)				
• Range	20–56	67	19–50	30
• Mean	35.5		28.3	
Years of Teaching Experience				
• Range	0–35	67	1–24	30
• Mean	10.1		4.1	
Pre-service Specialization (multiple responses possible)				
• Hausa	59.5%	67	44.8%	30
• English	46.0%		40.7%	
• Mathematics	13.3%		6.9%	
• Science	1.6%		3.5%	
• Arabic	2.4%		13.1%	
• Arts	0.5%		3.5%	
• Primary education studies	16.9%		0%	
Teacher/Facilitator Received Pre-service Training in Early Grade Instruction				
• Hausa	32.6%	67	68.3%	30
• English	43.9%		51.7%	
Teacher/Facilitator Received In-service Training in Early Grade Instruction				
• Hausa	33.3%	67	85.5%	30
• English	56.9%		72.4%	
Language the Teacher/Facilitator Speaks and Best Understands				
• Hausa	97.0%	67	96.6%	30
• Fulfulde	0.1%		0.0%	

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
<ul style="list-style-type: none"> English 	2.9%		3.5%	
Languages the Teacher/Facilitator Reads and Writes Well (multiple responses allowed)				
<ul style="list-style-type: none"> Hausa 	89.2%		86.2%	
<ul style="list-style-type: none"> Fulfulde 	0.3%	67	0.0%	30
<ul style="list-style-type: none"> English 	84.3%		77.9%	
<ul style="list-style-type: none"> Arabic 	6.9%		6.9%	
Teacher/Facilitator Reports Adequate Classroom Materials				
<ul style="list-style-type: none"> Hausa 	28.1%	42	24.1%	29
<ul style="list-style-type: none"> English 	65.5%	35	—	—
Teacher/Facilitator Absenteeism				
<ul style="list-style-type: none"> Teacher/facilitator was absent from school any day during the past week 	37.1%	67	36.6%	30
<ul style="list-style-type: none"> Reason stated: Illness 	13.8%	67	20.7%	67
<ul style="list-style-type: none"> Reason stated: Work other jobs 	0.4%		2.7%	
<ul style="list-style-type: none"> Reason stated: Insufficient/irregular pay 	0.0%		0.0%	
<ul style="list-style-type: none"> Reason stated: Lack of motivation 	0.0%		0.0%	
<ul style="list-style-type: none"> Reason stated: Family responsibility 	15.3%		6.9%	
<ul style="list-style-type: none"> Reason stated: No transportation 	0.0%		0.0%	
<ul style="list-style-type: none"> Reason stated: Other 	7.5%		9.0%	

Figure 21 presents the distribution of teachers in each type of school by their qualification levels. Among government teachers, the Nigeria Certificate in Education (NCE) was the most common qualification (41% of teachers), followed by the diploma (37%), with 22% holding Grade II or some other qualification. Among IQTE teachers, the largest group (40%) had a qualification other than NCE, a diploma or Grade II, and 4% had no formal qualification for teaching.

Figure 21. Teacher qualifications, by school type – Kano



4.2 Hausa Language EGRA Results

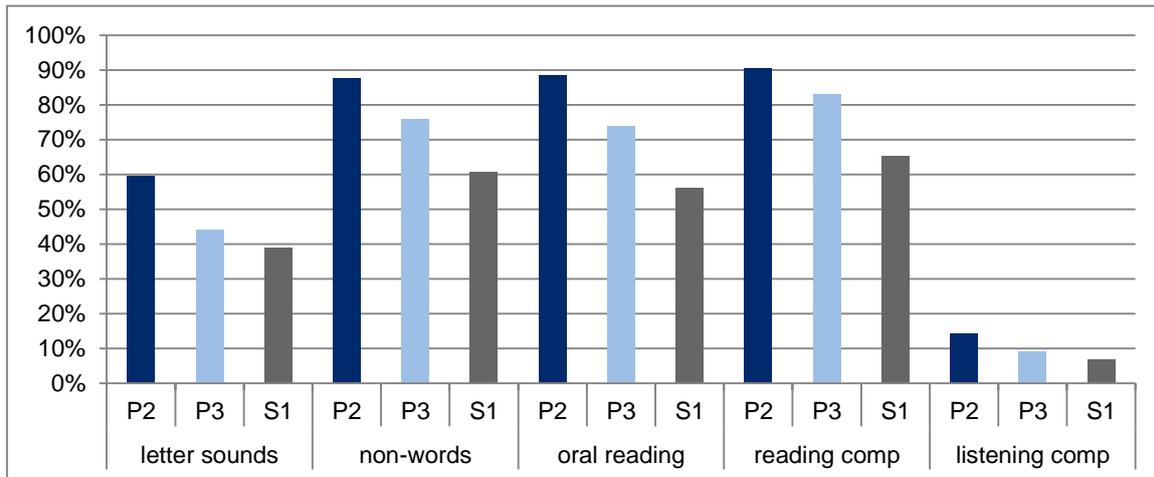
In this section, the Hausa language EGRA results are first summarized, followed by a detailed description by subtask. The data presented include mean scores for each subtask by school type, class level, and gender. As previously noted, the results are representative of the weighted sample population. Standard errors are reported 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, and a high standard error indicates greater variability of scores). When data are shown by gender, the statistical significances of any differences found are flagged.

4.2.1 Results Summary

The overall results from the EGRA in Hausa indicate very low performance across all reading skills tested in both school types, with very few pupils able to read with meaningful comprehension.

As noted in **Figure 22**, with the exception of listening comprehension, a large proportion of pupils in both school types and grades were unable to provide correct responses for any of the items in a given subtask, resulting in a score of zero. On each subtask, performance was considerably better for the higher grade levels (P3 and S1), although for non-words, ORF, and reading comprehension, the majority of pupils even among the best scoring S1 and Cohort 3 group still obtained zero scores. However, the listening comprehension task showed only a small proportion of zero scores for any group, suggesting that readers were not struggling because of a lack of understanding of Hausa language in general.

Figure 22. Percentage of Children Scoring Zero on Hausa Subtasks, by School Type, Grade, and Subtask (Kano State)^a



^a For this and other figures where indicated, P2 = Government Primary 2; P3 = Government Primary 3; and S1 = IQTE S1 or Cohort 3.

Given the extremely large percentage of children scoring zero on the reading subtasks, it is not surprising that overall mean scores on these subtasks are also low (see **Table**). Again, higher educational levels generally show higher performance than lower levels, with P3 pupils performing significantly better than P2 pupils at a confidence level of 95% or better on most tasks (reading comprehension being the exception, with no significant difference between P2 and P3 pupils). IQTE S1 and Cohort 3 pupils showed no greater performance on letter-sound identification than P3 pupils and only marginally better performance on non-word decoding. However, IQTE S1 and Cohort 3 pupils displayed considerably better performance than P3 pupils on ORF, both in terms of mean number of words correctly read in 1 minute (16.5 words versus 10.7 words) and in terms of accuracy (reading 35% of attempted words correctly, versus only 19% of P3 pupils). For these generally older students, the accumulation of knowledge and vocabulary may be assisting them to read coherent text passages with somewhat more fluency and accuracy than younger readers. However, their overall level remains well below that expected of fluent readers and required for comprehension (estimated in most languages to be at least 40 CWPM, or more).

Table 39. EGRA Hausa Language Performance: Mean Score and Percentage Correct of Items Attempted, by School Type/Grade (Kano State)

EGRA Subtask	Government Primary 2		Government Primary 3		IQTE S1 and Cohort 3	
	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted
Letter sound identification	4.1	12.7%	7.3	21.7%	7.3	20.8%
Non-word decoding	2.0	6.7%	7.4	15.2%	9.3	27.4%
Oral reading fluency	2.8	8.3%	10.7	18.8%	16.5	34.9%

4.2.2 Foundational Skills—Correct Letter Sounds and Decoding

Few pupils in any group have mastered the foundational skills of letter sounds and decoding. Although pupils in IQTE S1 performed better overall than children in government schools, their ability to identify correct letter sounds and correctly decode non-words were nonetheless extremely low.

Letter-sound identification subtask. Results on the letter-sound identification subtask are shown in **Figure 23** and

Table . Figure 23 presents the distribution of scores by type of school and gender, and

Table highlights the mean scores, standard errors, and significance of gender differences for each school type. In government schools, girls scored marginally lower than boys on this subtask in both P2 and P3, although these differences were not significant. In IQTE centers, by contrast, girls scored less than half as well as boys, producing a significant difference, although even S1 boys' scores, which averaged less than nine letters per minute correctly identified, were also extremely low. At the same time, more than 10% of S1 and Cohort 3 boys, along with P3 students (boys and girls together), were able to identify 20 or more letter sounds correctly.

Figure 23. Distribution of Hausa Letter Sound Scores, by School Type/Grade and Gender (Kano State)

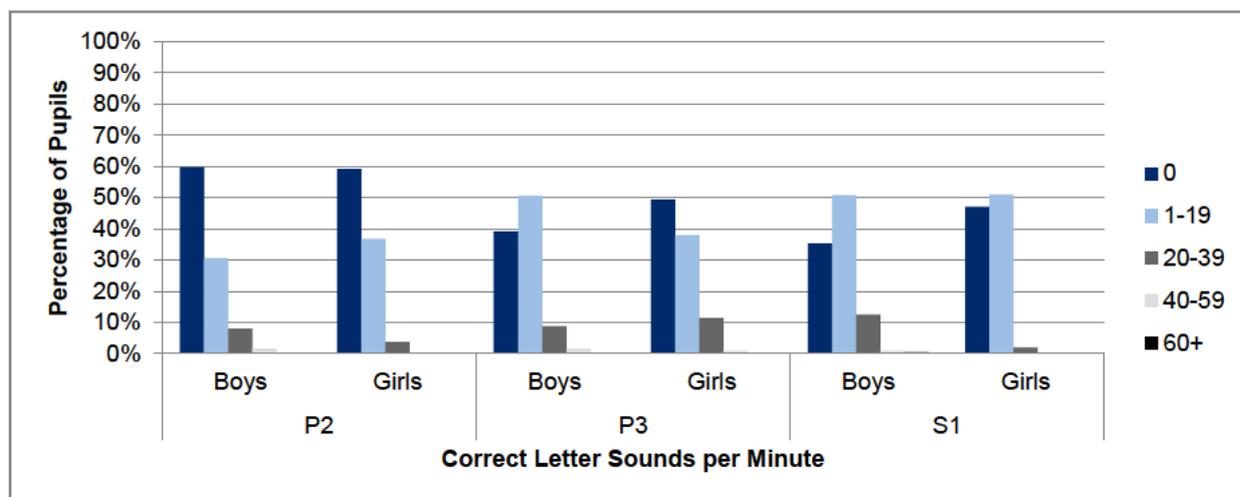


Table 40. Hausa Mean Correct Letter Sounds per Minute, by School Type/Grade and Gender (Kano State)

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 2				
• Overall	4.1	0.94	-----	315
• Boys	5.2	1.21	0.054 ^a	150
• Girls	3.0	0.88		165
Government Primary 3				
• Overall	7.3	1.52	-----	312
• Boys	8.0	1.56	Not significant	149
• Girls	6.5	1.93		163
IQTE S1 and Cohort 3				
• Overall	7.3	0.91	-----	336
• Boys	8.6	1.23	0.002 ^b	234
• Girls	4.3	0.62		102

^a Trend significance at 90% confidence level ($p < 0.10$).

^b Significant at 99% confidence level ($p < 0.01$).

Decoding subtask. By presenting children with nonsense words that nonetheless follow standard Hausa spelling patterns, we were able to obtain a measure of children’s ability to decode that is not confounded with their sight-reading vocabulary. Means and standard errors on this subtask by school type, grade level, and gender, and significance of differences by gender, are shown in **Table 41**. Girls and boys performed equally poorly on this task in each grade level assessed in government schools. The mean scores reached only 2.0 CNWPM in P2, and just 3.7 non-words in P3; there were no significant differences by gender.

Table 41. Hausa Mean CNWPM, by School Type/Grade and Gender (Kano State)

School Type/Grade and Gender	Mean CNWPM	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 2				
• Overall	2.0	0.78	-----	315
• Boys	2.4	0.93	Not significant	150
• Girls	1.5	0.75		165
Government Primary 3				
• Overall	3.7	1.02	-----	312
• Boys	4.3	1.10	Not significant	149
• Girls	3.1	1.24		163
IQTE S1 and Cohort 3				
• Overall	9.3	1.66	-----	336
• Boys	12.4	1.80	0.001 ^a	234
• Girls	1.9	0.65		102

^a Significant at 99.9% confidence level ($p < 0.001$).

In IQTE centers, S1 and Cohort 3 boys significantly out-performed girls, on the order of six to one. The boys’ performance was higher than any other group on this subtask, at 12.4 non-words read correctly per minute, although that number was still well below a fluent level of decoding.

Taken together, these results strongly suggest that a focus on phonics-based instruction is hardly present in either government or IQTE centers, although whole-word decoding skills are developed to some degree in S1 classrooms.

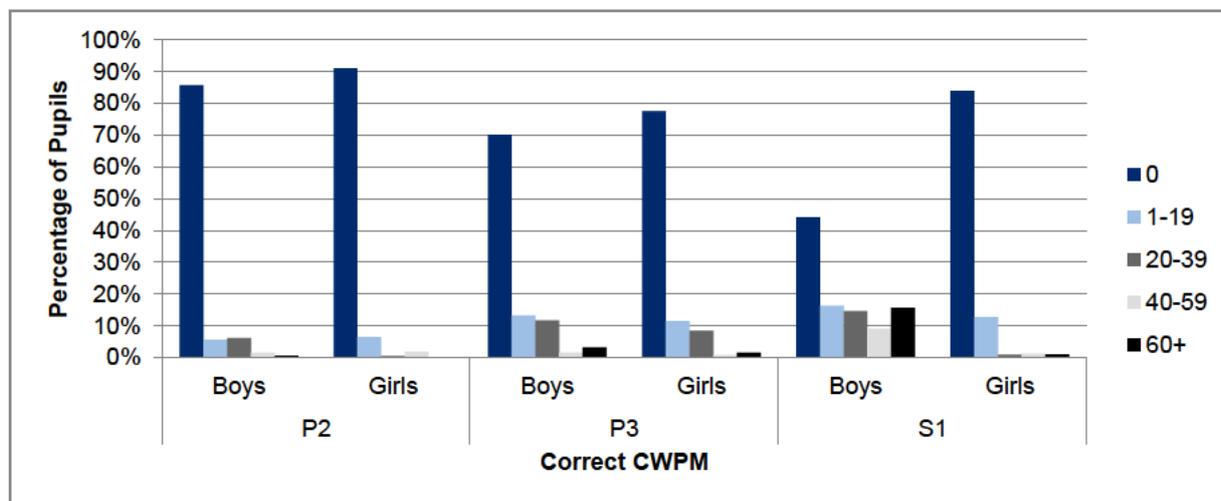
Pearson correlations¹² show moderately strong positive associations between the two foundational subskills for P2 pupils ($r = 0.505$) and IQTE S1 pupils ($r = 0.536$), and an even stronger association for P3 pupils ($r = 0.764$). This finding indicates that better performance on letter-sound identification tends to occur together with better performance on non-word decoding.

4.2.3 Higher Order Reading Skills—Oral Reading Fluency and Comprehension

Beyond the preponderance of zero scores for all groups assessed, IQTE S1 boys stand out as having a relatively broad distribution of scores for ORF on a connected text passage in Hausa language (**Figure 24**). Although fewer than 5% of children in any other group reached an ORF rate of 40 CWPM or more, 25% of IQTE S1 and Cohort 3 boys achieved this level of fluency.

As shown in **Table 42**, mean scores on ORF varied to three CWPM only for P2 boys and girls, and from 4.7 (girls) to 7.7 (boys) CWPM for P3. These differences across grades in government schools were significant at the 95% confidence level; however, gender differences were not significant for either grade level. Regarding the IQTE S1, although girls' scores were on average roughly comparable to those of P2 girls, boys averaged more than 22 CWPM. This difference between the two genders was highly significant ($p < 0.001$).

Figure 24. Distribution of Hausa Oral Reading Fluency Reading Scores, by School Type/Grade and Gender (Kano State)



¹² Correlation values range from 0.0 (no association) to 1.0 (perfect association), with higher values approaching 1, indicating a higher degree of correlation. A positive correlation indicates that higher values or scores of one variable are associated with higher values of the other variable; a negative correlation indicates that higher values of one variable are associated with lower values of the other variable.

Table 42. Hausa Mean Oral Reading Fluency (ORF), by School Type/Grade and Gender (Kano State)

School Type/Grade and Gender	Mean ORF Score (CWPM)	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 2				
• Overall	2.8	1.18	-----	315
• Boys	3.4	1.41	Not significant	150
• Girls	2.2	1.05		165
Government Primary 3				
• Overall	6.2	1.75	-----	312
• Boys	7.7	2.44	Not significant	149
• Girls	4.7	1.83		163
IQTE S1				
• Overall	16.5	3.26	-----	336
• Boys	22.3	3.58	0.001	234
• Girls	2.7	1.03		102

^a Significant at 99.9% confidence level ($p < 0.001$).

Pearson correlations among subskills (see **Table 43**) generally confirm the interrelated nature of ORF skills with the foundational skills previously reported, particularly that of non-word decoding. For all three grade levels, the linkage of performance on non-word decoding to ORF is very strong (at more than $r = 0.800$). The association of letter-sound identification to ORF is strongest for P3 pupils (0.629), followed by IQTE S1 pupils ($r = 0.480$).

Table 43. Pearson Correlations Between Oral Reading Fluency (ORF) and Foundational Early Grade Reading Skills, by School Type and Grade (Kano State)

Foundational Subskills	Pearson Correlation of Foundational Subskills with ORF, by School Type and Grade		
	Government Primary 2	Government Primary 3	IQTE/S1
Letter-sound identification (CLSPM)	0.317	0.629	0.480
Non-word decoding (CNWPM)	0.890	0.874	0.942

Turning to reading comprehension in Hausa language (**Figure 25**), the distribution of results is similar to that of ORF, with IQTE S1 and Cohort 3 boys, again, being the only group for whom a substantial proportion (26%) answered more than half (3 or more) of the comprehension questions correctly. In fact, the average scores were extremely low for both boys and girls in P2 and P3 (**Table 44**), and although the IQTE S1 average score was unimpressive, boys significantly outperformed girls on this task as well, at a confidence level of 99.9%.

