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NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA)

**RESULTS OF AN APPROACH TO IMPROVE EARLY
GRADE READING IN HAUSA IN BAUCHI AND
SOKOTO STATES**

Nigeria Reading and Access Research Activity (RARA):

Results of an Approach to Improve Early Grade Reading in Hausa in Bauchi and Sokoto States

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ABBREVIATIONS

clspm	correct letter sounds per minute
cnwpm	correct non-words per minute
cwpm	correct words per minute
DiD	difference-in-differences
EA	Education Area
EdData	Education Data for Decision Making
EGRA	early grade reading assessment
IRR	inter-rater reliability
KSA	knowledge, skills, and attitudes
L1, L2	first language; second language
LGA	Local Government Authority
LGEA	Local Government Education Authority
NCE	Nigeria Certificate in Education
NCFL	National Center for Family Literacy
ORF	oral reading fluency
P	Primary
PPS	probability proportional to size
RARA	Reading and Access Research Activity
RCT	randomized controlled trial
RTI	RTI International
SE	standard error
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
USAID	U.S. Agency for International Development
VAKT	visual, auditory, kinesthetic, and tactile

EXECUTIVE SUMMARY

From December 2014 to June 2015, the Nigeria Reading and Access Research Activity (RARA) evaluated the effectiveness of an instructional approach to improving Hausa early grade reading outcomes among Primary 2 pupils in the Northern Nigerian states of Bauchi and Sokoto. The approach was designed and implemented by RTI International, in collaboration with Nigerian education authorities, in particular the State Universal Basic Education Boards (SUBEBs) of Bauchi and Sokoto, as well as Colleges of Education (COEs) in these states. It was funded by the United States Agency for International Development (USAID) through the Education Data for Decision Making (EdData II) mechanism (www.eddataglobal.org).

RARA developed the approach, which included the following core components:

- Developing and providing teachers and pupils with materials for teaching and learning Hausa in the early grades
- Training teachers and head teachers on effective strategies for teaching reading in Hausa and providing them ongoing, school-based support, including cluster meetings
- Training and supporting school supervisors to serve as reading “coaches” to provide in-class pedagogical support to Primary 2 Hausa teachers
- Informing parents and School-Based Management Committees of the importance of early grade reading.

The methodology used and materials developed were based on existing research into what works to improve early grade reading. Lessons focused on teaching foundational reading skills, through activities both familiar and new to teachers, such as singing (to develop oral language skills); clapping syllables (to develop phonological awareness); practicing letter names and sounds (to build alphabetic knowledge); blending letters and syllables (to build decoding skills); reading sentences (to practice fluency); listening to stories read aloud by the teacher and answering questions (to build comprehension); and writing letters and words.

The main research questions explored through RARA included the following:

- Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' instructional practice?
- Does the RARA-developed approach to Hausa reading instruction lead to improvements in foundational reading skills for Primary 2 pupils in public primary schools?
- Does the RARA-developed approach to instructional leadership lead to more effective coaching and support by supervisors and head teachers?

To answer these questions and to evaluate the effectiveness of the approach, RARA used a randomized controlled trial (RCT) research design. One hundred twenty (120) schools were assigned to treatment and control groups across eight Local Government Authorities (LGAs) per state, for a total of 30 control and 30 treatment schools per state. Treatment schools implemented the RARA approach (training, materials, coaching), while control, or comparison, schools did not. Most schools in the sample were in rural environments and lacked basic amenities such as electricity, drinking water, toilets for boys and girls, and a library. **Table 1** summarizes the endline sample size upon which the results are based.

RARA gathered data for a wide range of indicators, including teacher instructional practices and student reading outcomes, prior to the start of the intervention, in November 2014, and following the completion of activities at the end of the school year (June 2015 in Sokoto State and August 2015 in Bauchi State).

Data collection included the administration of the following instruments: an early grade reading assessment (EGRA) in Hausa, with accompanying pupil questionnaire; Hausa lesson classroom observation (timed and untimed instruments); classroom and school inventory; and head teacher, teacher, and School Support Officer (SSO)/school supervisor questionnaire, including assessment of reading knowledge, skills, and attitudes.

Table 1. Endline Sample Summary

Groups and Individuals	Bauchi		Sokoto		Total
	Control	Treatment	Control	Treatment	
Schools	30	30	30	30	120
Pupils	362	346	359	360	1,427
Teachers	30	30	30	30	120
Head Teachers	29	29	30	30	118

Table 1. Endline Sample Summary

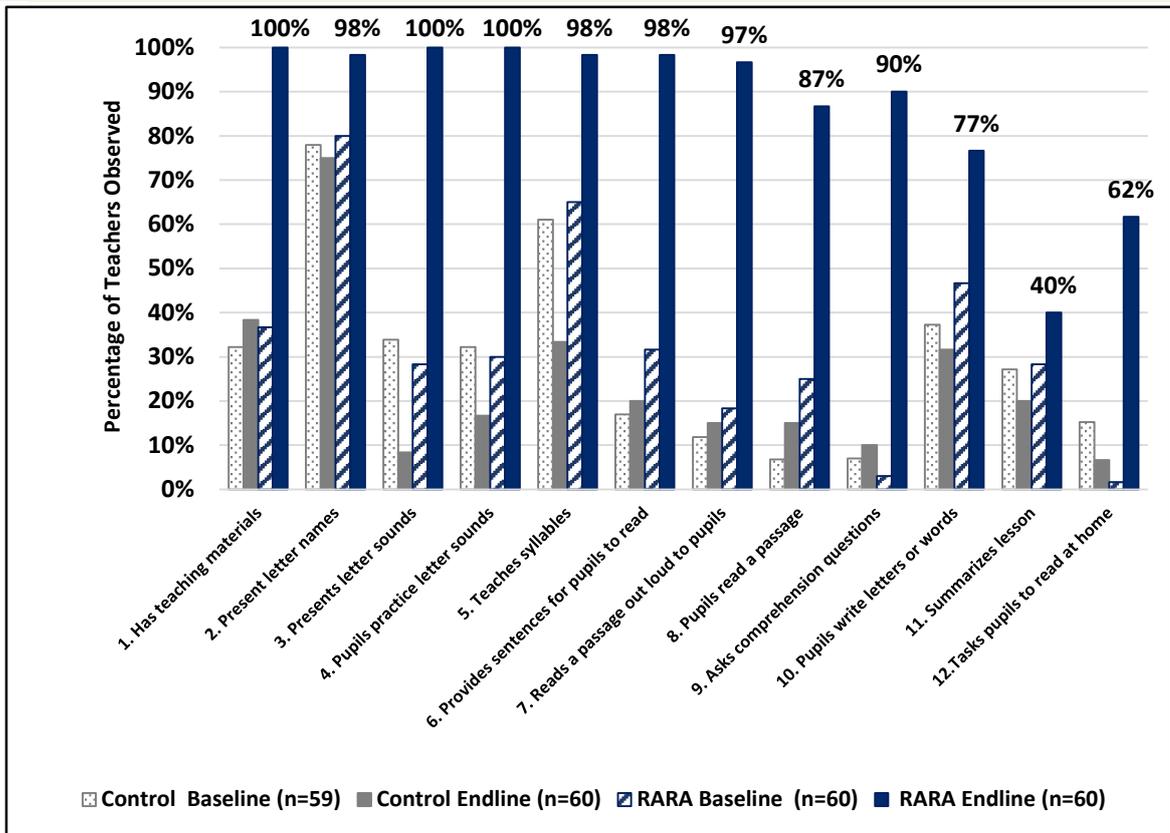
School Super- visors	16	14	13	10	43
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The RARA-developed approach had a significant impact in improving teachers' reading instructional practices, children's reading outcomes, and instructional leadership practices. Specific results for each major focus area are detailed below.

RESULTS: INSTRUCTIONAL PRACTICES

More key reading skills taught through effective instructional practices. Hausa teachers implementing the RARA approach taught key reading skills using effective instructional practices more frequently than did their peers in control schools, as summarized in **Figure 1**. In particular, the teachers greatly increased their practice of teaching letter sounds, providing sentences and passages for pupils to read (more eyes on text), and asking comprehension questions. By the end of the year, RARA teachers were implementing, on average, 10.5 of the 12 effective practices (listed in **Figure 1**), up from only 4 at baseline, while teachers in control schools actually implemented fewer of the practices as the year went on.

Figure 1. Percentage of Teachers Implementing Each of 12 Key Instructional Practices, by Group and Time



More class time used for teaching essential literacy components.

Treatment group teachers spent more class time teaching essential literacy components than their peers in control schools. By the end of the school year, teachers implementing the RARA approach were devoting approximately 30 minutes to literacy instruction compared to 12 minutes for control school teachers.

More print-rich classrooms. Treatment classrooms were observed to be significantly more print-rich than were control classrooms, indicating that when teachers understand the importance of print in the classroom and are provided with guidance in how to create a print-rich classroom, they will take the initiative to create an environment that supports literacy development even if they are not provided with the materials to do so.