Figure 25. Distribution of Hausa Reading Comprehension Scores, by School Type/Grade and Gender (Kano State)

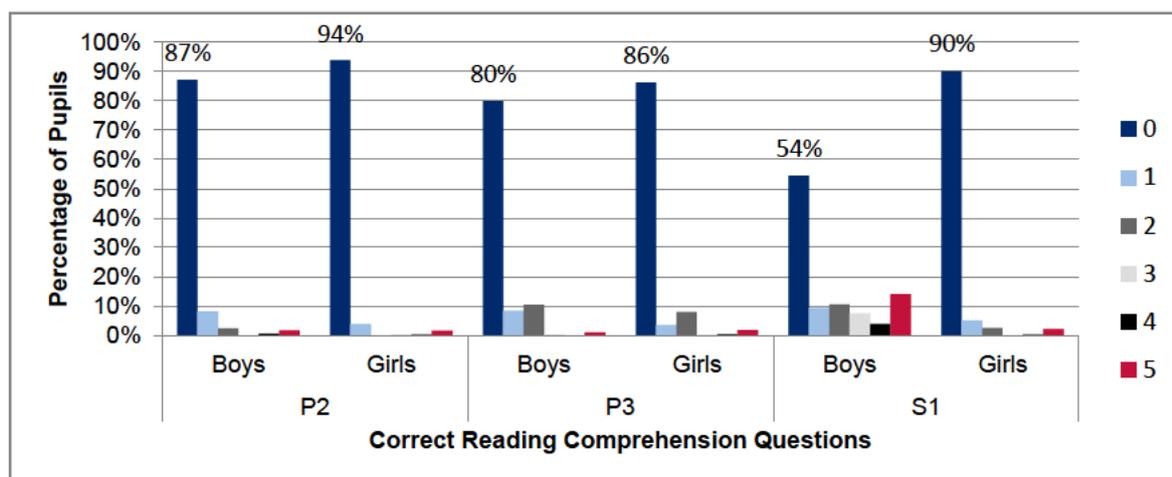


Table 44. Hausa Mean Reading Comprehension Scores, by School Type/Grade and Gender (Kano State)

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government P2				
• Overall	0.2	0.09	-----	315
• Boys	0.2	0.1	Not significant	150
• Girls	0.1	0.08		165
Government P3				
• Overall	0.3	0.09	-----	312
• Boys	0.4	0.13	Not significant	149
• Girls	0.3	0.09		163
IQTE S1 and Cohort 3				

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
• Overall	1.0	0.19	-----	336
• Boys	1.4	0.08	0.000 ^a	234
• Girls	0.2	0.21		102

^a Significant at 99.9% confidence level ($p < 0.001$).

Pearson correlations confirmed very strong associations between ORF and reading comprehension for all grade levels. Because children were only asked questions on the portions of text that they had attempted to read, we examined the correlations in scores of accuracy of responses on ORF and reading comprehension, which remove this artifactual interdependence of the two subtasks. Even with this correction, the associations are strong and positive; for all grade levels: $r = 0.906$ for P2; $r = 0.868$ for P3; and $r = 0.894$ for IQTE S1, indicating that ORF and comprehension of what is read do indeed “go together.”

In a context of generally low Hausa literacy skills overall, the relatively strong performance of IQTE S1 and Cohort 3 boys on higher order skills of ORF and comprehension stands out. At the same time, the extremely low performance of IQTE girls suggests strongly that the two genders are treated very differently in class and may also reflect attitudes and expectations of the community and the children themselves. This scenario is not inevitable, as observed in the data from Jigawa State, where IQTE girls significantly outperformed IQTE boys. The resulting gender difference in performance warrants further investigation and remediation.

4.2.4 Oral Language Skills—Listening Comprehension

Children’s Hausa reading scores lie in stark contrast to their listening comprehension in Hausa (**Figure 26**). P2 pupils were able to answer at least 3 out of 5 questions listening comprehension correctly (boys 56% and girls 69%), and more than 40% answered at least 4 out of 5 questions correctly. For P3 and S1 boys and girls, more than 75% in each group were able to answer at least 3 questions, and more than 35% answered every question correctly. In other words, children’s understanding of spoken Hausa substantially exceeded their ability to read and understand the written language.

As shown in

Table 45, the average listening comprehension score for P2 pupils was just less than 3 out of 5 questions correct. For P3, the score reached 3.6 out of 5 correct; this inter-grade difference was highly significant ($p < 0.001$) because children build language skills with age and exposure. IQTE S1 scores on this task were only marginally better than those of P3 pupils. Girls at every grade level performed similarly to boys in the same grade or type of school.

Figure 26. Distribution of Hausa Listening Comprehension Scores, by School Type/Grade and Gender (Kano State)

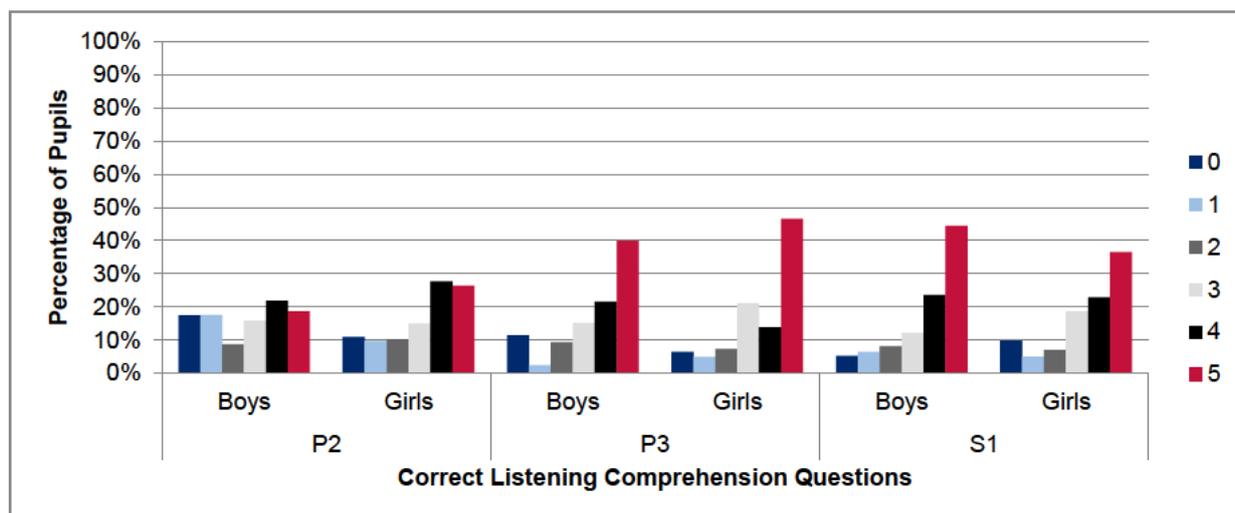


Table 45. Hausa Mean Listening Comprehension Scores, by School Type/Grade and Gender (Kano State)

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Government Primary 2				
• Overall	2.9	0.27	-----	315
• Boys	2.6	0.29	Not significant	150
• Girls	3.2	0.37		165
Government Primary 3				
• Overall	3.6	0.18	-----	312
• Boys	3.5	0.22	Not significant	149
• Girls	3.7	0.28		163
IQTE S1 and Cohort 3				
• Overall	3.7	0.16	-----	336
• Boys	3.8	0.16	Not significant	234
• Girls	3.5	0.23		102

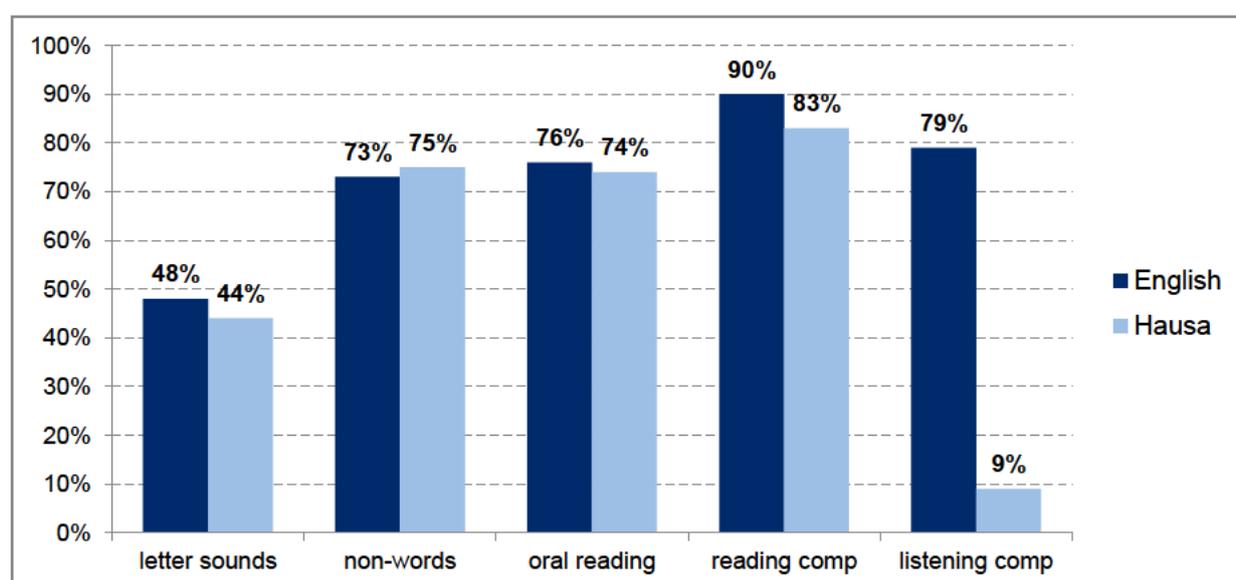
Pearson correlations between pupils' listening comprehension and their reading comprehension accuracy, although positive, are quite modest in government schools at both grade levels ($r = 0.200$ for P2, and $r = 0.270$ for P3). The correlation is somewhat higher for IQTE S1 and Cohort 3 pupils ($r = 0.385$).

4.3 English Language EGRA Results

As previously mentioned in this report, only P3 pupils in government schools were assessed on English literacy using EGRA. All instructions to children were provided in Hausa to ensure that they understood what they were to do.

Figure 27 compares and contrasts the proportions of P3 pupils scoring zero on English and Hausa versions of each subtask. Not unsurprisingly, the proportion of children scoring zero on reading subtasks was higher in English than in Hausa (with the single exception of non-word decoding), although the differences are insignificant. The overall results from the English EGRA indicate that with the exception of letter-sound identification, a large majority (73% or higher) of P3 pupils were unable to show any reading ability or understanding of English, although on letter-sound identification, the proportion of zero scores was less extreme (48%). In contrast with the Hausa results, nearly as many pupils scored zero on English listening comprehension as they did on reading comprehension. The low scores in English indicate an environment of little exposure to the language, either in print or in oral media, inside or outside the classroom.

Figure 27. Percentage of Government Primary 3 Pupils Scoring Zero on English Language EGRA Subtasks, by Gender (Kano State)



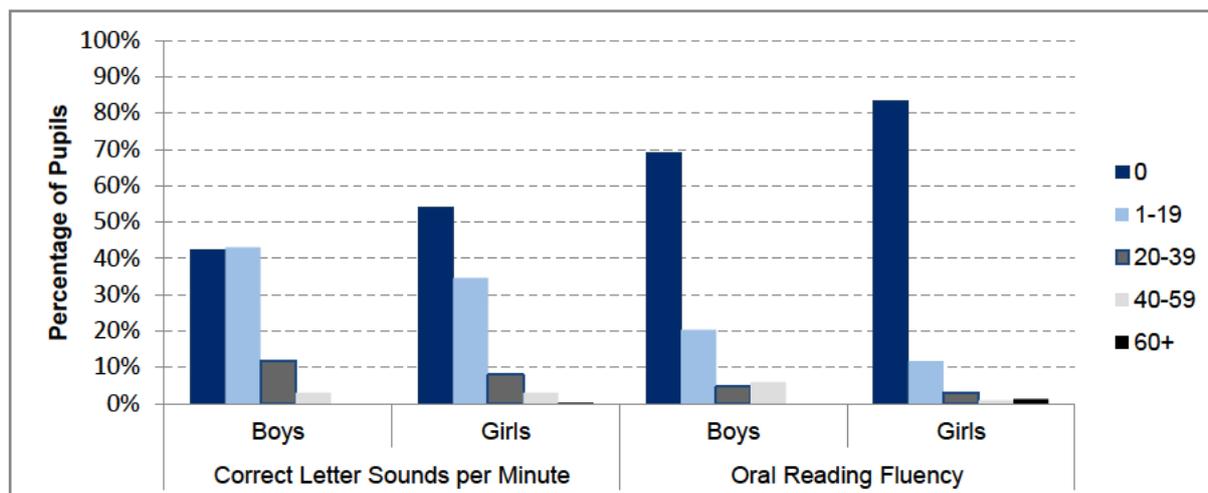
More details on P3 pupils' English EGRA performance are provided in **Table 46**. No significant differences were found between P3 girls and P3 boys on the EGRA English subtasks.

Table 46. EGRA English Performance in Government Schools, Primary 3: Average (Mean) Score and Percentage Correct of Items Attempted, by Gender (Kano State)

Subtask and Gender	Number Correct per Minute (Mean Score)	Standard Error	Significance of Gender Differences	Number Observed
Correct Letter Sounds per Minute—English				
• Overall	7.9	1.68	-----	312
• Boys	8.9	2.05	Not significant	149
• Girls	6.8	1.87		163
Non-words Decoded Correctly per Minute—English				
• Overall	4.4	1.27	-----	312
• Boys	5.3	1.7	Not significant	149
• Girls	3.5	1.21		163
Oral Reading Fluency—English				
• Overall	4.7	1.54	-----	312
• Boys	6.0	2.17	Not significant	149
• Girls	3.4	1.56		163

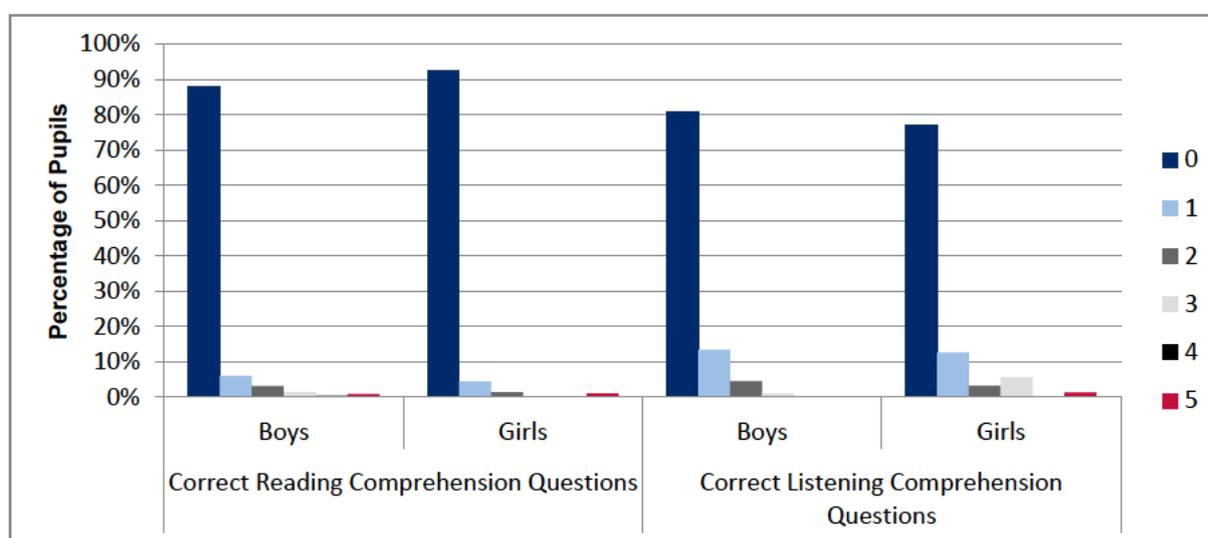
Score distributions on the EGRA English language subtasks show that very few pupils were able to show a high performance level (**Figure 28**). Regarding letter-sound identification, fewer than 20% of pupils could identify 20 letters or more, and fewer than 10% of pupils could read 20 or more CWPM.

Figure 28. Distribution of Scores on English Letter-Sound Identification and Oral Reading Fluency by Gender, Government Primary 3 (Kano State)



As previously noted, pupils' English reading and listening comprehension results were similar (**Figure 29**), with listening comprehension showing only slightly better distribution beyond the zero (one correct answer range).

Figure 29. Distribution of Scores on English Reading and Listening Comprehension, Scores by Gender, Government Primary 3 (Kano State)



The extremely weak overall performance of P3 pupils in English, even in listening comprehension, is of particular concern, because these children will be expected to transition to learning in English in P4.

To what degree do English scores of P3 pupils mirror their Hausa reading scores? Pearson correlations reveal high correspondence across all reading subtasks, but

almost no association in listening comprehension across the two languages (Table 47).

Table 47. Pearson Correlations Between P3 Pupils' Hausa and English Scores on EGRA Subtasks (Kano State)

EGRA Subtask	Pearson Correlation (r)
Letter-sound identification (CLSPM)	0.818
Non-word decoding (CNWPM)	0.869
Oral reading fluency	0.810
Reading comprehension	0.714
Listening comprehension	0.270

4.4 Key Findings for Further Examination

In summary, the EGRA administered in Kano State revealed several key findings. For example, on average, the IQTE boys outperformed the government school pupils of both genders across all subtasks; however, IQTE girls' performance closely tracked P2 averages, except for listening comprehension. (It is important to note that IQTE boys were on average aged 1.6 years older than P3 boys, and IQTE girls were on average aged 0.4 years younger than P3 girls, though still a year older than P2 girls.) The gender differences in the IQTE pupil scores were statistically significant for all subtasks. That the IQTE boys should perform so (relatively) well while IQTE girls lag behind them so significantly is cause for concern.

In government schools, P3 pupils showed statistically significant gains over P2 pupils, indicating slight progress from one grade to the next. Nonetheless, even the scores of the highest performing subgroup, the IQTE boys, remained well below desired levels of performance. For example, the IQTE boys showed a mean ORF rate of 22.3 CWPM which, while more than three times the P3 ORF mean, is still only slightly more than half the suggested minimum rate needed for adequate comprehension (40 CWPM).

Once again, progress toward the GPE benchmark of "learning and demonstrating mastery of basic literacy" was severely inadequate in both Hausa and English, with more than half of IQTE boys, 90% of IQTE girls, and from 80–94% of the pupils in government schools, unable to answer a single comprehension question correctly. At best, only 18% of IQTE boys could read Hausa with 80% comprehension; in all other pupil subgroups, only 1–2% achieved this level of comprehension.

5. EGRA 2014 Study Results for Katsina State

5.1 Descriptive Statistics

Table 48 presents the Katsina State sample as realized during data collection. In Katsina State, a total of 924 pupils (606 P2 and P3 pupils and 318 S1 pupils) participated in the study. This study reached 30 out of 32 government schools, one female head teacher, and 31 out of 32 IQTE centers and school heads. Regarding the teachers surveyed, 24% of P2 teachers and 21% of P3 teachers surveyed were women; no S1 or Cohort 3 IQTE teachers were women. As for pupils assessed in Hausa and English, 97% of the intended P2 sample and 92% of the P3 sample were reached in government schools, and 99% of the IQTE student sample was reached. The proportion of girls was markedly lower in IQTE centers (31% of pupils sampled) than in government schools (51% of P2 pupils and 49% of P3 pupils were girls). In addition, 97% of the government schools and 71% of IQTE were co-ed; the remaining government school ($n = 1$) was girls-only, and the remaining IQTE centers were boys-only.