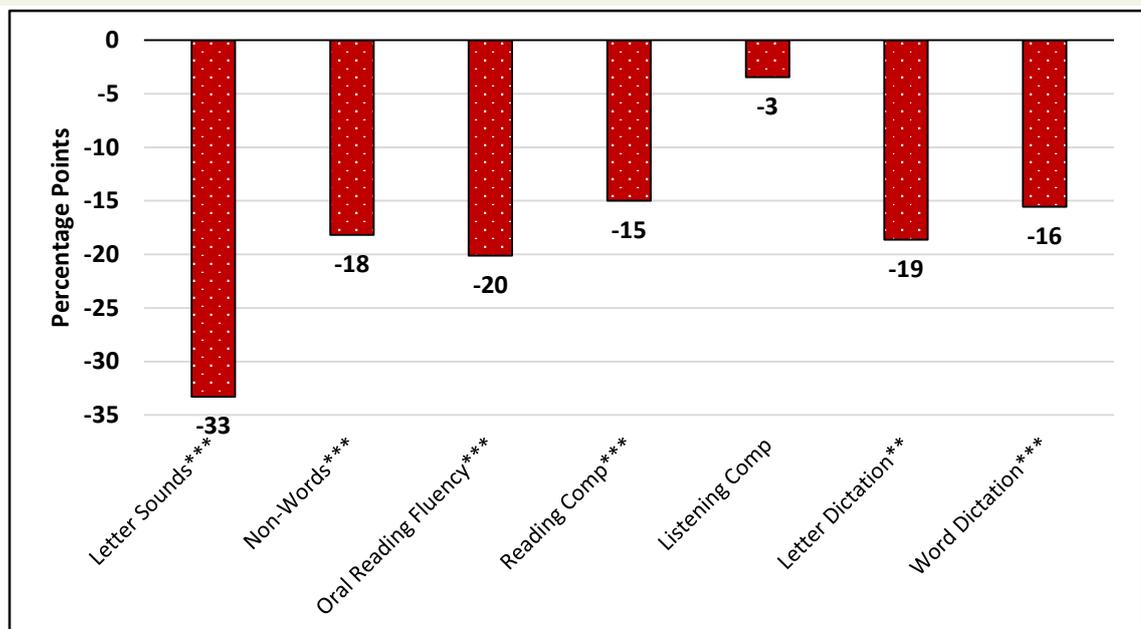
RESULTS: PUPILS’ READING SKILLS

The improvements in teachers’ reading instructional practices in turn resulted in significant improvement in pupils’ foundational reading skills in Hausa, including their ability to identify letter sounds, decode non-words, and read a short narrative text. Pupils’ letter and word writing (spelling) skills also improved. In contrast, children in the control schools experienced

essentially no improvement in their reading skills during the course of the school year. Key highlights are as follows.

Decline in zero scores. The RARA-developed reading approach resulted in a substantial decrease in the number of pupils who scored zero across the foundational reading skills measured. The percentage of Primary 2 pupils in treatment schools who scored zero on the letter sounds subtask decreased from more than 90 percent to 68 percent, while the percentage of Primary 2 pupils in control schools who scored zero actually increased slightly. **Figure 2** summarizes the overall impact of the approach in decreasing zero scores, taking into account changes over time and between the control and RARA groups. Letter sound zero scores declined by 33 percentage points, while oral reading fluency zero scores decreased by 20 percentage points.

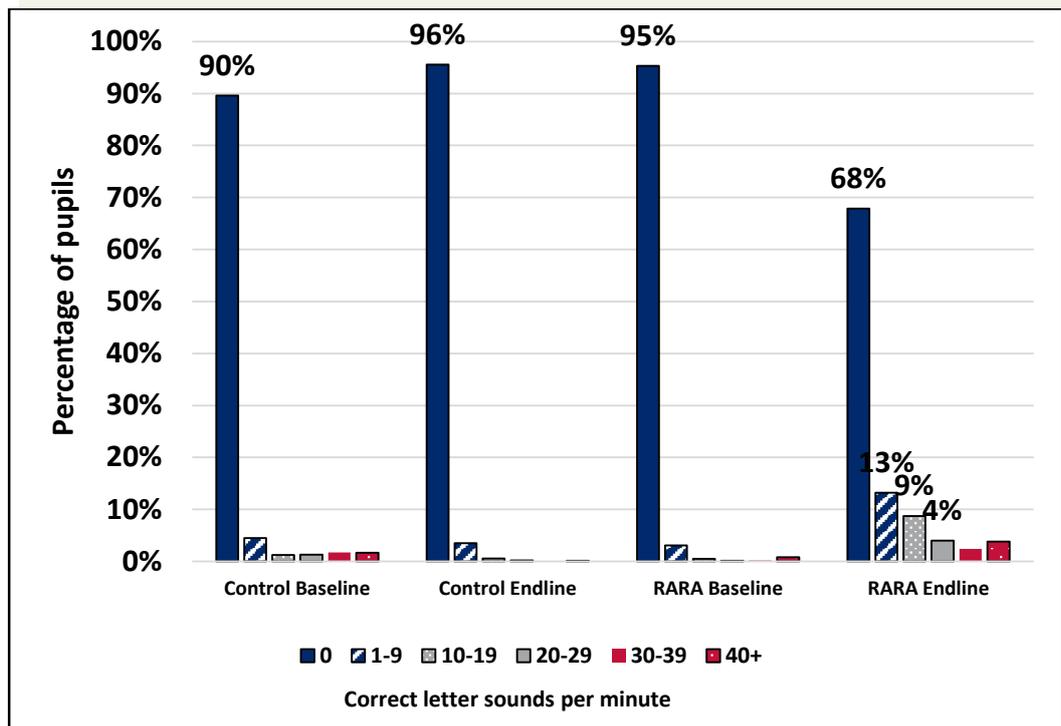
Figure 2. RARA Impact in Decreasing Zero Scores, by Skill



Statistical significance of impact: *** $p < .01$, ** $p < .05$, * $p < .10$

Positive shift in the distribution of reading scores. The decrease in zero scores was part of an overall positive shift in the distribution of scores across reading skills resulting from the reading approach. **Figure 3** shows this change for the EGRA subtask that measured letter sound identification. More than 30 percent of pupils scored greater than zero at endline, with a small but noteworthy percentage scoring greater than 10 correct letter sounds per minute. The improvements in reading outcomes were statistically significant across all subtasks except for listening comprehension, for which scores were relatively high at baseline compared to other tasks. Importantly, the effect sizes of the impact across skills were large, indicating the power of the approach to improve reading outcomes.

Figure 3. Change in Distribution of Letter Sound Scores



Increase in mean scores remains low. Despite these noteworthy improvements in decreasing zero scores, overall mean scores remain much too low for children in Primary 2. The mean score at endline for children in treatment schools was still only 5 correct letter sounds per minute, and 5 correct words per minute for oral reading fluency.

RESULTS: INSTRUCTIONAL LEADERSHIP

Improvement in school supervisors' ability to support teachers. The RARA approach increased the skills of school supervisors who served as reading coaches. The RARA SSOs were better able to establish a positive rapport with teachers, more knowledgeable about reading skills, better able to provide relevant feedback, and more proficient at using the various tools and instruments (i.e., tablets and classroom observation forms) needed to support teacher monitoring.

OTHER FINDINGS

The RARA research resulted in a number of other findings pertinent to the improvement of reading instruction, including the following:

Improvements vary by state, by gender, and by home language.

Teachers' instructional practices and Primary 2 pupils' reading scores at endline were higher in Bauchi than in Sokoto. In addition, boys' reading scores were higher than girls' scores in Sokoto state, while the opposite

was true in Bauchi, where girls outperformed their male peers. Finally, reading outcomes were better for children who reported Hausa as the language they most commonly speak home than for their peers who reported not speaking Hausa at home.

Pupils and teachers are frequently absent. Approximately 40–50 percent of Primary 2 pupils, depending on the state and group, reported being absent at least one day the previous week. Teachers, too, commonly reported missing school. However, the research found that teachers in Sokoto who were trained to teach reading and provided with materials and support actually decreased their rates of absenteeism. At baseline, 23 percent reported being absent at least one day the previous week, while at endline, only 10 percent did.

RECOMMENDATIONS

The research results provide evidence of the effectiveness of a clearly defined approach to improving instruction and reading outcomes in a relatively short period of time. Still, much work remains to be done to improve all children's reading skills to the level they can and must be. Coupled with the data, the experience of implementing the reading approach provides insights into what still remains to be done to improve children's reading skills in Northern Nigeria. This includes the following.

Focus interventions on key areas, and build on existing resources, knowledge, and practices. The RARA research shows that a clearly defined set of activities and materials helps teachers improve their instruction and improves children's reading ability. Developing structured lesson plans helps teachers know what skills to teach; books for pupils increase their exposure to text; and formal training followed by classroom-based coach visits and school-based cluster meetings supports ongoing improvement. Drawing on existing materials and human resources facilitates the process and supports sustainability.

Provide teachers with ongoing opportunities for professional development. The research shows that changing instructional practices takes time, but significant improvements are possible when teachers are supported through formal training, and perhaps even more importantly, through classroom-based support by SSOs who serve as reading coaches. Support should also include opportunities for teachers in neighboring schools to share experiences with each other and to receive targeted additional training in a small group setting.

Support reading coaches. Traditionally, the work of school supervisors was focused more on school inspection than on pedagogical support. However, SSOs are responsible for helping teachers, and the research

shows that they can do this if trained and supported, both with the logistical means to visit schools and with professional development in how to be a coach.

Provide more materials for teachers and pupils. Without a teacher's guide, teachers struggle to teach reading skills effectively. And children cannot learn to read if they do not have books. The RARA research (along with previous studies) has confirmed the near total absence of materials for teaching reading and learning to read in Northern Nigeria. While materials produced for the RARA research are an important first step in getting books into teachers' and children's hands, more teaching and learning materials—and in particular, additional reading materials for pupils—are required for advancing children's reading skills.