Table 48. Realized Sample of Schools, Head Teachers, Teachers, and Students (Katsina State)

Sample Elements		Government Schools		IQTE Centers	Overall ^a
		Primary 2	Primary 3	S1 and Cohort 3	
Schools surveyed		32		33	65
Proportion of schools surveyed that are co-ed (boys and girls)		97%		71%	—
Head teachers surveyed	Overall	30		31	61
	Female	1		0	1
	Male	29		31	60
Teachers surveyed	Overall	38	61	29	107
	Female	9	13	0	19
	Male	29	48	29	88
Pupils assessed on Hausa language EGRA	Overall	311	295	318	924
	Girls	159	144	98	401
	Boys	152	151	220	523
Pupils assessed on	Overall	—	295	—	295

Sample Elements	Government Schools		IQTE Centers	Overall ^a	
	Primary 2	Primary 3	S1 and Cohort 3		
English language EGRA	Girls	—	144	—	144
	Boys	—	151	—	151

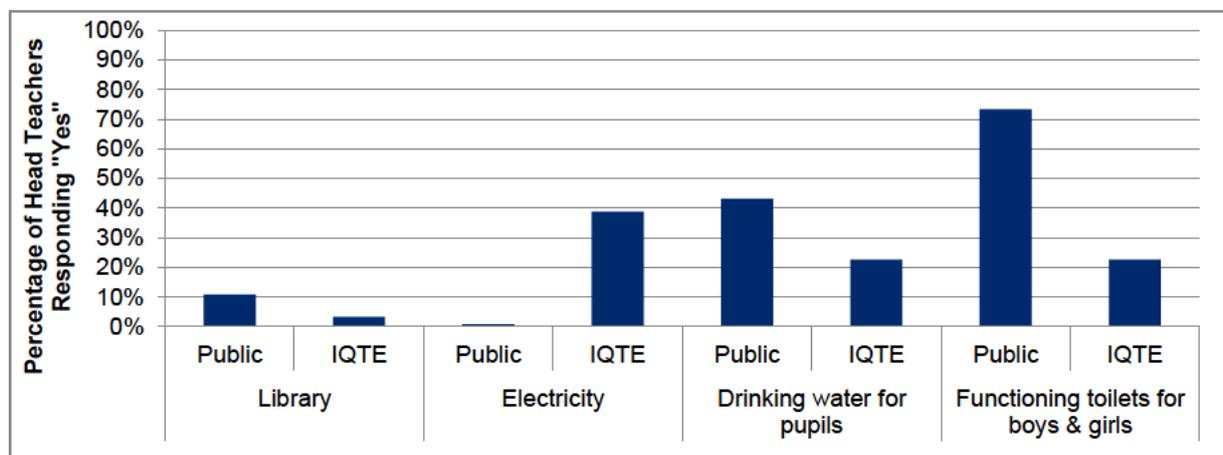
^a The number of teachers/facilitators surveyed “overall” may not be the sum of P2, P3, and S1 columns because some teachers interviewed were responsible for both P2 and P3 classes.

5.1.1 School Characteristics

In 2014, Katsina State had 2,223 government primary schools and 204 IQTE centers distributed across 34 LGEAs. In the Katsina State study sample, 32 government schools were drawn from 30 LGEAs, and 33 IQTE centers were drawn from 22 LGEAs, providing a representative sample of the state.

Regarding the basic school infrastructure (**Figure 30**), we note that school libraries were very rare in Katsina State government schools (just 10% of the sample) and even more so in IQTE centers (fewer than 5% of the sample). Electricity was nearly absent in Katsina State government schools, although nearly 40% of IQTE centers reported having electricity. However, drinking water and functioning toilets were more frequently available in government schools than in IQTE centers (only 20% of which reported having these basic amenities).

Figure 30. School Characteristics (Katsina State)



Turning to school enrollment statistics (**Table 49**), we note that government schools had an average of 98 P2 pupils and 93 P3 pupils, although enrollments varied greatly, from a minimum of 22 to a maximum of 970 in a given grade level. The S1 or Cohort 3 average enrollment in IQTE centers S1 was even larger at 122 pupils, with enrollments ranging from a minimum of 20 to a maximum of 650 students in S1/Cohort 3. Girls represented on average 45% of enrollments in P2 classrooms, 46% in P3 classrooms, and 42% of enrollments in IQTE S1 or Cohort 3 classrooms.

In all schools, pupil absenteeism would appear to be high, particularly in P3 classrooms, where 38% of formally enrolled pupils were absent on the day of the assessment; 33% of P2 students were also absent, with somewhat higher absenteeism rates among boys than girls. IQTE centers showed somewhat better absenteeism rates, but they were still high (28%), with a somewhat higher rate for girls than for boys.

Pupil–teacher ratios also varied considerably in our sample, with the highest average ratio noted for IQTE classes (109 pupils per teacher). The greatest range was observed in government schools, where the pupil–teacher ratio varied from 22 to 970 pupils per one teacher, although IQTE centers reached ratios as high as 410 pupils per one teacher.

Table 49. School Enrollment, Pupil Absenteeism, and Pupil–Teacher Ratio (Katsina State)

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE S1 and Cohort 3
Enrollment			
Overall mean	98	93	122
Boys	54	50	71
Girls	44	43	51
Percentage of girls	45%	46%	42%
Maximum enrollment	970	925	650
Minimum enrollment	23	22	20
Absenteeism (percentage of pupils absent on the day of the assessment)			
• Overall	33%	38%	28%
• Boys	36%	40%	27%
• Girls	29%	36%	30%
Hausa Pupil–Teacher Ratio			
• Mean	92	89	109
• Maximum	970	925	410
• Minimum	23	22	20
English Pupil–Teacher Ratio			
• Mean	—	87	—

Statistic	Government Schools Primary 2	Government Schools Primary 3	IQTE S1 and Cohort 3
• Maximum	—	925	—
• Minimum	—	11	—

5.1.2 Pupil Characteristics

Table 50 and 51 present characteristics of the pupil sample population that were collected through a questionnaire administered to pupils following the EGRA subtasks. All information was self-reported.

Demographic Characteristics

In government schools, 31% of P2 pupils and nearly half (47%) of P3 pupils were over age, relative to the official age for the grade level, although the range of ages in P2 was overall larger than in P3. In the IQTE centers, our sample combined S1 and Cohort 3 pupils, thus the higher average age (11.6 years) should be considered in this light (**Table 50**).

Table 50. Pupil Age, by School Type and Grade (Katsina State)

School Type and Grade	Mean Age (in Years)	Age Range (in Years)	% Over Age
Government Primary 2			
• Overall	8.2	5–17	31%
• Boys	8.2	5–12	35%
• Girls	8.2	5–17	27%
Government Primary 3			
• Overall	9.5	6–14	47%
• Boys	9.8	6–14	55%
• Girls	9.3	7–12	39%
IQTE S1 and Cohort 3			
• Overall	11.6	6 - 18	—
• Boys	11.8	6–18	—
• Girls	11.4	7–18	—

School Readiness

The vast majority of pupils sampled reported speaking Hausa at home, although approximately 3% of children in government schools and 1% of children in IQTE centers reported another home language (**Table 51**). Just over one-fourth (27%) of government pupils and more than one-third (39%) of IQTE pupils reported having attended preschool. Although most children reported eating a meal before coming to school, 20% of government pupils and 28% of IQTE pupils reported that they had not. More than one-fourth (26%) of pupils in each type of school reported having missed at least 1 day of school during the previous week.

Table 51. Pupils' School Readiness, Reading Resources, and Practices (Katsina State)

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Language spoken most frequently at home	Hausa	95%	99%	
	Fulfulde	1%	1%	317
	Other	1% ^a	0%	
Attended nursery school before P1	27%	599	39%	174
Ate a meal before coming to school	80%	601	72%	318
Absent from school any day during the past week	26%	602	26%	318
Has a Hausa reading book at school	47%	604	65%	318
Has an English reading book at school	46%	604	46%	317
Has books, newspapers, or other print materials besides school books at home	59%	602	75%	316
Has time to read books in the classroom or school library every day	72%	597	84%	317
Brings books home from school (classroom or library)	78%	601	85%	318
Someone at home reads to the pupil	72%	603	71%	318
Someone at home helps the pupil with homework	73%	567	77%	315
The pupil reads aloud to someone at home every day	12%	602	21%	318

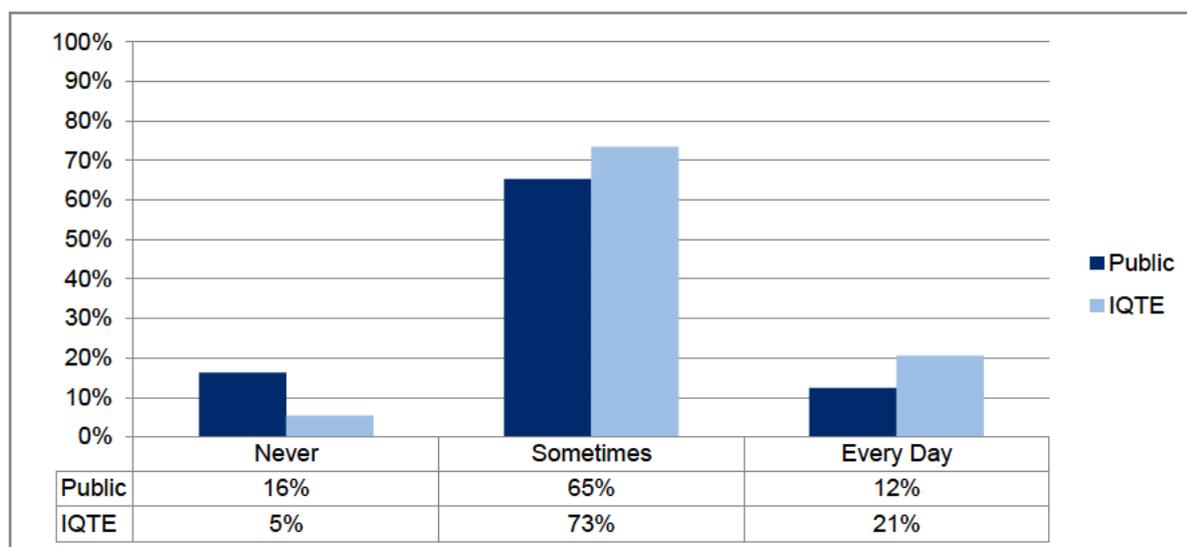
^a Missing values explain why this column does not equal 100%.

Reading Resources and Practices

Various types of reading materials were moderately available to pupils in the sample, with 47% of government pupils reporting having the Hausa textbook and a similar proportion (46%) the English textbook. A higher proportion of IQTE pupils (65%) reported having the Hausa textbook, although the proportion with English textbooks was the same as that reported in government schools. A majority of government pupils and particularly IQTE pupils reported having print materials available at home, having reading time at school every day, and taking books home from school. Roughly equal proportions of government and IQTE center pupils reported that someone in their homes reads to them (71–72%) and slightly higher proportions receive help with their homework at home, but relatively few children report reading daily to someone else at home (just 12% of government pupils and 21% of IQTE pupils report such daily practice).

Figure 31 presents more details on pupils’ responses to the question, “How often do you read aloud to someone at home? Although daily practice was relatively rare, a majority of government and IQTE pupils reported that they occasionally read aloud to someone. Only 16% of government pupils and 5% of IQTE pupils reported never do so.

Figure 31. Frequency with Which Children Read Aloud to Someone at Home (Katsina State)



5.1.3 Teacher Characteristics

Teachers and facilitators also displayed a range of characteristics across government and IQTE centers (**Table 52**). In Katsina State government schools, 80% of teachers surveyed were men, and 100% of teachers surveyed in IQTE centers were men. Government teachers were on average older than IQTE teachers by approximately 5 years and had more years of teaching experience (on average 12 years versus 7 years for IQTE teachers). A larger proportion of government teachers held Hausa and/or English pre-service specializations than IQTE teachers, although more than 50% of all

teachers had neither of these specializations. A promising but still small proportion of government teachers (16%) held a primary education studies specialization in pre-service, and 14% of IQTE teachers surveyed held this specialization. However, a larger proportion of IQTE teachers reported having received some pre-service training in early grade instruction in Hausa (52%) and English (54%) than government teachers (35% for Hausa and 33% for English). Regarding in-service training, 59% of IQTE teachers reported having received some in-service training in early grade Hausa instruction, against 39% of Government teachers; for English the proportions were reversed, compared to 43% of government teachers. Only 31% of IQTE teachers reported receiving in-service training in English instruction.

Nearly all teachers in government and IQTE centers report Hausa as the language they speak and best understand, and at least 95% stated that they read and write Hausa well. Somewhat smaller proportions reported that they read and write English well (70% of government teachers and 62% of IQTE teachers). An alarmingly small proportion of both government and IQTE teachers reported having adequate Hausa language materials for their classes (only 18% of government teachers and 17% of IQTE teachers). The situation of having English materials in government schools was only slightly better, with adequate materials reported in just 25% of government P3 classrooms surveyed.

Teacher absenteeism, an important factor in children’s opportunity to learn, was particularly high in IQTE centers, where 28% of teachers surveyed reported having been absent at least once during the previous week. Absenteeism was less common in government schools, where 16% of teachers surveyed reported having been absent at least once during the previous week, with illness, followed by family responsibilities (government schools) being the specific reasons most often cited. In IQTE centers, self-reported teacher absenteeism during the previous week reached 28%, with illness, second job, and “other reasons” were the categories cited most frequently.

Table 52. Teacher/Facilitator Characteristics (Katsina State)

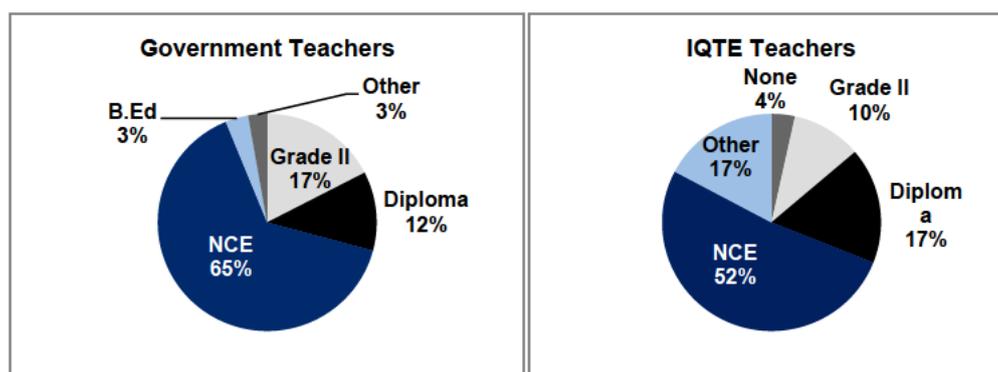
Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Gender				
• Male	80%	78	100%	29
• Female	20%		0%	
Age (in years)				
• Range	22–55	75	19–50	27

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
• Mean	37		32	
Years of Teaching Experience				
• Range	0–35	76	1–27	29
• Mean	12		7	
Pre-service Specialization (multiple responses possible)				
• Hausa	30%		3%	
• English	17%		10%	
• Mathematics	6%		7%	
• Science	4%	76	3%	29
• Arabic	10%		21%	
• Arts	3%		3%	
• Primary education studies	16%		14%	
Teacher/Facilitator Received Pre-service Training in Early Grade Instruction				
• Hausa	35%	76	52%	29
• English	33%		54%	
Teacher/Facilitator Received In-service Training in Early Grade Instruction				
• Hausa	37%	76	59%	29
• English	43%		31%	
Language the Teacher/Facilitator Speaks and Best Understands				
• Hausa	99%		100%	
• Fulfulde	0%	76	0%	29
• English	1%		0%	

Characteristic	Government Schools		IQTE Centers	
	% Yes	Sample Observed (n)	% Yes	Sample Observed (n)
Languages the Teacher/Facilitator Reads and Writes Well (multiple responses allowed)				
• Hausa	95%	76	97%	29
• Fulfulde	3%		0%	
• English	70%		62%	
• Arabic	24%		41%	
Teacher/Facilitator Reports Adequate Classroom Materials				
• Hausa	18%	56	17%	10
• English	25%	45	—	—
Teacher/Facilitator Absenteeism				
• Teacher/facilitator was absent from school any day during the past week	16%	76	28%	29
• Reason stated: Illness	6%	76	7%	29
• Reason stated: Work other jobs	0%		7%	
• Reason stated: Insufficient/irregular pay	0.3%		0%	
• Reason stated: Lack of motivation	0%		0%	
• Reason stated: Family responsibility	8%		3%	
• Reason stated: No transportation	2%		0%	
• Reason stated: Other	2%		10%	

Figure 32 presents the distribution of teachers in each type of school by their qualification levels. Among government teachers, the NCE was the most common qualification (65% of teachers), followed by Grade II (17%) and the Diploma (12%). The NCE was also the most common qualification among IQTE teachers (52%), followed by the Diploma (17%) and other qualifications (17%). Only 10% of IQTE teachers held the Grade II qualification and 4% had no formal qualification for teaching.

Figure 32. Teacher Qualifications, by School Type (Katsina State)



5.2 Hausa Language EGRA Results

In this section, the Hausa language EGRA results are first summarized, followed by a detailed description by subtask. The data presented include mean scores for each subtask by school type, class level, and gender. As previously noted, results are representative of the weighted sample population. Standard errors are reported 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, and a high standard error indicates greater variability of scores). Where data are shown by gender, statistical significances of any differences found are flagged.

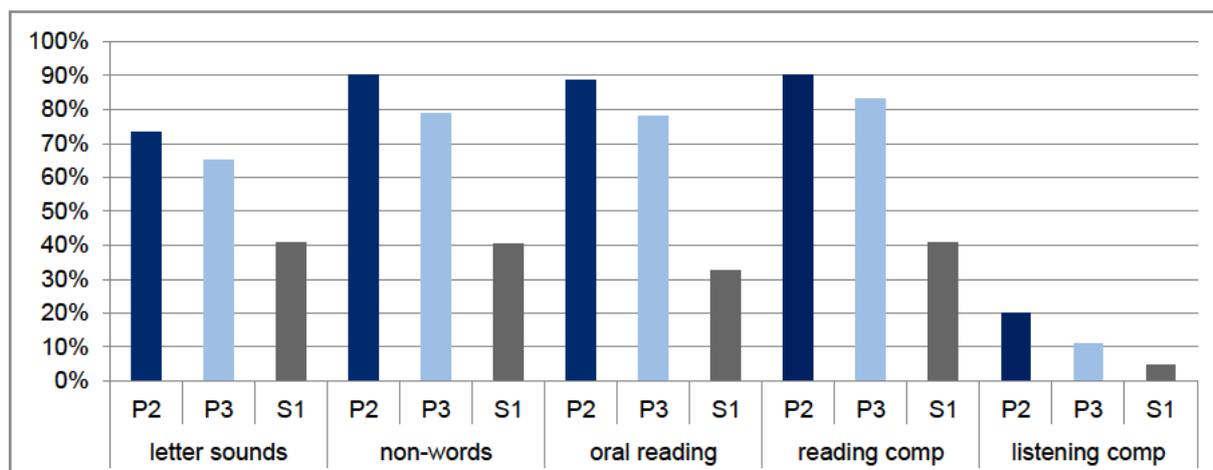
5.2.1 Results Summary

The overall results from the EGRA in Hausa indicate very low performance across all reading skills tested in government P2 and P3 classes, with very few pupils able to read with fluency or comprehension. Although performance was considerably better among IQTE S1 and Cohort 3 pupils, even for this group it was low, relative to levels needed to read for learning or understanding.