Increase the time available for teaching reading and the amount of time spent learning. If schools are closed, teachers are on strike or otherwise absent, and children do not attend class regularly, learning cannot take place. The research—which was implemented amid numerous school closures and high rates of teacher and pupil absenteeism—indicates that state governments, schools, and parents need to work together to increase the amount of time that is available for teaching and learning. They should also consider increasing the number of days and the amount of class time allotted for Hausa reading instruction, which is currently taught only a few days per week, and for less than an hour per class.

Engage parents and communities to support reading. Children's reading development at school must be complemented by opportunities to read at home. The results of the research indicated that many students took books home when instructed to do so by their teachers. Moreover, when RARA simply made parents aware of the importance of reading and what efforts were being made to improve children's literacy skills, many parents "did their part" to provide pupils with materials like exercise books. Parents, too, play an important role in making sure children attend school—a key requirement for learning.

Take steps to ensure that all children learn to read. The reading research indicated that reading outcomes vary by state, gender and home language. As such, specific efforts should be undertaken to assist lower performing teachers, and to help all teachers provide gender equitable instruction. Addressing disparities in outcomes based on home language will further require that additional support be provided to teachers as well as to children whose first language is not Hausa.

Given the evidence regarding the effectiveness of the RARA-implemented approach to reading instruction, Bauchi and Sokoto states have already made commitments to expand and sustain RARA's efforts to improve

reading instruction. Continued monitoring and evaluation of these efforts will provide further insight into what works to improve children's Hausa reading skills in Northern Nigeria.

I. INTRODUCTION

1.1 OVERVIEW OF THE NIGERIA READING AND ACCESS RESEARCH ACTIVITY (RARA)

The purpose of the Nigeria Reading and Access Research Activity (RARA) is to conduct research on education access and quality in order to provide education stakeholders with information needed to make evidence-based decisions. RARA, is funded by the U.S. Agency for International Development (USAID) through a task order under the Education Data for Decision Making (EdData II) mechanism, which is designed to improve the quality and use of data for education policy and program planning.¹ The research was conducted between March 2014 and November 2015.

The objective of the reading research in particular was to develop and test an instructional approach to improving Hausa early grade reading outcomes in formal government schools in the Northern Nigeria states of Bauchi and Sokoto. The results of the pilot of the approach are intended to deepen understanding of effective approaches to improving early grade reading, a priority goal for USAID² and, increasingly, of other donors and Nigerian education authorities.

The RARA reading research was specifically designed in response to the results of early grade reading assessments (EGRAs) conducted in Bauchi and Sokoto states between 2010 and 2013, which indicated that the vast majority of children in the early primary grades have not acquired foundational reading skills (including knowledge of letter sounds and the ability to decode words), and very few could read and comprehend grade-appropriate text.³ Through RARA, RTI International, in collaboration with its government partners, designed, implemented, and evaluated the effects of

¹ For more information on EdData II, visit www.eddataglobal.org. Information about and documents from RARA can be found by selecting “Countries” and then “Nigeria.”

² USAID. <https://www.usaid.gov/what-we-do/education/improving-early-grade-reading>

³ The results of these assessments are available at www.eddataglobal.org. In particular, see: “Nigeria Northern Education Initiative (NEI): Results of the Early Grade Reading and Early Grade Mathematics Assessments (EGRA & EGMA) in Bauchi and Sokoto States.” Available at: www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=514

a small-scale reading improvement activity focused on improving these core skills in Primary 2. This report describes the results of this research.⁴

1.2 THE RARA-TESTED APPROACH FOR IMPROVING READING INSTRUCTION

The approach to early grade Hausa literacy development focuses on five components, which past research has indicated are important for improving teachers' teaching and children's learning. These are:

- (1) providing pupils and teachers with a set of developmentally appropriate **teaching and learning materials** for Hausa literacy;
- (2) **building teachers' ability to teach early grade literacy skills** in Hausa and to use materials that increase pupil engagement;
- (3) increasing the knowledge and skills of head teachers and school supervisors to provide ongoing, **classroom-based support to teachers**;
- (4) providing opportunities for **peer learning** through cluster meetings; and
- (5) informing parents and community members about and encouraging them to support children's **reading development at home**.

The reading instructional approach focused on teaching children to read Hausa because it is the language of instruction in Primary 1–3, per

RARA: A COLLABORATIVE, CAPACITY-BUILDING APPROACH TO RESEARCH

An integral part of the RARA research was the involvement of a variety of Nigerian institutions and individuals in all aspects of the design, development, implementation, and evaluation of the reading research activities.