Figure 33 presents the proportion of pupils scoring zero on all Hausa EGRA subtasks, for P2, P3, and IQTE S1 pupils. With the exception of listening comprehension, a large majority of pupils in both P2 and P3 grade levels were unable to demonstrate any reading skills in Hausa, with P2 zero scores ranging from more than 70% on letter-sound identification to nearly 90% or higher on other reading skills assessed. The proportions of P3 pupils with zero scores were nearly as high, ranging from 64% to 82%. The proportion of zero scorers was substantially lower on all reading subtasks for IQTE S1 pupils, varying from more than 30% for ORF to more than 40% for reading comprehension.

However, the listening comprehension task showed only a small proportion of zero scores for any group (maximum 20% for P2 pupils), suggesting that readers were not struggling because of a lack of understanding of Hausa language in general.

Figure 33. Percentage of Children Scoring Zero on Hausa Subtasks, by School Type, Grade, and Subtask (Katsina State)^a



^a For this and other figures where indicated, P2 = Government Primary 2; P3 = Government Primary 3; and S1 = IQTE S1 or Cohort 3.

Given the extremely large percentage of children, particularly in government schools, scoring zero on the reading subtasks, it is not surprising that overall mean scores on these subtasks are also low (Table 53). The results for higher grade levels showed higher performance than lower levels as expected, but in general both fluency (in terms of letters or words read correctly in 1 minute) and accuracy (percentage of attempted responses that were correct) of pupils' responses were low. The P3 group consistently scored significantly better than P2 pupils at a 95% confidence level on all reading subtasks, and at trend level ($p < 0.10$) on listening comprehension.

IQTE S1 pupils showed substantially better performance on the ORF task (on average, reading more than 29 CWPM) than P3 pupils (who reached on average of only 5.1 CWPM on the same task). The IQTE S1 and Cohort 3 pupils also showed much greater accuracy (reading 59% of attempted words correctly on the ORF task, versus only 17% of P3 pupils). For these generally older students, the accumulation of knowledge and vocabulary may be assisting them to read coherent text passages with somewhat more fluency and accuracy than younger readers, although their overall level remains well below that expected of fluent readers and required for comprehension (estimated in most languages to be at least 40 CWPM).

Table 53. EGRA Hausa Language Performance: Mean Score and Percentage Correct of Items Attempted, by School Type/Grade (Katsina State)

EGRA Subtask	Government Primary 2		Government Primary 3		IQTE S1 and Cohort 3	
	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted	Number Correct per Minute	% Correct of Items Attempted
Letter-sound identification	3.6	11%	5.2	17%	12.4	33%

Non-word decoding	1.7	6%	3.2	14%	16.2	49%
Oral reading fluency	2.6	8%	5.1	17%	29.5	59%

5.2.2 Foundational Skills—Correct Letter Sounds and Decoding

Letter-sound identification subtask. Results on the letter-sound identification subtask are shown in **Figure 34** and **Table 54**. **Figure 34** presents the distribution of scores by type of school and gender, and

Table 54 highlights mean scores, standard errors, and significance of gender differences for each school type. In P3 classes, girls scored marginally lower than boys on this subtask, but gender differences for other grade levels were not significant. On average, P2 children were able to identify 3.6 letter sounds, P3 pupils 5.2 letter sounds (5.9 letters among boys, versus 4.4 letters among girls), and IQTE S1 students only 12.4 CLSPM.

Figure 34. Distribution of Hausa Letter Sound Scores, by School Type/Grade and Gender (Katsina State)

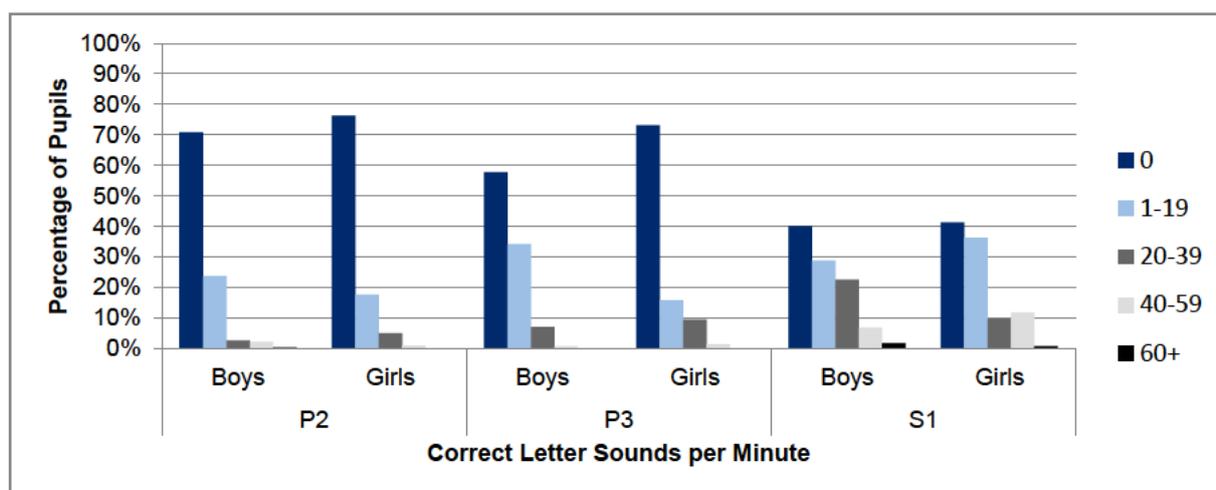


Table 54. Hausa Mean Correct Letter Sounds per Minute (CLSPM), by School Type/Grade and Gender (Katsina State)

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 2				
• Overall	3.6	1.03	-----	311
• Boys	4.0	1.20	Not significant	152

School Type/Grade and Gender	Mean CLSPM	Standard Error	Significance of Gender Differences	Number Observed
• Girls	3.0	1.02		159
Government Primary 3				
• Overall	5.2	1.27	-----	295
• Boys	5.9	1.29	0.057 ^a	151
• Girls	4.4	1.38		144
IQTE S1 and Cohort 3				
• Overall	12.4	2.13	-----	318
• Boys	13.3	2.31	Not significant	220
• Girls	11.1	2.75		98

^a Trend significance at 90% confidence level ($p < 0.10$).

Decoding subtask. By presenting children with nonsense words that nonetheless follow standard Hausa spelling patterns, the EGRA decoding subtask provides a measure of children’s ability to decode that is not confounded with their sight-reading vocabulary. Means and standard errors on this subtask by school type, grade level, and gender, and significance of differences by gender, are shown in **Table 55**. P2 girls and boys performed equally poorly on this task, with mean scores reaching less than 2 CNWPM. Boys outperformed girls in P3, but again, all results were very low. S1 students in IQTE centers performed considerably better (more than 16 CNWPM on average), with no significant difference by gender.

Table 55. Hausa Mean CNWPM, by School Type/Grade and Gender (Katsina State)

School Type/Grade and Gender	Mean CNWPM	Standard Error	Significance of Gender Differences	Number Observed
Government P2				
• Overall	1.7	0.69	-----	311
• Boys	1.9	0.83	Not significant	152
• Girls	1.4	0.61		159
Government P3				
• Overall	3.2	0.81	-----	295
• Boys	4.6	1.19	0.014 ^a	151
• Girls	1.7	0.62		144
IQTE S1 and Cohort 3				
• Overall	16.2	2.70	-----	318
• Boys	17.0	3.16	Not significant	220
• Girls	15.1	2.74		98

^a Significant at 95% confidence level ($p < 0.05$).

Pearson correlations¹³ show moderately strong positive association between the two foundational subskills for both P2 ($r = 0.569$) and P3 ($r = 0.531$), indicating that a child's better performance on letter-sound identification is associated with better performance on non-word decoding. The association between the two subskills was still positive but attenuated for IQTE S1 ($r = 0.429$), reflecting that S1 classes may emphasize whole-word approaches in early reading rather than a phonics-based approach.

5.2.3 Higher Order Reading Skills—Oral Reading Fluency and Comprehension

Oral reading fluency and comprehension. For ORF on a connected text passage in Hausa language (**Figure 35**), we find a preponderance of zero scores for P2 and P3 pupils, in contrast to which IQTE S1 pupils stand out with a relatively broad

¹³ Correlation values range from 0.0 (no association) to 1.0 (perfect association), with higher values approaching 1, indicating a higher degree of correlation. A positive correlation indicates that higher values or scores of one variable are associated with higher values of the other variable; a negative correlation indicates that higher values of one variable are associated with lower values of the other variable.

distribution of scores. Although fewer than 5% of children in P2 or P3 reached an ORF rate of 40 or more CWPM, more than 30% of IQTE S1 pupils achieved this level of fluency. Furthermore, 22% of boys and 14% of girls in S1 reached 60 CWPM or more.

As with letter-sound identification and non-word decoding, P3 boys outperformed girls significantly on ORF; gender differences were not significant at P2 or at IQTE S1 (

Table 56). P2 scores on ORF reached only 2.6 CWPM on average. P3 girls scored only slightly higher (2.7 CWPM), and P3 boys' scores reached 7.2 CWPM.

Figure 35. Distribution of Hausa Oral Reading Fluency Reading Scores, by School Type/Grade and Gender (Katsina State)

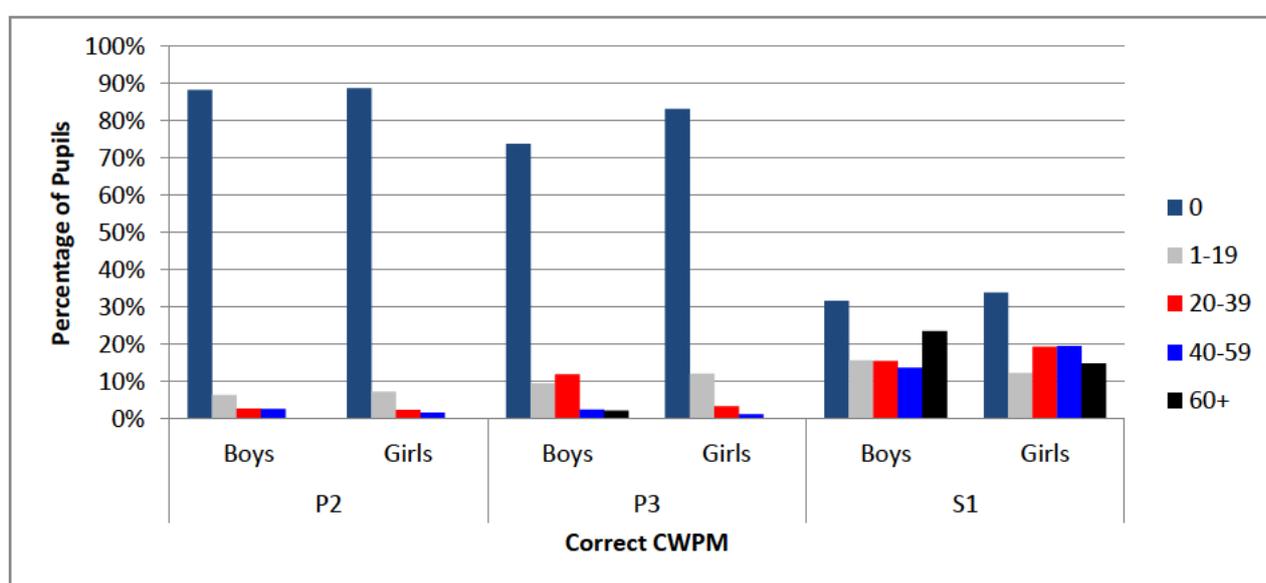


Table 56. Hausa Mean Oral Reading Fluency (ORF), by School Type/Grade and Gender (Katsina State)

School Type/Grade and Gender	Mean ORF Score (CWPM)	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 2				
• Overall	2.6	0.99	-----	311
• Boys	2.6	1.04	Not significant	152
• Girls	2.6	1.03		159

School Type/Grade and Gender	Mean ORF Score (CWPM)	Standard Error	Significance of Gender Differences	Number Observed
Government Primary 3				
• Overall	5.1	1.36	-----	295
• Boys	7.2	1.90	0.010 ^a	151
• Girls	2.7	1.12		144
IQTE S1 and Cohort 3				
• Overall	29.5	5.37	-----	315
• Boys	30.8	6.12	Not significant	217
• Girls	27.6	5.41		98

^a Significant at 99% confidence level ($p < 0.01$).

Pearson correlations among subskills (**Table 57**) generally confirm the interrelated nature of ORF skills with the foundational skills previously reported, particularly that of decoding. For all three grade levels, the linkage of performance on non-word decoding to ORF is very strong, particularly in later years, ranging from $r = 0.750$ at P2 to $r = 0.940$ at both P3 and S1. The association of letter-sound identification to ORF is considerably weaker, but still moderately strong, ranging from $r = 0.405$ in IQTE S1 to $r = 0.585$ among P3 pupils.

Table 57. Pearson Correlations Between Oral Reading Fluency (ORF) and Foundational Early Grade Reading Skills, by School Type and Grade (Katsina State)

Foundational Subskills	Pearson Correlation of Foundational Subskills with ORF, by School Type and Grade		
	Primary 2	Primary 3	IQTE/S1
Letter-sound identification (CLSPM)	0.536	0.585	0.405
Non-word decoding (CNWPM)	0.750	0.940	0.940

Turning to reading comprehension in Hausa language (**Figure 36**), the distribution of results is similar to that of ORF, with IQTE S1 and Cohort 3, again, being the only groups for whom substantial proportions (30% for both boys and girls) answered 4 or all 5 of the comprehension questions correctly. As shown in Error! Reference source

of found., average scores for government schools were extremely low; although boys performed significantly better than girls in P3, the average score of boys was still less than 1 question correct out of 5. IQTE S1 pupils performed substantially better on average, although still below 50% correct.

Figure 36. Distribution of Hausa Reading Comprehension Scores, by School Type/Grade and Gender (Katsina State)

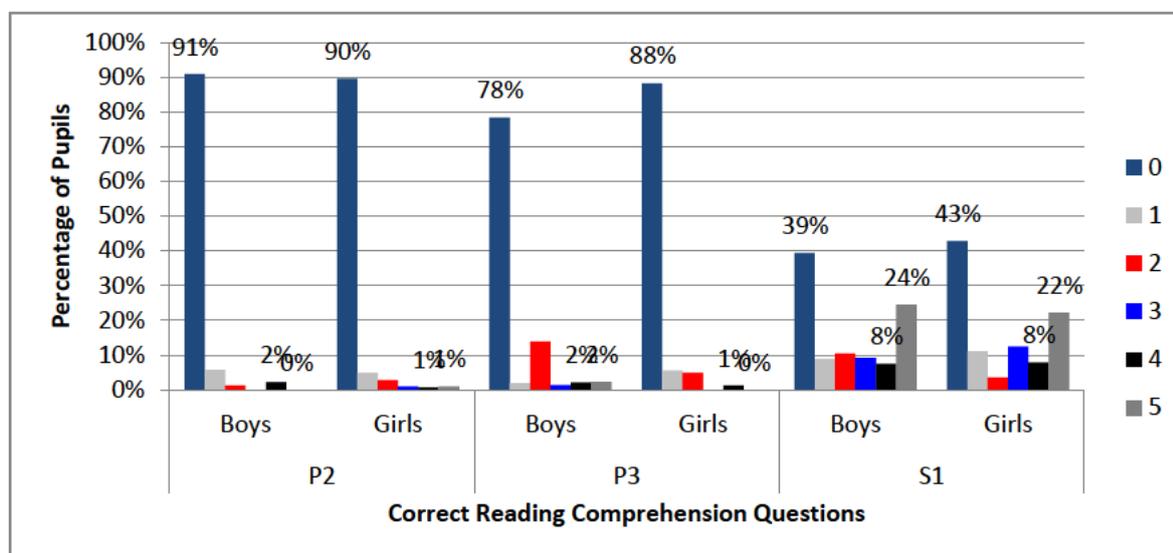


Table 58. Hausa Mean Reading Comprehension Scores, by School Type/Grade and Gender (Katsina State)

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	p-Value	Number Observed
Government P2				
• Overall	0.2	0.08	-----	311
• Boys	0.2	0.08	Not significant	152
• Girls	0.2	0.09		159
Government P3				
• Overall	0.4	0.11	-----	295
• Boys	0.5	0.15	0.016 ^a	151
• Girls	0.2	0.10		144

School Type/Grade and Gender	Mean Reading Comprehension Score	Standard Error	p-Value	Number Observed
IQTE S1 and Cohort 3				
• Overall	2.1	0.40	-----	318
• Boys	2.1	0.40	Not significant	220
• Girls	2.0	0.46		98

^a Significant at 95% confidence level ($p < 0.05$).

Pearson correlations confirmed the very strong association between ORF and reading comprehension. Because children were only asked questions on the portions of text that they had attempted to read, we examined the correlations in scores of accuracy of responses on ORF and reading comprehension, which remove the artifactual interdependence of the two subtasks. Even with this correction, the associations are strong and positive for all grade levels: $r = 0.856$ for P2; $r = 0.929$ for P3; and $r = 0.906$ for IQTE S1.

5.2.4 Oral Language Skills—Listening Comprehension

The listening comprehension passage was designed to identify whether pupils can understand a simple passage read to them. By comparing results from the reading comprehension and listening comprehension subtasks, we can establish whether the lack of reading comprehension may in part be related to fundamental difficulty in comprehending the language tested.

Contrary 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. Children’s Hausa listening comprehension scores (**Figure 37** and **Table 59**) were substantially higher than their reading scores in the same language. Among government P2 pupils, 56% of boys and 69% of girls were able to answer at least 3 out of 5 questions (60%) correctly, and more than 40% answered at least 4 out of 5 questions (80%) correctly. For P3 and S1 boys and girls, more than 75% in each group were able to answer at least 3 questions correctly, and more than 35% answered every question correctly. In other words, children’s understanding of spoken Hausa substantially exceeded their abilities to read and understand the written language; fundamental difficulty with the language itself would not appear to be a factor hindering their reading skills. No statistically significant differences between girls’ and boys’ scores were found.

Although these results are encouraging, approximately 30% of P2 and P3 pupils were unable to answer even half of the listening comprehension questions posed. A substantial number of children, in other words, still need help to build their oral language skills and comprehension strategies.