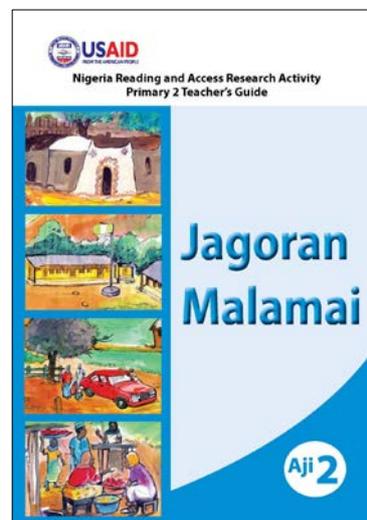
This involvement helped to ensure that the research was designed based on an in-depth understanding of local conditions, and therefore would be feasible and also scalable and sustainable if proven to be effective. Second, it facilitated "learning by doing," which helped to build local capacity in research design and implementation, knowledge about reading, and understanding of the research results.

To include Nigerian stakeholders in a systematic and regular manner, RARA convened a Reading Advisory Committee and a Technical Working Group composed of officials and professionals from the SUBEBs, COEs, and other institutions. Members of these two groups played a key role in developing reading materials, training teachers, collecting data, and disseminating research results.

⁴ Complete baseline results are reported here: "Nigeria Reading and Access Research Activity: Results of the 2014 Baseline Data Collection in Government Primary Schools in Bauchi and Sokoto States," RTI International, April 2015. The report can be found at <https://www.ed-dataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=800>.

education policy, in Bauchi and Sokoto states.⁵ It was designed and implemented through a strong partnership between RTI International and the SUBEBs and COEs in Bauchi and Sokoto states (see textbox below, RARA: A Collaborative, Capacity-Building Approach to Research). The specific package of teacher and pupil support materials and professional development activities included the following.

- Teaching and Learning Materials:
 - A teacher’s guide with 50 lesson plans to help Primary 2 Hausa teachers effectively teach key reading skills.
 - An accompanying Hausa reading book for pupils.
 - A book of teacher read-aloud stories
 - A teacher “reflection journal”



The RARA Teacher's Guide

In addition, teachers were encouraged to and given ideas for creating a print-rich classroom environment.

- Professional development:
 - Hausa teachers and head teachers were trained in early grade reading instruction and in the effective use of the new materials during an initial training in November–December 2014, as well as at a mid-year refresher training in March 2015.
 - School supervisors (known as School Support Officers or SSOs⁶) also received training (initial and refresher) in reading pedagogy as well as ongoing support to help them serve as school-based “reading coaches.”
- Ongoing teacher support:
 - School supervisors traveled to schools to observe Hausa teachers in their classrooms (approximately twice per month) and provide individualized feedback. In general, each coach

⁵ Nigeria’s National Policy on Education stipulates that the medium of instruction at the pre-primary and early primary levels should be the mother tongue or the language of the immediate environment, with an eventual transition to English.

⁶ The term School Support Officer is used in Sokoto, while in Bauchi Local Government Education Authority, officers who visit schools are called supervisors. The terms are used interchangeably in this report.

supported three teachers at three different schools. (In a few schools in Bauchi with more than three Hausa teachers, multiple coaches were assigned to the same school, so that a coach did not have to support more than three teachers.)

- One-day “cluster” meetings (facilitated by state master trainers, with the support of coaches) for teachers from treatment schools in close proximity to each other were held twice per year so that teachers could share their experiences with and learn from their peers.



The RARA Pupil Book

This approach (described in more detail in **Section 4.1**) and

accompanying materials were implemented in a sample of 60 public primary schools in the two states (30 per state) from December 2014 to June 2015 in Sokoto, and from December 2014 to August 2015 in Bauchi. Taking into account school closures between terms, government elections, the Ebola crisis and, in the case of Bauchi, a teacher strike and extended Ramadan break, the total amount of time available for teachers to implement the RARA approach was approximately six months.

All teachers in the treatment school sample who teach Hausa for Primary 2 learners received training and materials and participated in the implementation of the RARA approach. The number of schools, teachers, pupils, and coaches involved in the Hausa reading research is presented in **Table 2**.

Table 2. Number of Schools, Education Personnel and Pupils Implementing RARA (Treatment Group)

State	Schools	P2 Pupils	P2 Hausa Language Teachers	Head Teachers	SSO/ Coaches
Bauchi	30	3,040	43	30	14
Sokoto	30	2,615	30	30	10
Total	60	5,655	73 (27F, 46M)	60 (8F, 52M)	24

1.3 RESEARCH DESIGN

1.3.1. RESEARCH DESIGN AND AREAS OF INQUIRY

The RARA-developed approach to Hausa literacy instruction aimed to improve the teaching and learning of Hausa literacy in Primary 2 classes in Bauchi and Sokoto states. Key research questions are listed in **Table 3**.