Figure 37. Distribution of Hausa Listening Comprehension Scores, by School Type/Grade and Gender (Katsina State)

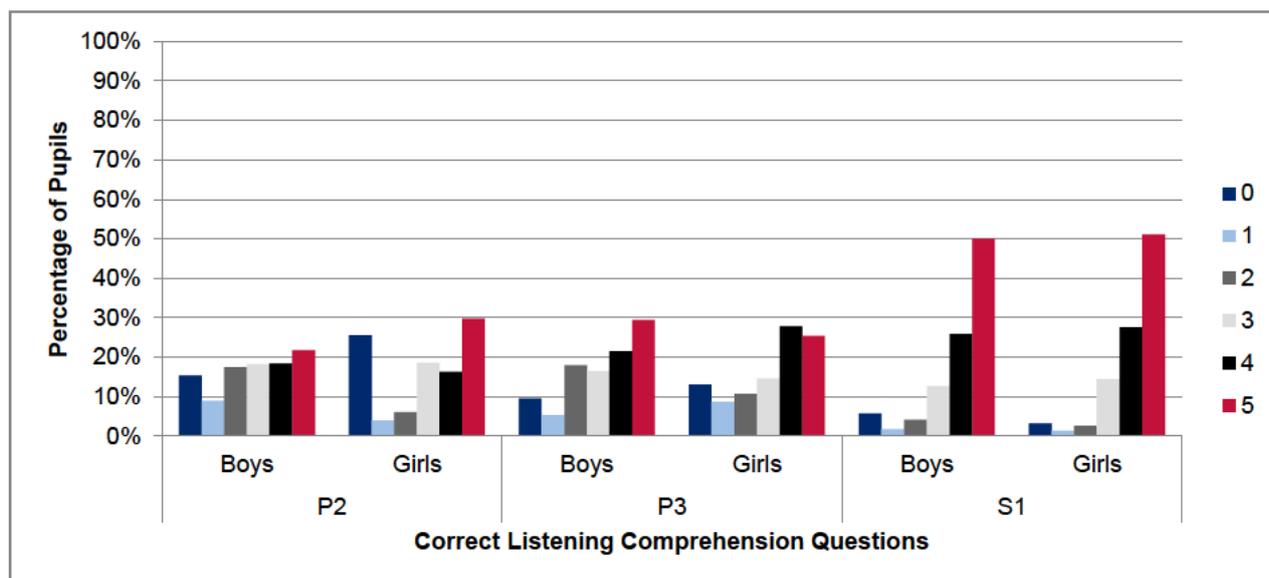


Table 59. Hausa Mean Listening Comprehension Scores, by School Type/Grade and Gender (Katsina State)

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	p-Value	Number Observed
Government Primary 2				
• Overall	2.8	0.20	-----	311
• Boys	2.8	0.21	Not significant	152
• Girls	2.8	0.24		159
Government Primary 3				
• Overall	3.2	0.18	-----	295
• Boys	3.2	0.20	Not significant	151
• Girls	3.1	0.23		144
IQTE S1 and Cohort 3				
• Overall	4.1	0.17	-----	318
• Boys	4.0	0.19	Not	220

School Type/Grade and Gender	Mean Listening Comprehension Score	Standard Error	p-Value	Number Observed
• Girls	4.2	0.18	significant	98

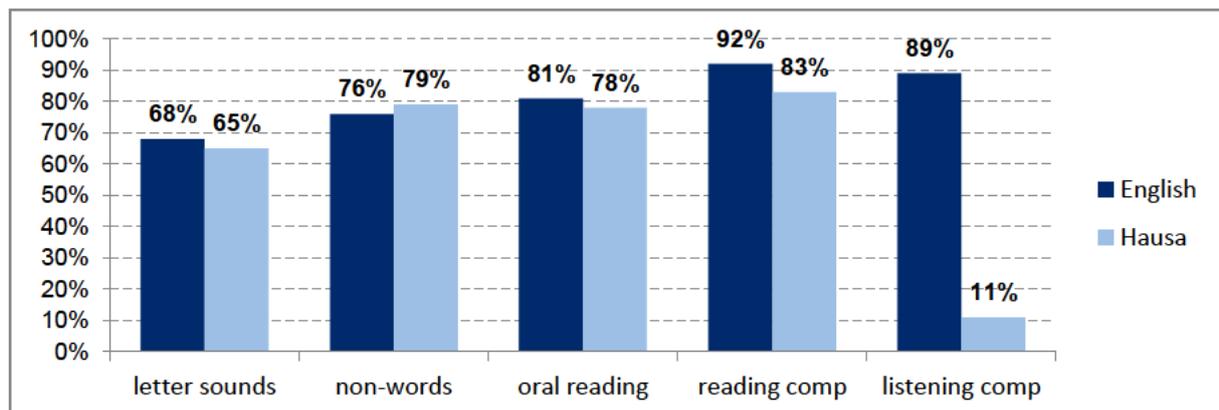
Pearson correlations between pupils’ listening comprehension and their reading comprehension accuracy are modest to moderate. For government schools, the association, although positive, is modest ($r = 0.249$ among P2 pupils and $r = 0.280$ among P3 pupils). For IQTE S1, the association between listening comprehension and reading comprehension performance is somewhat stronger ($r = 0.360$).

5.3 English Language EGRA Results

As previously noted in this report, only P3 pupils in government schools were assessed on English literacy using EGRA. All instructions to children were provided in Hausa to ensure that they understood what they were to do.

The overall results from the English EGRA indicate that a large majority (68% or higher) of P3 pupils were unable to show any reading ability or understanding of English. These results mirror their Hausa EGRA results on all subtasks within a few percentage points, with the striking exception of listening comprehension, on which 89% of pupils scored zero for English, versus only 11% for Hausa language (**Figure 38**). In contrast with the Hausa results, nearly as many pupils scored zero on English listening comprehension as they did on reading comprehension.

Figure 38. Percentage of Government Primary 3 Pupils Scoring Zero by EGRA Language (Katsina State)



More details on P3 pupils’ English EGRA performance is provided in **Table 60** and **Figure 39 and 40**. On English-language letter-sound identification, pupils scored on average only 5.2 CLSPM. Results were also very low regarding non-word decoding (reading an average of 3.9 CWPM) and ORF (reading an average of 3.3 CWPM). On all three EGRA subtasks, boys significantly outperformed girls at a 99% confidence level, although even the boys’ scores were extremely low.

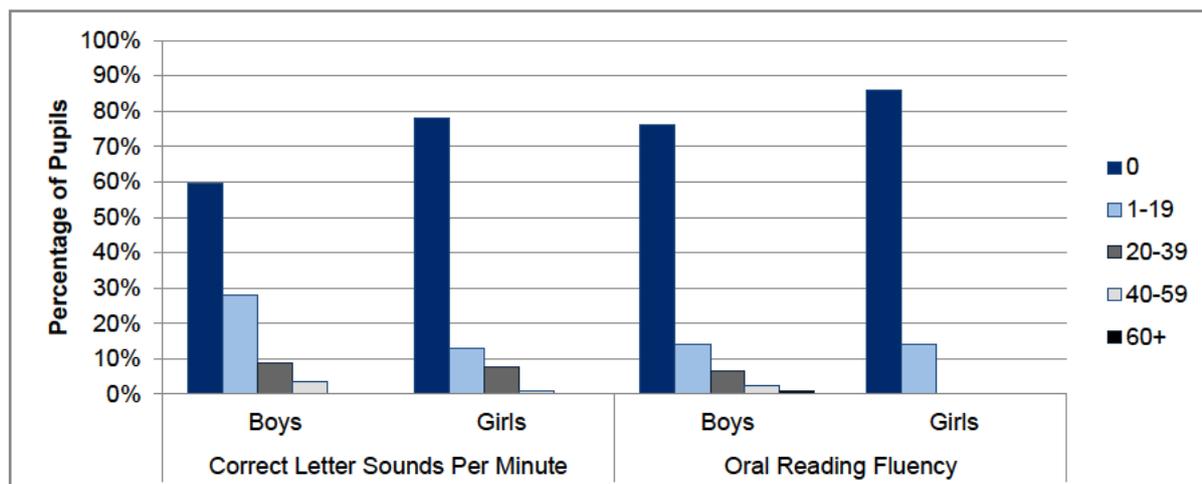
Table 60. EGRA English Performance in Government Schools, Primary 3: Average (Mean) Score and Percentage Correct of Items Attempted, by Gender (Katsina State)

Subtask and Gender	Number Correct per Minute (Mean Score)	Standard Error	Significance of Gender Differences (p-Value)	Number Observed
Correct Letter Sounds per Minute—English				
• Overall	5.2	1.42	-----	295
• Boys	6.4	1.68	0.005 ^a	151
• Girls	3.8	1.23		144
Non-words Decoded Correctly per Minute—English				
• Overall	3.9	1.02	-----	295
• Boys	4.8	1.46	0.008 ^a	151
• Girls	1.6	0.67		144
Oral Reading Fluency—English				
• Overall	3.3	1.02	-----	295
• Boys	4.8	1.46	0.006 ^a	151
• Girls	1.6	0.67		144

^a Significant at 99% confidence level ($p < 0.01$).

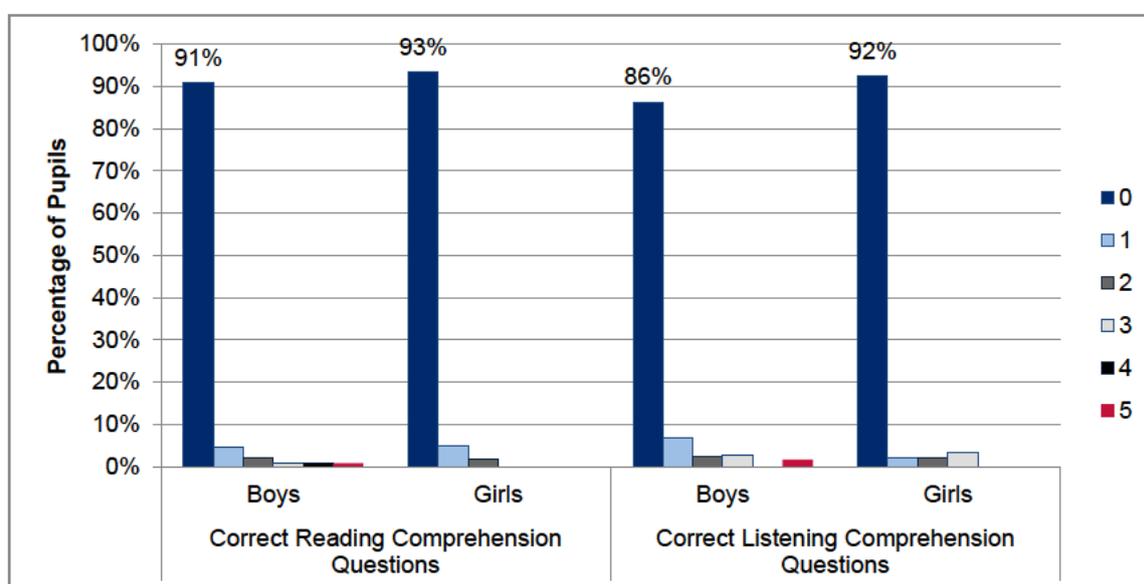
Score distributions on the EGRA English language subtasks show that very few pupils were able to show a high performance level. On letter-sound identification, just over 10% of pupils could identify 20 letters or more. On ORF, just 10% of boys, and not a single girl, could read 20 or more CWPM (**Figure 39**).

Figure 39. Distribution of Scores on English Letter-sound identification and Oral Reading Fluency by Gender, Government Primary 3 (Katsina State)



As previously noted, pupils' English reading and listening comprehension results were similar, with listening comprehension showing only slightly better distribution beyond the zero (one correct answer range) (see **Figure 40**).

Figure 40. Distribution of Scores on English Reading and Listening Comprehension, Scores by Gender, Government Primary 3 (Katsina State)



The extremely weak overall performance of P3 pupils in English, even in listening comprehension, is of particular concern because these children will be expected to transition to learning in English in P4.

With such a similarity of the proportions of zero scores across Hausa and English reading subtasks, it is not surprising that Pearson correlations also reveal a high correlation between these subtasks (**Table 61**). The strongest correlations appear for non-word decoding and ORF. The weakest correlation occurs in listening comprehension as expected, given that most children have well-developed Hausa language skills, but not English language skills. As children transition to English as the language of instruction in P4, it is important to develop our understanding of the ways in which reading instruction in L1 (Hausa in this case) can in turn help strengthen reading acquisition in both L1 and L2 (English) and to enact them in the classroom.

Table 61. Pearson Correlations between P3 Pupils’ Hausa and English Scores on EGRA Subtasks (Katsina State; n = 295)

EGRA Subtask	Pearson Correlation (r)
Letter-sound identification (CLSPM)	0.731
Non-word decoding (CNWPM)	0.896
Oral reading fluency	0.914
Reading comprehension	0.680
Listening comprehension	0.249

5.4 Key Findings for Further Examination

In summary, the EGRA administered in Katsina State revealed several key findings. First, despite the highest average pupil–teacher ratio noted in any school type in any state surveyed (109), the IQTE S1 pupils once again outperformed the government school pupils across all subtasks. (It is important to note that on average IQTE pupils were 2.1 years older than P3 pupils.) IQTE pupils demonstrated relatively impressive ORF rates (29.5 CWPM), the highest mean across all four states, and with no statistically significant gender differences. Although this rate is nearly six times the mean ORF rate of P3 pupils in Katsina State, it still falls short of the minimum suggested benchmark of 40 CWPM.

In government schools, P3 pupils showed statistically significant gains over P2 pupils, indicating slight progress from one grade to the next. However, in P3, there were statistically significant gender differences in favor of boys in all subtasks in both Hausa and English, except for Hausa listening comprehension. That P3 girls are apparently so disadvantaged compared to boys on top of the already dismal scores across the board is cause for serious concern.

As for progress toward the GPE benchmark of “learning and demonstrating mastery of basic literacy,” nearly one-third of IQTE pupils of both sexes were able to read

Hausa with 80% comprehension or higher, and a majority were able to answer at least 1 question correctly. Although one-third is still far from satisfactory, it is nonetheless unparalleled in any of the other states (except for IQTE girls in Jigawa State). In government schools in Katsina State, only 1–4% of pupils can read Hausa with 80% comprehension or higher, and 78–93% were unable to answer a single comprehension question correctly in Hausa or English, so progress is still grossly inadequate.

6. Contextual Factors Relating to Learning Outcomes by State

6.1 Summary Results by State

The state data permit us to identify general trends and aberrations across the four states. In this section, we examine the pupil-home, school, and teacher factors that were correlated with high pupil achievement and high performing schools.

6.1.1 Summary Descriptive Statistics by State

Across the four states, women comprised 27.2% of the teachers in government schools and only 6% in IQTE centers. In government schools, only 4.4% of the head teachers were women, and in IQTE centers only 2.8%. Female pupil enrollment in IQTE centers ranged from 19–31%, but hovered at approximately 50% in government schools.

Very few schools, usually 10% or fewer, had libraries. There was a wide variation in the availability of electricity, running water, and toilets, ranging from 0% (electricity in Kaduna State government schools) to 73% (functioning toilets in Katsina State government schools). In Jigawa and Kaduna states, IQTE centers had substantially better facilities than government schools, but government schools had the edge in Kano and Katsina states.

Overall, 28.7% of pupils were absent on the day of the assessment. By state and school type/grade, pupil absenteeism ranged from 21% (Kaduna State IQTE centers) to 39% (Jigawa State IQTE centers). As for teachers, Jigawa State had the lowest rates of self-reported teacher absenteeism the week before the assessment (13–17%), whereas Kano State had the highest (37%).

The mean pupil–teacher ratio in Hausa classes was 47.8 pupils per teacher in government schools, but 91.3 pupils per teacher in IQTE centers. Kaduna State had the lowest pupil–teacher ratio means (45:1 in P3) and Katsina State the highest (109:1 in IQTE), with maximums in Katsina as high as 970:1.

Between 40–60% of pupils in government schools were over age. IQTE pupils were generally 1 to 3 years older than their P3 counterparts. The large majority of pupils (at times up to 99%) reported speaking Hausa at home. Kaduna State stood out with the highest percentage of other home languages reported (26.8%).

6.1.2 Summary EGRA Results by State

Regarding performance, as previously noted in each state’s sections, scores were across the board—at best inadequate and at worst dismal. The generally older IQTE pupils outperformed government school pupils in every subtask in every state with only one exception (IQTE girls in Kano State). In many instances across school types and grades, girls performed on par with boys. Jigawa State IQTE girls had the distinction of outperforming their male counterparts statewide by a remarkably wide margin. However, in Jigawa and Katsina states, P3 girls significantly lagged behind boys, with the worst gender-based discrepancies recorded in Kano IQTE centers.

Tables 62 and 63 summarize the data for the higher level tasks of ORF and reading comprehension. For ORF, it is estimated that a minimum rate of 40–60 CWPM is needed to ensure comprehension. **Table 62** shows that none of the subgroups in any state achieved that suggested benchmark, and in fact most groups fell far short, although Jigawa State IQTE girls and Katsina State IQTE pupils of both sexes come the closest to approaching it. Therefore, it is not surprising that the actual reading comprehension rates (**Table 62**), which is arguably the goal that all the other subskills build up to, remain extremely low, though highest in the same groups with the higher mean ORF scores.

Table 62. Oral Reading Fluency Scores, CWPM, by Grade Level, Gender, and State

State	Mean Oral Reading Fluency Score (CWPM)								
	Primary 2			Primary 3			IQTE S1 and Cohort 3		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Jigawa	4.7	1.2	3.4	4.0	1.5	3.0 ^a	22.3	34.6	25.1 ^a
Kaduna	0.4	0.6	0.5	2.8	1.8	2.4	13.7	13.6	13.7
Kano	3.4	2.2	2.8	7.7	4.7	6.2	22.3	2.7	16.5 ^c
Katsina	2.6	2.6	2.6	7.2	2.7	5.1 ^b	30.8	27.6	29.5

^a The p-value indicates that the gender differences in that grade in that state are significant at the 95% confidence level ($p < 0.05$).

^b Significant at 99% confidence level ($p < 0.01$).

^c Significant at 99.9% confidence level ($p < 0.001$).

Table 63. Reading Comprehension by Grade Level, Gender, and State

State	Reading Comprehension: Percentage of Pupils Tested Who Could Read the Hausa Text with 80% or Greater Comprehension								
	Primary 2			Primary 3			IQTE S1 and Cohort 3		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Jigawa	3%	0%		0%	0%		21%	43%	
Kaduna	0%	0%		2%	2%		10%	9%	
Kano	3%	2%		1%	2%		18%	2%	
Katsina	2%	2%		4%	1%		32%	30%	

6.2 Influence of Pupil Characteristics

6.2.1 Pupil-Home Reading Opportunities

In this section, we ran a multivariate regression analysis of pupil-home reading opportunities, controlling for socio-economic variables, gender, and age for high-achieving pupils. We defined “high-achieving pupils” as those with ORF scores at the 75th percentile or above. However, because of the preponderance of zero scores in the P2 and P3 grade levels, we were only able to run the model in the IQTE S1 grade level.

In the aggregated IQTE data across all four states, and controlling for socio-economic variables, gender, and age, the pupil characteristic found to have statistically significant correlations with high ORF performance was “how often the pupil reads to someone out loud at home.” A response of “Sometimes” was significant at the 95% confidence level ($p = 0.0117$), and a response of “Every Day” was significant at the 99% confidence level ($p = 0.000196$). In addition, having books, newspapers, or other print materials at home apart from school books was shown to have trend significance at the 90% confidence level ($p = 0.0703$).

When disaggregated by state, the following statistically significant correlations were found in each state (see **Table 64**):

Table 64. Pupil–Home Reading Opportunities That Significantly Correlate to High-Performing Learners by State

Factor	p-Values			
	Jigawa	Kaduna	Kano	Katsina
Hausa language teacher present on day of assessment	0.0237 ^a	Not significant	0.0240 ^a	Not significant
Has Hausa reading book at school	0.0125 ^a	0.0125 ^a	Not significant	Not significant
Brings reading books home from school	0.0973 ^b	0.0204 ^a	Not significant	Not significant
Reads out loud to someone at home every day	Not significant	Not significant	Not significant	0.0584 ^b
Apart from school books, has books, newspapers, or other print materials at home	Not significant	0.0613 ^b	0.0436 ^a	Not significant

^a Significant at 95% confidence level ($p < 0.05$).

^b Trend significance at 90% confidence level ($p < 0.10$).

6.2.2 Influence of Pupil-Readiness and Opportunities to Learn

As in 6.2.1, we correlated high-achieving pupils (75th percentile in ORF) with factors relating to school readiness and opportunities to learn. When examining factors related to readiness, namely Hausa in the home language environment, eating before coming to school, and attending nursery school, only attending nursery school appears to have a statistically significant correlation with those high P3 achievers.

6.3 Teacher/School Characteristics

We also analyzed the data for teacher and/or school level characteristics that correlated with high performance. First, we defined “top performing” schools as those with P3 or S1 ORF means at the 75th percentile or higher, and then ran a logistic regression against the average teacher and school characteristics at each school.

6.3.1 Teacher Characteristics

The only statistically significant correlations came from IQTE centers. For those centers, a teacher having completed either pre-service or in-service training in teaching Hausa was found to be significant at the 95% confidence level ($p = 0.01312$), and a teacher having adequate materials for teaching Hausa was found to be significant at the 99% confidence level ($p = 0.00374$).

6.3.2 School Characteristics

When examining high-performing schools against school characteristics, the results yielded some interesting findings. Unsurprisingly, the only two facility-related variables that appear to correlate are those schools with available drinking water and those with electricity. Both indicate a more urban and developed community

supporting those schools. More surprising is the correlation between state agencies supporting those schools.

Across the board, but particularly amongst IQTE centers, higher performing schools correlated very strongly with receiving support from SAME; significant at 95% [$p = 0.01144$] and MORA; significant at 99% [$p = 0.00557$]).

Notably, there was no correlation between high-performing schools and those supported by SUBEB, Universal Basic Education (UBE), or the Education Sector Support Programme in Nigeria (ESSPIN). It would be useful to conduct a case study of selected high-performing IQTE centers supported by SAME or MORA to understand better what is happening in those classrooms and whether other factors not yet uncovered could explain the higher performance.

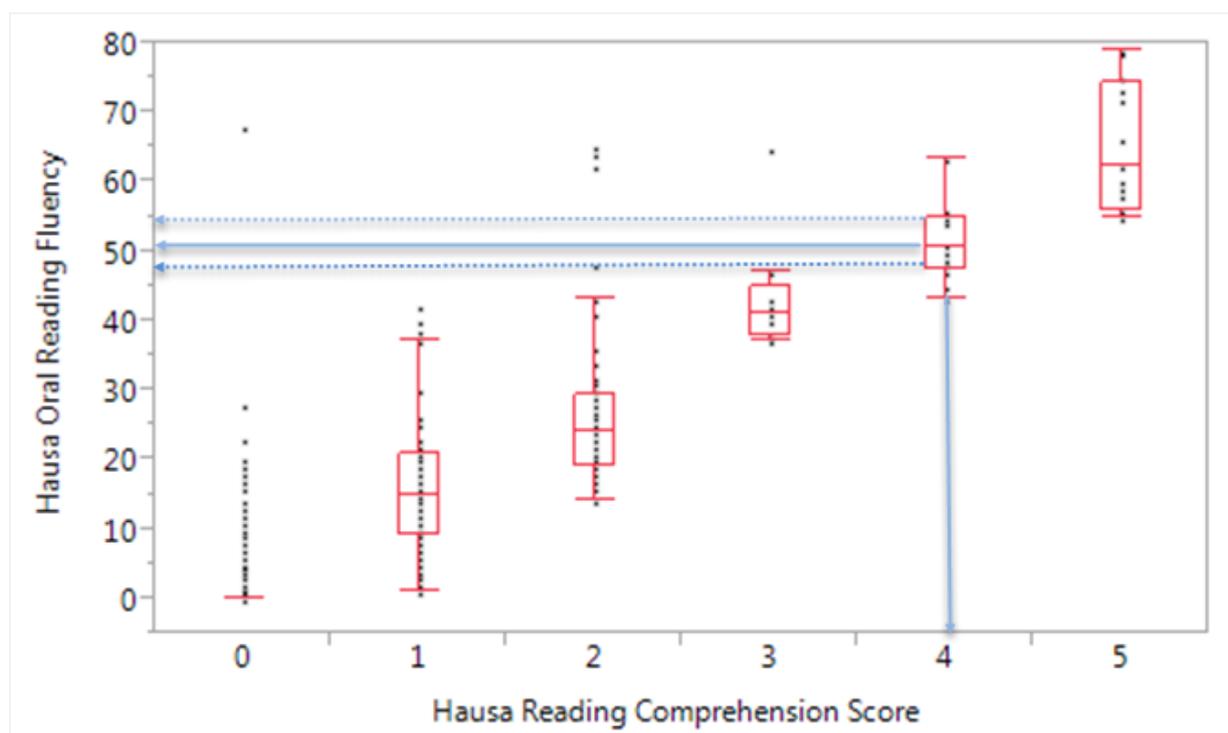
6.4 Benchmarking ORF with Reading Comprehension

One simple but effective way to set ORF benchmarks is to chart ORF scores in relation to reading comprehension in a box plot. As shown in **Figure 41**, the mean ORF for P3 learners comprehending 80% (correctly answering 4 out of 5 questions) was approximately 50 CWPM. The ORF range within plus or minus 1 standard deviation is 47 to 55 CWPM. **Table 65** details the mean ORF for all P3 and S1 pupils for each state. However, given the wide range of mean scores across states and grades, coupled with the few number of pupils scoring 80% correct, we would not recommend using these results alone to set the ORF benchmarks.

Table 65. Mean ORF (CWPM) and Reading Comprehension by State and Grade

Jigawa State		Kaduna State		Kano State		Katsina State	
P3	S1	P3	S1	P3	S1	P3	S1
50 CWPM	60 CWPM	57 CWPM	45 CWPM	55 CWPM	78 CWPM	46 CWPM	58 CWPM

Figure 41. ORF and Reading Comprehension Box Plot for All P3 Pupils



6.5 Areas for Further Study and Research

In summary, the findings across the four states are generally consistent with the findings from the past EGRA administrations in Bauchi and Sokoto states. Nevertheless, on a state-by-state basis, there are a few unexpected findings that should give rise to further research to help understand or explain what exactly is behind these results.

The first area for further research is to understand the reasons why S1 (IQTE) learners are performing better than their counterparts at government schools. Although their advanced age may play a role in their performance, age in itself did not correlate significantly with high-performing IQTE pupils (compared within the cohort). Moreover, it was surprising to find that the highest performing IQTE centers were overwhelmingly those supported by SAME or MORA as opposed to SUBEB, UBE, or ESSPIN. Perhaps it is worth re-examining the existing assumptions about how effective an outside (government/international development partner-supported) facilitator can be in this type of learning center.

The second question relates to the letter-sound identification subtest. That there is a low correlation between letter sound identification and ORF, but a high correlation between decoding (non-words) and ORF raises a question about the relevance of letter-sound identification as a necessary foundational skill. Is this a uniquely Hausa issue or are there other pedagogic factors at play, particularly in IQTE, where perhaps more emphasis is placed on sight words and rote memorization? It is also quite possible that the letter name in Hausa (which is a syllabic sound ending most typically with the vowel “a”) was confused for the letter sound. It could also be that pupils provided the English name of the letters. Although the instructions are clear, and the

assessors were trained to give three examples, further study on these low CLSPM results are worth exploring so as to ensure the EGRA is yielding the most valid and reliable results relating to early grade foundational skills.

The third area for further research could focus on those high-performing S1 girls in Jigawa State. Their performance was far above the mean, even in relation to their male counterparts and other S1 learners in each state. Although S1 girls were fewer in number compared with the boys, it would be worthwhile to visit a few of those and undertake a qualitative assessment of the teaching and management practices, as well as pupil characteristics that may be driving these scores. Conversely, in Kano State, S1 girls performed strikingly poorly in relation to their male counterparts and other S1 cohorts. As such, the experience in Jigawa State could potentially offer a model for other IQTE across northern Nigeria.

There are additional contextual factors to explore that may or may not have an influence on learner performance that were not captured in the interviews. The most important issue perhaps is time on task for teaching a language lesson. Many government schools offer only two Hausa language lessons per week, whereas it is possible that IQTE centers are offering four to five Hausa language lessons per week (because those lessons are not competing with other secular subject areas on the weekly timetable). In addition, we found from past EGRAs and household surveys that many pupils often attend both a non-formal IQTE for their religious studies and a government school for their secular studies. Those learners who are “double dipping” by attending an IQTE center and formal government school could explain the IQTE higher scores.

Finally, because more than 20% of the pupils assessed in Kaduna State do not speak Hausa at home underlines the need to re-examine how local language policies should be implemented or domesticated in states where the school or community is multilingual. Although this issue is less of a concern for the other four states, there is a significant population of non-Hausa speakers (approximately 5%) that may be adversely affected by a Hausa-based reading lesson. In Kaduna, for instance, non-Hausa speakers fared significantly worse ($p < 0.000$, significant at 99% confidence interval) than their Hausa-speaking counterparts on the listening comprehension subtest. Holding constant grade and gender, Hausa speakers (on average) scored 38.6% higher than Non-Hausa-speaking children, and answered 1.9 (out of five) questions correctly more than non-Hausa speakers.

Annex 1. Head Teacher Questionnaire

Head Teacher Questionnaire – Nigeria EGRA/EGMA 2014

Head Teacher Consent Form

Sannu Malam/Malama, Sunana / Hello, my name is _____.
 Muna aiki tare da hukumar ba da ilimi na bai daya SUBEB, da Ma'aikatar Ilimi, domin gudanar da aikin bincike na gano hazakar dalibai 'yan aji biyu da uku wajen iya karatu a wasu zaɓaɓɓun makarantu. Wannan binciken ana kiransa, EGRA (wato auna basirar karatun yara a matakin farko).
 We are working with SUBEB and the Ministry of Education to conduct a survey to assess the reading and mathematics ability of pupils in P2 and P3 (Stage 1 and Cohort 3) in a sample of schools. This survey is called the Early Grade Reading Assessment, or EGRA.

- Dalilin gudanar da binciken na 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 ake aikin wadanda suke iya yin tasiri ga koyon karatu.
 The purpose of the EGRA survey is to assess the reading ability of pupils. We are also gathering information about schools and school staff to learn more about conditions and practices that may affect children's reading.
- An tsamo wannan makaranta ne, cikin wannan binciken haka kawai. Shigarki/ka cikin wannan aiki tana/yana da muhimmancin gaske, sai dai ba dole bane ki/ka shiga idan ba kya/ka son yin 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 kika/ka amince ki/ka shiga, zan yi miki/maka wasu 'yan tambayoyi game da harkokin aikinki/ka a makaranta. Lokacin da zan dauka wajen yi miki/ maka tambayoyin ba zai wuce minti 10 zuwa 15 ba.
 If you agree to participate, I will ask you some questions regarding your normal activities at school. My questions for you will take approximately 10-15 minutes.
- SAM, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alƙaluman binciken. Duka jumlar sakamakon binciken da aka gudanar a makarantu za a samar da kwafinsa ga hukumomin, da na SUBEB, da kuma Ma'aikatar Ilimi, domin a gano inda ake neman tallafin haɓaka iya karatu da lissafi a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don haƙiƙance kwazon dalibanki/ka a fannin iya karatu da lissafi. 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 surveys conducted in many schools will be shared with the project, SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading and mathematics 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, sabo da shiga wannan bincike.
 We believe there is no risk to you in participating in this research.
- Ba wata laɗar 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 yunƙurin 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 kana/kina 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:
KADUNA: Obatoke A I, NBS – 8023190204; Shehu R Ibrahim, MOE – 8033723018
KATSINA: Abdullahi Dahiru, NBS – 8065462270; Hassan Abdulkadir, SUBEB – 8036213507
KANO: Ayuba S. Ibrahim, NBS – 08093116997; Aminu Garba Yakasai, SUBEB – 07030284716
JIGAWA: Muhd Musa, NBS – 08035927813; Isyaku Jibrin, SUBEB – 08036898026
 Bari in nanata cewa, ba dole ba ne ki/ka shiga binciken, idan ba kya/ka so yin haka. In kuma muka fara, ki/ka ji ba kya/ka son ansa 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?

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

NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

INSTRUCTIONS TO ASSESSOR													
<ul style="list-style-type: none"> 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 (<input type="checkbox"/>) that corresponds to his or her response. Only one response is permitted, except where indicated otherwise. If the Head Teacher is not available, conduct the interview with the Assistant Head Teacher. 													
DEMOGRAPHIC DATA													
A.	Interview date <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Y</td> </tr> </table>							D	D	M	M	Y	Y
D	D	M	M	Y	Y								
B.	Time the interview started <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">H</td> <td style="text-align: center;">M</td> <td style="text-align: center;">M</td> <td style="text-align: center;">AM/PM</td> <td></td> </tr> </table>							H	H	M	M	AM/PM	
H	H	M	M	AM/PM									
C.	State: <input type="checkbox"/> Jigawa <input type="checkbox"/> Kaduna <input type="checkbox"/> Kano <input type="checkbox"/> Katsina												
D.	LGA:												
E.	LGA Code:												
F.	School name:												
G.	School EMIS code:												
H.	School type: Public..... <input type="checkbox"/> Public-Islamiyya <input type="checkbox"/> IQTE-Quranic : <input type="checkbox"/> IQTE-Islamiyya : <input type="checkbox"/> IQTE-Tsangaya: <input type="checkbox"/>												
I.	[IF IQTE] What agencies support this school? Verify with Head Teacher and tick all that apply: SUBEB <input type="checkbox"/> ETF <input type="checkbox"/> UBEC <input type="checkbox"/> ESSPIN <input type="checkbox"/> SAME..... <input type="checkbox"/> Religious Affairs <input type="checkbox"/> Other: Specify () <input type="checkbox"/>												
J.	Assessor name:												
K.	Assessor code:												

NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

L.	Is the Head Teacher or Assistant Head Teacher present at school today? [IF NO, ONLY COMPLETE QUESTIONS 1-8 IF YOU ARE ABLE TO GATHER THE INFORMATION. DO NOT COMPLETE THE HEAD TEACHER (ASSISTANT HEAD TEACHER) INTERVIEW QUESTIONS.]	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/>
M.	Head Teacher's (or Assistant Head Teacher's) gender:	Female: <input type="checkbox"/> Male: <input type="checkbox"/>

SCHOOL CHARACTERISTICS

1.	Does this school have a library?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
2.	Does this school have electricity?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
3.	Does this school have drinking water for pupils?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
4.	Does this school have separate functioning toilets for boys and girls?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>

PUPIL ENROLLMENT (consult register) - ONLY INCLUDE ENROLLMENT FOR THE SHIFT BEING ASSESSED

PRIMARY 2, STAGE 1 OR COHORT 3		
5a.	How many BOYS are registered for Primary 2/Stage 1/Cohort 3?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
5b.	How many BOYS in Primary 2/Stage 1/Cohort 3 are absent TODAY?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
5c.	How many GIRLS are registered for Primary 2/Stage 1/Cohort 3?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
5d.	How many GIRLS in Primary 2/Stage 1/Cohort 3 are absent TODAY?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
PRIMARY 3		
6a.	How many BOYS are registered for Primary 3?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
6b.	How many BOYS in Primary 3 are absent TODAY?	<input type="text"/>

NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

		Tick if information not available/does not apply: <input type="checkbox"/>
6c.	How many GIRLS are registered for Primary 3?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
6d.	How many GIRLS in Primary 3 are absent TODAY?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>

TEACHER INFORMATION

PRIMARY 2, STAGE 1, OR COHORT 3		
7a.	How many teachers/facilitators teach PRIMARY 2/STAGE 1/COHORT 3 ?	Male: <input type="text"/> Female: <input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
7b.	• How many teachers/facilitators teach PRIMARY 2/STAGE 1/COHORT 3 HAUSA ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
7c.	• How many teachers/facilitators who teach PRIMARY 2/STAGE 1/COHORT 3 HAUSA are absent TODAY ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
PRIMARY 3		
8a.	How many teachers/facilitators teach PRIMARY 3 ?	Male: <input type="text"/> Female: <input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
8b.	• How many teachers/facilitators teach PRIMARY 3 HAUSA ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
8c.	• How many teachers/facilitator who teach PRIMARY 3 HAUSA are absent TODAY ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
8d.	• How many teachers/facilitators teach PRIMARY 3 ENGLISH ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>
8e.	• How many teachers/facilitators who teach PRIMARY 3 are absent TODAY ?	<input type="text"/> Tick if information not available/does not apply: <input type="checkbox"/>

HEAD TEACHER (ASSISTANT HEAD TEACHER) INTERVIEW QUESTIONS

Only ask these questions of the Head Teacher or Assistant Head Teacher.