Table 3. RARA Reading Research Questions

Research Questions
Does the RARA-developed approach to Hausa reading instruction lead to improvements in foundational reading skills for Primary 2 pupils in public primary schools?
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' instructional practice?
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' attitudes, perceptions, and biases?
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' knowledge and foundational skills?
Does the RARA-developed approach to Hausa reading instruction lead to improvements in foundational reading skills for Primary 2 pupils in public primary schools?
Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' instructional practice?
Does the RARA-developed approach to instructional leadership lead to more effective coaching and support provided by supervisors?
Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' attitudes, expectations, and perceptions regarding early grade reading pedagogy and their roles in supporting early grade teachers?
Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' knowledge and skills to provide effective coaching to early grade reading teachers?
Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' attendance?
Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' time on task in reading or learning to read in the classroom?
Does the RARA-developed approach increase the amount of print in the classroom?

In order to measure the effectiveness of the approach in facilitating these outcomes, the intervention was evaluated using a randomized controlled trial (RCT) research design. An RCT is an impact evaluation design in which differences between a treatment group—or group participating in a particular intervention, in this case the approach to literacy instruction developed under RARA—and a control, or comparison, group are

measured over time. By first identifying treatment and control groups that are similar and controlling for any differences that may still exist between the groups, this research design can estimate the impact of an intervention.

Information relevant to the research questions and specific outcome indicators was collected prior to and after the implementation of the RARA-developed approach (i.e., teacher training, use of materials, coaching) in both control and treatment schools. The data were analyzed using a difference-in-differences approach to measure both change over time, as well as changes between schools, teachers, and students participating in the program and those who are not, in order to estimate results attributable to the RARA-developed reading approach. Additional information, such as demographic characteristics, were also collected. Fidelity to implementation of the research components on the part of both teachers and coaches was tracked throughout the duration of the program by RARA staff.

1.3.2 SAMPLE AND DATA ANALYSIS

For the reading research, schools were randomly assigned to treatment and control groups prior to implementation through a multi-stage sampling process, described in detail in **Annex 1**. Approximately 12 students per school were randomly selected on the day of the baseline and endline data collection to take a short reading assessment. While all Primary 2 treatment school teachers participated in the reading “treatment,” one teacher per school was randomly selected on the day of data collection to be interviewed and observed while teaching (in Sokoto, all schools had only one teacher). All head teachers and the SSO responsible for the control and treatment schools were interviewed during the baseline and endline data collection period.

The number of schools and individuals sampled is summarized in **Table 4**. As indicated in the table, more boys than girls participated in the assessments—53 percent of the Primary 2 pupils assessed at baseline and 55 percent at endline. This indicates that more boys than girls were found in classrooms on the day of the test, since an equal number of boys and girls was selected whenever possible.

The percentage of female school supervisors, head teachers, and teachers reflects those assigned to the sampled schools. Schools in Sokoto had only one Primary 2 Hausa teacher, while a handful of schools in Bauchi had more than one teacher responsible for instruction.

Table 4. Number of Schools, Head Teachers, Teachers, Pupils, and SSOs Sampled at Baseline and Endline

Groups and Individuals		Bauchi		Sokoto		Total (%)
		Control	Treatment	Control	Treatment	
Schools	Baseline	30	30	30	30	120
	Endline	30	30	30	30	120
Pupils	Baseline	335	348	352	360	1,395
	Girls	116	194	169	176	655 (47%)
	Boys	219	154	183	184	740 (53%)
	Endline	337	311	347	360	1,355
	Girls	166	159	114	166	605 (45%)
	Boys	171	152	233	194	750 (55%)
Teachers	Baseline	30	30	29	30	119
	Female	5	6	4	12	27 (23%)
	Male	25	24	25	18	92 (77%)
	Endline	30	30	30	30	120
	Female	4	10	4	6	24 (20%)
	Male	26	20	26	24	96 (80%)
Head Teachers	Baseline	30	30	29	30	119
	Female	1	2	0	7	10 (8%)
	Male	29	28	29	23	109 (92%)
	Endline	29	29	30	30	118
	Female	0	7	1	1	9 (8%)
	Male	29	22	29	29	109 (92%)
School Supervisors	Baseline	27	29	16	14	86
	Female	0	3	0	1	4 (5%)
	Male	27	26	16	13	82 (95%)
	Endline	17	15	13	10	55
	Female	1	0	2	0	3 (5%)
	Male	16	15	11	10	52 (95%)

The sample data were weighted to render the results representative of the population of schools and Primary 2 pupils within the sampling frame (i.e., list of schools from the state EMIS). (Detailed information on how weights

were applied to student data can be found in **Annex 1**.) To allow the reader to more easily determine the size of the subpopulation on which the results are based, the number of observations reported for EGRA results and pupil demographic data is the total number of pupils sampled, rather than the weighted total. Due to the small sample size of teachers, head teachers, and SSOs (approximately 30 or fewer per state/treatment group), data for these groups were not weighted.