9.	Menene muƙaminki/ka a wannan makaranta? What is your position at this school?	Shugaban makaranta (Head Teacher): <input type="text"/> Mataimakin shugaban makaranta (Assistant HT): <input type="text"/>
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NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

10.	<p>Me nene mafi girman shaidar ilimi da kika/ka mallaka? What is your highest professional teaching qualification?</p>	<p>Babu ko ɗaya (None) <input type="checkbox"/></p> <p>Diploma <input type="checkbox"/></p> <p>Grade II <input type="checkbox"/></p> <p>NCE <input type="checkbox"/></p> <p>B.Ed. <input type="checkbox"/></p> <p>PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/></p> <p>M.Ed. <input type="checkbox"/></p> <p>Suransu (Other) <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>															
11.	<p>Shekaru nawa ne kika/ka yi kina/kana shugabancin 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?</p>	<p>Adadin shekaru (Years): <input type="text"/></p> <p>Adadin watanni (Months): <input type="text"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p> <p>[Enter the number of years in total, not just at this school. If less than one year, enter 0 for years. Then enter the number of months. Do NOT enter the number of months <u>unless</u> the Head Teacher has less than 1 year of experience.]</p>															
12.	<p>Ko ki/ka na koyar da azuzuwa a wannan makaranta? Do you regularly teach classes at this school?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>															
13.	<p>13a. Shin makarantar ki/ka tana da isassun kayan koyar da HAUSA a kananan azuzuwa? 13b. Shin makarantar ki/ka tana da isassun kayan koyar da TURANCI a kananan azuzuwa?</p> <p>Does your school have adequate teaching and learning materials for teaching Hausa and English in the early grades?</p>	<table border="1"> <thead> <tr> <th></th> <th>A'a (no)</th> <th>I (yes)</th> <th>Ban sani ba/Ba amsa ba (Do not know/no response)</th> </tr> </thead> <tbody> <tr> <td>13a. Hausa</td> <td></td> <td></td> <td></td> </tr> <tr> <td>13b. Turanci</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					A'a (no)	I (yes)	Ban sani ba/Ba amsa ba (Do not know/no response)	13a. Hausa				13b. Turanci			
	A'a (no)	I (yes)	Ban sani ba/Ba amsa ba (Do not know/no response)														
13a. Hausa																	
13b. Turanci																	
14.	<p>14a. Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malami wajen koyar da HAUSA? 14b. Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malami wajen koyar da TURANCI?</p> <p>Have you ever received specific instruction on how to support teachers to provide instruction in Hausa or English?</p>	<table border="1"> <thead> <tr> <th></th> <th>A'a (no)</th> <th>I (yes)</th> <th>Ban sani ba/Ba amsa ba (Do not know/no response)</th> </tr> </thead> <tbody> <tr> <td>14a. Hausa</td> <td></td> <td></td> <td></td> </tr> <tr> <td>14b. Turanci</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					A'a (no)	I (yes)	Ban sani ba/Ba amsa ba (Do not know/no response)	14a. Hausa				14b. Turanci			
	A'a (no)	I (yes)	Ban sani ba/Ba amsa ba (Do not know/no response)														
14a. Hausa																	
14b. Turanci																	

NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

15.	15a. Yaya za ka kimanta adadin dalibanka da suka iya karatun Hausa da fahimtar sa?		15a. Hausa	15b. Turanci (English)												
	15b. Yaya za ka kimanta adadin dalibanka da suka iya karatun Turanci da fahimtar sa?															
	What percentage of pupils in your P2-P3/Stage 1-3 classes can read and comprehend well in HAUSA / ENGLISH?	Duk daliban sun iya (All pupils)														
		Sama da rabin daliban (More than half of pupils)														
		Rabin daliban (Half of pupils)														
		Kasa da rabin daliban (Less than half of pupils)														
	Ba dalibi ko daya (No pupils)															
M.	Time the interview ended	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20px;"> </td> </tr> <tr> <td>H</td> <td>H</td> <td>M</td> <td>M</td> <td colspan="2">AM/PM</td> </tr> </table>									H	H	M	M	AM/PM	
H	H	M	M	AM/PM												

Assessor's initials:

NIGERIA EGRA HEAD TEACHER QUESTIONNAIRE – MAY 2014

Annex 2. Teacher Questionnaire

Teacher Questionnaire – Nigeria EGRA/EGMA 2014

Teacher Consent Form

Sannu Malam/Malama, Sunana / Hello, my name is _____.
 Muna aiki tare da hukumar ba da ilimi na bai ɗaya SUBEB, da Ma'aikatar Ilmi, domin gudanar da aikin bincike na gano hazakar ɗalibai 'yan aji biyu da uku wajen iya karatu a wasu zaɓaɓɓun makarantu. Wannan binciken ana kiransa, EGRA (wato auna basirar karatun yara a matakin farko). We are working with SUBEB and the Ministry of Education to conduct a survey to assess the reading and ability of pupils in P2 and P3 (Stage 1 and Cohort 3) in a sample of schools. This survey is called the Early Grade Reading Assessment, or EGRA.

- Dalilin gudanar da binciken na EGRA shi ne a auna iya karatu da lissafi daga ɓangaren ɗalibai. Muna kuma tattara bayanai game da makarantu da ma'aikatan makarantun domin mu fahimci yanayin aiki da kuma yadda ake aikin, waɗanda suke iya yin tasiri ga koyon karatu.
 The purpose of the EGRA survey is to assess the reading ability of pupils. We are also gathering information about schools and school staff to learn more about conditions and practices that may affect children's reading.
- An tsamo wannan makaranta ne, cikin wannan binciken haka kawai. Shigarki/ka cikin wannan aiki tana/yana da muhimmancin gaske, sai dai ba dole bane ki/ka shiga idan ba kya/ka son yin 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 kika/ka amince ki/ka shiga, zan yi miki/maka wasu 'yan tamabayoyi game da harkokin aikinki/ka a makaranta. Lokacin da zan ɗauka wajen yi miki/ maka tambayoyin ba zai wuce minti 10 zuwa 15 ba.
 If you agree to participate, I will ask you some questions regarding your normal activities at school. My questions for you will take approximately 10-15 minutes.
- 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 za a samar da kwafinsa ga hukumomin, da na SUBEB, da kuma Ma'aikatar Ilmi, 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 ɗalibanki/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 surveys conducted in many schools will be shared with the 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, sabo da shiga wannan bincike.
 We believe there is no risk to you in participating in this research.
- Ba wata ladar 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 kana/kina 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:
KADUNA: Obatoke A I, NBS – 8023190204; Shehu R Ibrahim, MOE – 8033723018
KATSINA: Abdullahi Dahiru, NBS – 8065462270; Hassan Abdulkadir, SUBEB – 8036213507
KANO: Ayuba S. Ibrahim, NBS – 08093116997; Aminu Garba Yakasai, SUBEB – 07030284716
JIGAWA: Muhd Musa, NBS – 08035927813; Isyaku Jibrin, SUBEB – 08036898026

Bari in nanata cewa, ba dole ba ne ki/ka shiga binciken, idan ba kya/ka so 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?

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

NIGERIA TEACHER QUESTIONNAIRE – May 2014

INSTRUCTIONS TO ENUMERATOR														
<ul style="list-style-type: none"> Teachers selected for this interview MUST teach either Hausa or English to P2 or P3 pupils (or Stage 1 or Stage 2 in IQTE schools). Do NOT interview teachers if they do not teach at least ONE of these subjects to children in these levels. 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. 														
DEMOGRAPHIC DATA														
A.	Interview date	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>Y</td> </tr> </table>							D	D	M	M	Y	Y
D	D	M	M	Y	Y									
B.	Time the interview started	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>H</td><td>H</td><td>M</td><td>M</td><td>AM/PM</td> </tr> </table>						H	H	M	M	AM/PM		
H	H	M	M	AM/PM										
C.	State:	<input type="checkbox"/> Jigawa <input type="checkbox"/> Kaduna <input type="checkbox"/> Kano <input type="checkbox"/> Katsina												
D.	LGA:													
E.	LGA code:													
F.	School type:	<input type="checkbox"/> Public <input type="checkbox"/> Public-Islamiyya <input type="checkbox"/> IQTE-Quranic <input type="checkbox"/> IQTE-Islamiyya <input type="checkbox"/> IQTE-Tsangaya:												
G.	School name:													
H.	School EMIS code:													
I.	Assessor name:													
J.	Assessor code:													
K.	Teacher code:													
L.	Teacher's gender:	Female: <input type="checkbox"/> Male: <input type="checkbox"/>												
INTERVIEW QUESTIONS														
1a.	Do you teach Hausa in Primary 2/Stage 1/Cohort 3? A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/>													

NIGERIA TEACHER QUESTIONNAIRE – May 2014

1b.	Do you teach Hausa in Primary 3/Stage 2/Cohort 2?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/>
1c.	Do you teach English in Primary 3?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/>
2.	Wadanne fannoni ne kike/kake koyarwa a wannan makaranta? What subjects do you teach at this school? [Multiple responses are allowed. Tick all responses provided by the teacher.]	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"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
3a.	[IF PUBLIC SCHOOL] Wadanne azuzuwa kike/kake koyarwa yanzu a wannan makaranta? Which classes do you currently teach at this school? [Multiple responses are allowed. Tick all responses provided by the teacher.]	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"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
3b.	[IF IQTE SCHOOL] Wadanne azuzuwa kike/kake koyarwa wannan makaranta? Which stages do you currently teach at this school? [Multiple responses are allowed. Tick all responses provided by the teacher.]	Stage 1 <input type="checkbox"/> Stage 2 <input type="checkbox"/> Cohort 3 <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>
4.	Shekarunki/ka nawa ne? How old are you?	Adadin shekaru (Years): <input type="text"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>

NIGERIA TEACHER QUESTIONNAIRE – May 2014

5a.	<p>Gaba daya tsawon shekaru nawa kika/ka dauka kana/kina aikin karantarwa? How many years of teaching experience do you have? (In total, not just at this school.) Tell me the number of years.</p>	<p>Adadin shekaru (Years): <input type="text"/></p> <p>Adadin watanni (Months): <input type="text"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p> <p>[Enter the number of years in total, not just at this school. If less than one year, enter 0 for years. Then enter the number of months. Do NOT enter the number of months <u>unless</u> the Teacher has less than 1 year of experience.]</p>
5b.	<p>[IF IQTE SCHOOL] Daga wace hukuma ko ma'aikata ki/ka ke karɓar albashin karshen wata/kudin aiki? From which agency or project do you receive your salary/compensation?</p>	<p>SUBEB <input type="checkbox"/></p> <p>ETF <input type="checkbox"/></p> <p>UBEC <input type="checkbox"/></p> <p>ESSPIN <input type="checkbox"/></p> <p>SAME <input type="checkbox"/></p> <p>Religious Affairs..... <input type="checkbox"/></p> <p>Other: Specify () <input type="checkbox"/></p>
6.	<p>Menene mafi girman takardar shaidar ilimi ta koyarwa da kika/ka mallaka? What is your highest professional teaching qualification?</p>	<p>Babu ko daya (None) <input type="checkbox"/></p> <p>Diploma <input type="checkbox"/></p> <p>Grade II..... <input type="checkbox"/></p> <p>NCE <input type="checkbox"/></p> <p>B.Ed. <input type="checkbox"/></p> <p>PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/></p> <p>M.Ed. <input type="checkbox"/></p> <p>Sauransu (Other) <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
7.	<p>Wane fanni ne kika/ka karanta a lokacin horon shiga aikin malanta? What was your specialization during <u>pre-service</u> training? [Multiple responses allowed.]</p>	<p>Primary Education Studies <input type="checkbox"/></p> <p>Hausa <input type="checkbox"/></p> <p>English <input type="checkbox"/></p> <p>Arabic <input type="checkbox"/></p> <p>Science <input type="checkbox"/></p> <p>Maths <input type="checkbox"/></p> <p>Arts <input type="checkbox"/></p> <p>Sauransu (Other) <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
8.	<p>Ko kin/ka sami wani horo a kan koyar da Karatun HAUSA a fananan azuzuwa kafin ki/ka fara aikin koyarwa? Have you received specific instruction on how to teach <u>Hausa</u> for children in early primary during your <u>pre-service</u> training?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>

NIGERIA TEACHER QUESTIONNAIRE – May 2014

9.	<p>Ko kin/ka sami wani horo a kan koyar da INGILISHI a kananan azuzuwa kafin ki/ka fara aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>English</u> for children in early primary during your <u>pre-service</u> training?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
10.	<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 children in early primary during your <u>in-service</u> training?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
11.	<p>Ko kin/ka sami wani horo akan koyar da INGILISHI a kananan azuzuwa a lokacin da kike/kake cikin aiki?</p> <p>Have you received specific instruction on how to teach <u>English</u> for children in early primary during your <u>in-service</u> training?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
12.	<p>Wane yare 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>[only one response allowed]</p>	<p>Hausa <input type="checkbox"/></p> <p>Fulfulde <input type="checkbox"/></p> <p>Arabic <input type="checkbox"/></p> <p>Turanci (English) <input type="checkbox"/></p> <p>Sauransu (Other) <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
13.	<p>Wane yare (yaruka) kike/kake iya karatu da rubutu da shi (su) sosai?</p> <p>[multiple responses allowed]</p> <p>What language(s) do you read and write well?</p>	<p>Hausa <input type="checkbox"/></p> <p>Fulfulde <input type="checkbox"/></p> <p>Arabic <input type="checkbox"/></p> <p>Turanci (English) <input type="checkbox"/></p> <p>Sauransu (Other) <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>
14a.	<p>[IF TEACHES HAUSA]</p> <p>Ko kina/kana da wadattatun kayan koyarwa a ajinki/ajinka don koyar da karatun HAUSA?</p> <p>Do you have adequate materials in your classroom for teaching and learning <u>Hausa</u>?</p>	<p>A'a (No): <input type="checkbox"/></p> <p>I (Yes): <input type="checkbox"/></p> <p>Not applicable – does not teach this subject <input type="checkbox"/></p> <p>Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/></p>

NIGERIA TEACHER QUESTIONNAIRE – May 2014

14b.	[IF TEACHES ENGLISH] Ko kina/kana da wadattatun kayan koyarwa a ajinki/ajinka don koyar da INGILISHI? Do you have adequate materials in your classroom for teaching and learning English?	A'a (No): <input type="checkbox"/> I (Yes): <input type="checkbox"/> Not applicable – does not teach this subject <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/>										
15a.	[IF TEACHES HAUSA] Yaya za ka kimanta adadin dalibanka da suka iya karatun Hausa da fahimtar sa? What percentage of pupils in your P2-P3/Stage 1/Cohort3 class can read and comprehend well in HAUSA?	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"/>										
15b.	[IF TEACHES ENGLISH] Yaya za ka kimanta adadin dalibanka da suka iya karatun Turanci da fahimtar sa? What percentage of pupils in your P3 class can read and comprehend well in ENGLISH?	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"/>										
16a, 16b	Shin ko kin/ka yi fashin zuwa makaranta ko da sau daya ne a satin da ya gabata? [Idan haka ne mene ne dalili?] Were you absent from school any day last week? [IF YES: Why were you absent?] [TICK ALL RESPONSES PROVIDED AS APPROPRIATE]	I (No, was not absent from school last week) <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) <input type="text"/> Ban sani ba/ Ba amsa (Do not know/No response) <input type="checkbox"/>										
M.	Time the interview ended	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>H</td> <td>H</td> <td>M</td> <td>M</td> <td>AM/PM</td> </tr> </table>						H	H	M	M	AM/PM
H	H	M	M	AM/PM								

Assessor's initials:

NIGERIA TEACHER QUESTIONNAIRE – May 2014

Annex 3. EGRA Hausa—Assessor Protocol

**HAUSA Early Grade Reading Assessment (EGRA): Pupil Response Form
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 fada miki/maka ko ni wace ce/wane ne [misali, iyali, firamaren da aka yi, wasanni, da ire-iren haka]. To, yanzu ke/kai kuma ki/ka ba ni naki/naka labari in ji, ko?

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

- Bari in fada maki/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.
- Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai dauke ki/ka karantawa.
- Sam wannan ba jarrabawa ba ce, kuma ba wanda zai fadi in an yi.
- Haka kuma, zan yi miki/ maka wasu 'yan tambayoyi game da makarantarku, da kuma gidanku.
- Sam, Sam, Sam, ba zan rubuta suna ba, don haka ba wanda zai san cewa amsoshinki/ka ne.
- 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 fahimta, 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 2014 = 11/05/2014)	Date: Month: _____ Year: _____	J. Class:	<input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> Stage 1 (IQTE) <input type="checkbox"/> Cohort 3 (IQTE)
B. State:	<input type="checkbox"/> Jigawa <input type="checkbox"/> Kaduna <input type="checkbox"/> Kano <input type="checkbox"/> Katsina	K. School Type	<input type="checkbox"/> Public <input type="checkbox"/> Public-Islamiyya <input type="checkbox"/> IQTE-Quranic <input type="checkbox"/> IQTE-Islamiyya <input type="checkbox"/> IQTE-Tsangaya:
C. LGEA name:		L. Section:	
D. LGEA code:		M. Pupil number:	
E. Assessor name:		N. Pupil birth date:	Mo _____ Yr _____
F. Assessor code:		O. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
G. School name:			
H. School EMIS code:		P: Start Time	_____ : _____ <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		

<p>☛ Ga shafi cike da baƙaƙe na Hausa. Sai ki/ka faɗa mini SAUTIN baƙaƙen da duk kike/kake iya ganewa – ba wai sunansu ba, a’ a, yadda ake faɗinsu dai.</p> <p>Misali, sautin wannan baƙi [nuna “M”] shi ne /m/.</p> <p>To, bisimilla: faɗa mini sautin wannan baƙi [nuna “D”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baƙi /d/. Idan yarinya ba ta/yaro bai gano amsar ba, sai ki/ka ce: sautin wannan baƙi /d/.</p> <p>To, bari mu gwada wani baƙin: faɗa mini sautin wannan baƙi [nuna “a”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baƙi /a/. Idan yarinya/yaro bai gano amsar ba, sai ki/ka ce: sautin wannan baƙi /a/.</p> <p>In na ce “Fara”, fara daga nan [nuna baƙi na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wane baƙi ki/ka kuma gaya mini sautin baƙin ki/ka kuma buɗa murya. Faɗi sautin baƙaƙen da hanzari, da hankali, ki/ka kuma ɗaga murya. Idan kin/ka zo a kan baƙin da ba ki/ka sani ba, sai ki/ka je a kan baƙi na gaba. Aza yatsa a kan baƙin 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 (Ø) Circle self-corrections if you already marked the letter incorrect () Mark the final letter read with a bracket</p> <p>Misalai : m d a</p> <table border="1" style="width: 100%; text-align: center;"> <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>Y</td><td>t</td><td>A</td><td>S</td><td>b</td><td>N</td><td>k</td><td>u</td><td>i</td><td>W</td><td>(10)</td> </tr> <tr> <td>n</td><td>o</td><td>ts</td><td>y</td><td>A</td><td>D</td><td>N</td><td>G</td><td>s</td><td>ɓ</td><td>(20)</td> </tr> <tr> <td>m</td><td>ƙw</td><td>T</td><td>i</td><td>w</td><td>m</td><td>Z</td><td>K</td><td>u</td><td>sh</td><td>(30)</td> </tr> <tr> <td>A</td><td>e</td><td>S</td><td>N</td><td>k</td><td>E</td><td>gy</td><td>d</td><td>ƙ</td><td>a</td><td>(40)</td> </tr> <tr> <td>M</td><td>c</td><td>A</td><td>K</td><td>E</td><td>a</td><td>C</td><td>L</td><td>kw</td><td>e</td><td>(50)</td> </tr> <tr> <td>u</td><td>A</td><td>R</td><td>I</td><td>gy</td><td>U</td><td>s</td><td>U</td><td>a</td><td>d’</td><td>(60)</td> </tr> <tr> <td>A</td><td>r</td><td>g</td><td>ky</td><td>M</td><td>i</td><td>d</td><td>L</td><td>n</td><td>gw</td><td>(70)</td> </tr> <tr> <td>N</td><td>f</td><td>y</td><td>r</td><td>I</td><td>t</td><td>n</td><td>i</td><td>K</td><td>’y</td><td>(80)</td> </tr> <tr> <td>j</td><td>N</td><td>gy</td><td>W</td><td>A</td><td>K</td><td>U</td><td>H</td><td>Y</td><td>s</td><td>(90)</td> </tr> <tr> <td>F</td><td>B</td><td>h</td><td>I</td><td>R</td><td>n</td><td>T</td><td>i</td><td>O</td><td>ƙy</td><td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10		Y	t	A	S	b	N	k	u	i	W	(10)	n	o	ts	y	A	D	N	G	s	ɓ	(20)	m	ƙw	T	i	w	m	Z	K	u	sh	(30)	A	e	S	N	k	E	gy	d	ƙ	a	(40)	M	c	A	K	E	a	C	L	kw	e	(50)	u	A	R	I	gy	U	s	U	a	d’	(60)	A	r	g	ky	M	i	d	L	n	gw	(70)	N	f	y	r	I	t	n	i	K	’y	(80)	j	N	gy	W	A	K	U	H	Y	s	(90)	F	B	h	I	R	n	T	i	O	ƙy	(100)	
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Da kyau, sannu da ƙofari! To, mu ci gaba zuwa sabon sashe.

Task 2. NON-WORD READING – HAUSA	Page 2	60 seconds																																																																	
<p>☛ Ga wasu kagaggun kalmomi na Hausa. Ina son ki/ka karanta gwargwadon wafanda kike/kake iya karantawa. Kada ki/ka bi baƙi bayan baƙi; a’ a, ki/ka karanta su haƙe. Misali, wannan kagaggiyar kalma, ana faɗinta, a ce: “mit”.</p> <p>To, mu gwada: Karanta wannan kalmar [nuna kalma ta gaba: uz]. Idan yarinya ta/yaro ya faɗi “uz” daidai, sai ki/ka ce: “Da kyau: “uz” Idan yarinya ba ta/yaro bai faɗi “uz” daidai ba, sai ki/ka ce: Ana faɗin wannan kagaggiyar kalma kamar haka: “uz.”</p> <p>To, yanzu ga wata kalmar ta gaba: Karanta wannan kalmar [nuna kalma ta gaba: “nu”]. Idan yarinya ta/yaro ya faɗi “nu” daidai, sai ki/ka ce: “Da kyau: “nu.” Idan yarinya ba ta/yaro bai faɗi “nu” daidai ba, sai ki/ka ce: Ana faɗin wannan kagaggiyar kalma, a ce: “nu.”</p> <p>Idan na ce “fara”, fara daga nan [nuna baƙi na farko] ka ci gaba a hakan [nuna]. Nuna mini ko wace kalma, ki/ka faɗe ta ki/ka kuma daga murya. Karanta da hanzari kuma a hankali. Idan kin/ka zo a kan kalmar da ba ki/ka sani ba, sai ki/ka je a kan kalma ta gaba. Aza yatsa a kan kalmar farko. Kin/ka shirya? To bisimilla, fara.</p>	<p>Start the timer when the child reads the first word.</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 (5 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 words with a slash (∅) Circle self-corrections if you already marked the word incorrect. (1) Mark the final word read with a bracket</p> <p><i>Misalai:</i> mit uz nu</p> <table border="1" data-bbox="263 1041 1149 1422"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>soto</td> <td>lam</td> <td>fita</td> <td>yeb</td> <td>fol</td> <td>(5)</td> </tr> <tr> <td>ogda</td> <td>nud</td> <td>ug</td> <td>bi</td> <td>nak</td> <td>(10)</td> </tr> <tr> <td>sho</td> <td>dajo</td> <td>yoku</td> <td>eban</td> <td>zi</td> <td>(15)</td> </tr> <tr> <td>hata</td> <td>muwo</td> <td>ɓaza</td> <td>rati</td> <td>nus</td> <td>(20)</td> </tr> <tr> <td>rawu</td> <td>limi</td> <td>’yo</td> <td>giti</td> <td>awsa</td> <td>(25)</td> </tr> <tr> <td>basa</td> <td>kot</td> <td>otto</td> <td>ɗe</td> <td>nuk</td> <td>(30)</td> </tr> <tr> <td>zab</td> <td>caro</td> <td>tido</td> <td>iki</td> <td>yaf</td> <td>(35)</td> </tr> <tr> <td>lo</td> <td>tu</td> <td>kusi</td> <td>lai</td> <td>tef</td> <td>(40)</td> </tr> <tr> <td>kaha</td> <td>yubi</td> <td>okra</td> <td>ayta</td> <td>waf</td> <td>(45)</td> </tr> <tr> <td>se</td> <td>kud</td> <td>ɓaf</td> <td>anu</td> <td>namab</td> <td>(50)</td> </tr> </tbody> </table>	1	2	3	4	5		soto	lam	fita	yeb	fol	(5)	ogda	nud	ug	bi	nak	(10)	sho	dajo	yoku	eban	zi	(15)	hata	muwo	ɓaza	rati	nus	(20)	rawu	limi	’yo	giti	awsa	(25)	basa	kot	otto	ɗe	nuk	(30)	zab	caro	tido	iki	yaf	(35)	lo	tu	kusi	lai	tef	(40)	kaha	yubi	okra	ayta	waf	(45)	se	kud	ɓaf	anu	namab	(50)	
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Da kyau, sannu da kofari! To, mu ci gaba zuwa sabon sashe.

Task 4. LISTENING COMPREHENSION – HAUSA		🔊 x	🕒 x
<p>🔊 Zan karanta miki/maka wani ɗan gajeren labari SAU DAYA, sannan zan yi miki/maka wasu 'yan tambayoyi. Sai ki/ka kasa kumne ki/ka saurara, kuma ki/ka yi ƙoƙari ki/ka amsa tambayoyi gwargwadon iyawarki/ka. Kina/kana iya amsa tambaya ta kowane yare kike/kake so. To, bisimilla.</p>		<p>Remove the pupil stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>If a child says "I don't know," mark as incorrect.</p>	
<p>Dije yarinya ce da ke taimaka wa mahaifiyarta da aikace-aikacen girki. Wata rana sai Dije ta yanke a hannunta, ta yi tsalle ta yi kara. Mahaifiyarta ta zo ta ɗaure raunin, sannan ta yi mata gargadi da ta riƙa kula. Tun daga wannan ranar Dije ta bar wasa da wuƙa.</p>			
		Correct	Incorrect
Me Dije take taimaka wa mahaifiyarta da shi? [aikace-aikacen girki]			
Me ya faru da Dije lokacin da take aiki a kicin ? [ta yanke hannunta]			
Me mahaifiyarta ta yi mata? [ta ɗaure mata; ta ba ta shawara]			
Don me mahaifiyar Dije ta shawarce ta da ta riƙa kula? [kar ta sake yankewa]			
Ko me ya sa Dije yanzu take kula in tana aiki da wuƙa? [sabo da shawarar mahaifiyarta; ba ta son ta sake yankewa]			

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

NIGERIA EGRA HAUSA – MAY 2014

Annex 4. EGRA Hausa—Pupil Stimuli

EGRA PUPIL STIMULI SHEETS

HAUSA

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

Littafin Bita na Dalibai

NIGERIA MAY 2014



Misalai:	M	D	a						
Y	t	A	S	b	N	k	u	i	W
n	o	ts	y	A	D	N	G	s	ɓ
m	ƙw	T	i	w	m	Z	K	u	sh
A	e	S	N	k	E	gy	d	ƙ	a
M	c	A	K	E	a	C	L	kw	e
u	A	R	I	gy	U	s	U	a	ɗ
A	r	g	ky	M	i	d	L	n	gw
N	f	y	r	I	t	n	i	K	'y
j	N	gy	W	A	K	U	H	Y	s
F	B	h	I	R	n	T	i	O	ƙy

Misalai:	mit	uz	nu		
soto	lam	tita	yeb	fol	
ogda	nud	ug	fi	nak	
sho	dajo	yoku	eban	zi	
hata	muwo	ɓaza	rati	nus	
rawu	limi	'yo	giti	awsa	
basa	kot	otto	ɗe	nuk	
zab	caro	tido	iki	yat	
lo	tu	kusi	lai	tef	
kaha	yubi	okra	ayta	wat	
se	kud	ɓaf	anu	namab	

Adamu da abokinsa Bala sukan tafi gona kullum. Wata rana sai Adamu ya ga mangwaro ja a kan bishiya. Adamu ya dauki doguwar sanda domin ya kado mangwaro. Tsawon sandar bai isa ba. Ya ce wa abokinsa ya daga shi sama ya kado mangwaro. Ya kado mangwaro. Adamu da Bala suka raba mangwaro suka sha.

Annex 5. EGRA—English

EGRA PUPIL STIMULI SHEETS

ENGLISH

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

Littafin Bitar na Dalibai

NIGERIA MAY 2014



Misalai:									
A	T	b							
L	i	h	R	S	y	E	O	w	T
i	e	T	m	G	t	a	d	n	B
h	O	A	E	U	r	L	e	R	u
g	R	e	N	i	r	m	t	s	r
S	T	E	C	p	A	F	c	a	E
y	s	Q	A	O	C	O	h	t	P
e	A	e	s	M	F	n	u	R	t
A	q	H	N	S	i	g	m	i	L
b	i	L	O	i	o	E	p	r	X
N	v	c	D	e	d	J	z	O	n

Misalai:	ut	dif	mab		
nad	lus	dit	nep	gak	
hep	jod	kib	lek	tob	
nom	rop	hig	reg	lat	
tup	ral	wix	leb	fut	
lut	yod	sib	cag	sig	
en	mon	nup	sen	kad	
mog	lew	paf	sal	zuv	
ved	kag	vun	riz	gof	
maz	kol	ver	et	beb	
ped	lef	yag	gim	dov	

Annex 6. Kano State Summary IRR for All Assessors

No.	First Name Redacted	Surname Redacted	Username Redacted	% Total Agreements (Hausa IRR 1)	% Total Agreements (Hausa IRR 2)	Average (Hausa)	% Total Agreements (English IRR 1)	% Total Agreements	Average (English)	Average (Hausa + English)
1	██████	██	████	98%	97%	98%	96%	100%	98%	98%
2	████	██	██████	97%	98%	97%	91%	100%	96%	96%
3	████	████	██████	97%	95%	96%	93%	99%	96%	96%
4	████	██████	██████	96%	97%	97%	91%	99%	95%	96%
5	████	██	██████	98%	94%	96%	91%	99%	95%	96%
6	████	██████	██████	98%	89%	94%	94%	93%	94%	94%
7	██████	██████	██████	98%	88%	93%	91%	95%	93%	93%
8	████	██	████	93%	95%	94%	83%	98%	91%	93%
9	████	██████	██████	90%	90%	90%	86%	92%	89%	89%
10	████	████	██████	94%	96%	95%	94%	70%	82%	88%
11	████	██	██████	86%	95%	90%	79%	90%	84%	87%
12	████	████	██████	90%	92%	91%	90%	74%	82%	86%
13	████	██████	████	91%	71%	81%	89%	93%	91%	86%
14	██████	████	██████	49%	93%	71%	93%	99%	96%	84%
15	████	██	████	47%	93%	70%	84%	97%	90%	80%
16	████	████	██████	58%	93%	76%	90%	76%	83%	79%
17	████	██████	██████	32%	92%	62%	89%	93%	91%	76%
18	████	██████	██████	47%	88%	67%	83%	87%	85%	76%

No.	First Name Redacted	Surname Redacted	Username Redacted	% Total Agreements (Hausa IRR 1)	% Total Agreements (Hausa IRR 2)	Average (Hausa)	% Total Agreements (English IRR 1)	% Total Agreements	Average (English)	Average (Hausa + English)
19	████	████	██████	48%	87%	67%	90%	67%	78%	73%
20	████	████	████	83%	61%	72%				72%
21	████	██████	██████	38%	80%	59%	57%	96%	77%	68%
22	██████	████	██████	33%	82%	58%	84%	59%	71%	64%
23	████	████	████	44%	67%	55%	73%	33%	53%	54%

Annex 7. Katsina State Summary IRR for All Assessors

No.	First Name Redacted	Surname Redacted	Tangerine Username Redacted	% Total Agreements (Hausa IRR 1)	% Total Agreements (Hausa IRR 2)	Average (Hausa)	% Total Agreements (English IRR 1)	% Total Agreements (English IRR 2)	Average (English)	Average (Hausa + English)
1	██████	██████	██████████	94%	99%	97%	99%	97%	98%	97%
2	██████	██████	██████	97%	99%	98%	94%	94%	94%	96%
3	██████	██████	██████	92%	94%	93%	95%	98%	97%	95%
4	██████████	██████	██████	92%	98%	95%	92%	96%	94%	95%
5	██████	██████	██████████	98%	94%	96%	90%	96%	93%	95%
6	██████	██████████ ██████	██████████	96%	93%	94%	94%	93%	94%	94%
7	██████	██████	██████	98%	90%	94%	94%	91%	93%	93%
8	██████	██████████	██████████	97%	90%	94%	86%	95%	91%	92%
9	████	██████	██████████	96%	93%	94%	82%	98%	90%	92%
10	██████████	██████████	██████████	93%	96%	94%	83%	97%	90%	92%
11	██████	██████████	██████████	91%	96%	94%	81%	99%	90%	92%
12	██████████	██████	██████	98%	95%	97%	76%	98%	87%	92%
13	██████	██████████	██████████	95%	89%	92%	79%	98%	89%	91%
14	██████	██████████	██████████	96%	95%	96%	70%	85%	78%	87%
15	██████	██████	██████████	80%	92%	86%	77%	95%	86%	86%

No.	First Name Redacted	Surname Redacted	Tangerine Username Redacted	% Total Agreements (Hausa IRR 1)	% Total Agreements (Hausa IRR 2)	Average (Hausa)	% Total Agreements (English IRR 1)	% Total Agreements (English IRR 2)	Average (English)	Average (Hausa + English)
16	████	████	██████	51%	93%	72%	86%	97%	91%	82%
17	████	██████	██████	61%	94%	78%	76%	94%	85%	81%
18	████	████	████	53%	96%	75%	81%	94%	88%	81%
19	██████	████	██████	50%	93%	71%	95%	97%	96%	84%
20	████	████	████	51%	99%	75%	72%	91%	81%	78%
21	████	██████	██████	59%	96%	78%	44%	89%	67%	72%
22	████	██████	██████	75%	78%	77%	84%	91%	88%	82%
23	████	████	████	54%	71%	62%	89%	94%	91%	77%
24	████	████	████	49%	74%	62%	78%		78%	70%
25	██████	████	██████		80%	80%		39%	39%	59%

Annex 8. Kaduna State Summary IRR for All Assessors

No.	Name Redacted	Tangerine Username Redacted	% Total Agreements (H1)	% Total Agreements (H2)	% Total Agreements (E1)	% Total Agreements (E2)	Average Hausa	Average English	Total Average
1	██████████ ██████████	██████████	100%	100%	100%	99%	100%	99%	99%
2	██████████	██████████u	100%	100%	99%	98%	100%	98%	99%
3	██████████ ██████████	██████████	100%	100%	100%	97%	100%	98%	99%
4	██████████	██████████	100%	99%	98%	98%	99%	98%	99%
5	██████████	██████████	99%	100%	99%	97%	99%	98%	99%
6	██████████	██████████	98%	99%	99%	97%	98%	98%	98%
7	██████████	██████████	96%	100%	100%	96%	98%	98%	98%
8	██████████	██████████	96%	99%	100%	97%	97%	98%	98%
9	██████████	██████████	96%	98%	98%	Missing	97%	98%	97%
10	██████████ ██████████	██████████	98%	98%	95%	98%	98%	96%	97%
11	██████████	██████████	95%	98%	98%	97%	97%	97%	97%
12	██████████	██████████	97%	98%	99%	94%	98%	96%	97%
13	██████████	██████████	95%	99%	99%	94%	97%	96%	97%
14	██████████ ██████████	██████████	100%	99%	100%	89%	99%	94%	97%
15	██████████	██████████	97%	97%	96%	Missing	97%	96%	97%
16	██████████	██████████	99%	99%	99%	90%	99%	94%	96%

No.	Name Redacted	Tangerine Username Redacted	% Total Agreements (H1)	% Total Agreements (H2)	% Total Agreements (E1)	% Total Agreements (E2)	Average Hausa	Average English	Total Average
17	██████████	██████████	93%	100%	Missing	94%	97%	94%	96%
18	██████████	██████████	99%	96%	89%	98%	97%	93%	95%
19	██████████	██████████	99%	100%	90%	91%	99%	91%	95%
20	██████████	██████████	99%	83%	100%	98%	91%	99%	95%
21	██████████ ██████████	██████████	98%	99%	87%	94%	98%	91%	94%
22	██████████	██████████	95%	100%	84%	97%	97%	91%	94%
23	██████████	██████████	97%	98%	94%	86%	97%	90%	94%
24	██████████ ██████████	██████████	93%	99%	86%	95%	96%	91%	93%
25	██████████	██████████	Missing	98%	84%	91%	98%	87%	91%
26	██████████	██████████	94%	60%	89%	86%	77%	87%	82%
27	██████████	██████████	99%	98%	40%	86%	98%	63%	81%
28	██████████ ██████████	██████████	99%	99%	40%	85%	99%	63%	81%
29	██████████	██████████	58%	Missing	81%	66%	58%	73%	68%

Annex 9. Jigawa State Summary IRR for All Assessors

No.	Redacted	Redacted	Redacted	% Total Agreements (H1)	% Total Agreements (H2)	% Total Agreements (E1)	% Total Agreements (E2)	Average Hausa	Average English	Total Average
1	Redacted	Redacted	Redacted	97%	98%	99%	98%	97%	98%	98%
2	Redacted	Redacted	Redacted	98%	100%	96%	97%	99%	96%	98%
3	Redacted	Redacted	Redacted	98%	97%	100%	95%	97%	97%	97%
4	Redacted	Redacted	Redacted	93%	97%	100%	97%	95%	98%	97%
5	Redacted	Redacted	Redacted	91%	98%	100%	97%	94%	98%	96%
6	Redacted	Redacted	Redacted	94%	92%	100%	96%	93%	98%	95%
7	Redacted	Redacted	Redacted	91%	96%	100%	94%	93%	97%	95%
8	Redacted	Redacted	Redacted	90%	98%	98%	95%	94%	97%	95%
9	Redacted	Redacted	Redacted	91%	98%	97%	95%	94%	96%	95%
10	Redacted	Redacted	Redacted	97%	90%	94%	96%	93%	95%	94%
11	Redacted	Redacted	Redacted	94%	97%	98%	85%	96%	91%	94%
12	Redacted	Redacted	Redacted	96%	83%	99%	96%	90%	98%	94%
13	Redacted	Redacted	Redacted	95%	83%	96%	95%	89%	95%	92%
14	Redacted	Redacted	Redacted	97%	71%	96%	96%	84%	96%	90%
15	Redacted	Redacted	Redacted	93%	90%	85%	89%	91%	87%	89%
16	Redacted	Redacted	Redacted	91%	92%	95%	78%	92%	86%	89%
17	Redacted	Redacted	Redacted	92%	67%	99%	95%	80%	97%	88%

No.	First Name Redacted	Surname Redacted	Enumerator Redacted	% Total Agreements (H1)	% Total Agreements (H2)	% Total Agreements (E1)	% Total Agreements (E2)	Average Hausa	Average English	Total Average
18	██████████	████	██████████	98%	59%	97%	95%	78%	96%	87%
19	██████	████	██████████	88%	72%	99%	90%	80%	94%	87%
20	████	████	██████████	85%	72%	88%	97%	79%	92%	86%
21	████	████	██████████	93%	60%	93%	94%	76%	93%	85%
22	██████	██████	██████████	82%	69%	90%	94%	76%	92%	84%
23	██████████	██████	██████████	88%	89%	54%	91%	88%	73%	80%
24	██████	████	██████████	92%	83%	49%	96%	87%	73%	80%
25	██████	██████	██████████	82%	37%	91%	87%	60%	89%	74%
26	██████████	██████	██████████	95%	66%	56%	Missing	80%	56%	72%
27	██████████	████	██████████	Missing	80%	42%	94%	80%	68%	72%
28	██████████	██████	██████████	84%	52%	50%	90%	68%	70%	69%
29	██████	████	██████████	93%	Missing	43%	Missing	93%	43%	68%
30	████	██████	██████████	77%	51%	45%	88%	64%	67%	65%
31	██████	██████████	██████████	78%	53%	47%	81%	66%	64%	65%
32	██████████	████	██████████	33%	66%	62%	53%	49%	57%	53%
33	██████	██████	██████████	Missing	Missing	Missing	Missing	Missing	Missing	Missing