The data were analyzed using a difference-in-difference approach to estimate the impact of the RARA-developed approach for the key outcomes described in **Section 1.2.1**. Data were analyzed using STATA software. For the various results, p-values are reported to indicate whether any differences in outcomes between groups (e.g., mean oral reading fluency between control and treatment schools) are statistically significant, or can be attributed to the RARA-developed reading approach and are not due to random chance, given the RCT design of the study.⁷ Effect size indicates the degree to which an intervention—in this case the RARA approach—being tested improves outcomes (or change being measured). An average effect size is 0.4, with 0.8 considered high.⁸

1.4 RESEARCH INSTRUMENTS

1.4.1 DESCRIPTION OF INSTRUMENTS

Data were collected from Primary 2 pupils, Hausa teachers, school head teachers, and school supervisors using a suite of instruments, described below.

EGRA: The Early Grade Reading Assessment was administered to measure children’s acquisition of key foundational skills, including listening comprehension, alphabetic principle, fluency, and comprehension. The skills were tested in the following individual subtasks, which are described in **Section 3**: Letter sound identification, non-word decoding, oral reading fluency (passage reading), reading comprehension, listening comprehension, and dictation (spelling of letters and words).

Teacher, head teacher, and school supervisor questionnaires: These survey instruments were individually administered to Primary 2 Hausa teachers, school head teachers and school supervisors. Information collected included basic demographic information about the interviewee, including educational background and training, as well as questions related

⁷ 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.

⁸ Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.

to interviewees' classroom, school, and other responsibilities and practices. The questionnaire was administered orally in Hausa.

Knowledge, skills, and attitudes (KSA) assessment of teachers, head teachers, and school supervisors. This instrument was designed to measure basic phonics and reading fluency skills, as well as Hausa teachers', head teachers', and SSOs' reading pedagogy knowledge and beliefs. The assessment was orally administered, in Hausa, and a paper version of the instrument was also provided to respondents to allow them to read along with the questions if desired.

Classroom observation of Hausa lesson—untimed. This instrument captured information regarding teachers' reading instructional practices during the Hausa lesson. The assessor observed the teacher teaching the Hausa lesson of the day and recorded information on the teacher's instructional practices, the lesson content, student engagement, and feedback provided to students. The untimed classroom observation was completed by one of two assessors observing the class on the day of data collection.

Classroom observation of Hausa lesson—timed. A companion instrument to the untimed classroom observation instrument, the timed Hausa lesson observation instrument was designed to capture information regarding how much time teachers spent teaching reading, writing, vocabulary, comprehension, and oral language skills. Every three minutes, the second assessor indicated which specific skills (and sub-skills) were being taught, and whether activities were being conducted by the whole class, pairs, or independently.

Classroom and school inventory. These instruments gathered information regarding school enrollment and the presence of classroom resources available to the Primary 2 Hausa teacher whose class was observed.

All of the instruments were developed in collaboration with Nigerian state partners. They were pilot tested prior to the baseline data collection. The baseline and endline EGRA instruments and KSA instruments were also piloted and the results analyzed to ensure the items tested represented a similar level of difficulty. Other instruments were also piloted to assess various aspects of their functionality. The majority of questions and items in the instruments were the same at baseline and endline, except for questions used to gather feedback specific to participation in the RARA-developed reading approach. Final endline instruments can be found in ***Annexes 2–12.***

1.4.2 EGRA SUBTASK RELIABILITY AND VALIDITY

The reliability and validity of the EGRA instrument to capture pupils' reading skills was measured by calculating Cronbach's alpha (α) across subtasks.⁹ Cronbach's alpha identifies the contribution of each subtask to the overall consistency, or reliability, of the instrument. In other words, it tells us how well the different subtasks assess the same skill, in this case literacy. Results of the analysis indicate the subtasks are consistent overall. Cronbach's alpha for EGRA Hausa was 0.89 across both states; an alpha greater than > 0.7 is considered good.

1.4.3 DATA COLLECTOR TRAINING AND EVALUATION

Data collectors were initially trained in October 2014 in their respective states during a five-day workshop facilitated by RARA staff and technical advisers, as well as by members of the Reading Technical Working Group. Data collectors were assigned to groups, each of which was responsible for the administration of several instruments. A four-day refresher training was held before the endline data collection. Both trainings consisted of classroom-based instruction and practice, as well as visits to schools to allow trainees to practice instrument administration. Assessors and supervisors also learned and practiced sampling and other school visit protocols.

Data collectors' ability to accurately and efficiently administer and record data for their respective instruments was closely monitored and evaluated throughout both trainings. Participants were administered three formal assessments to measure their ability to record data and operate the electronic tablets used for data collection. The purpose of this formal assessment was to identify data collectors' level of performance and to target additional support and training as needed. At the conclusion of the workshop, the results of these assessments were used to select the best performing data collectors. For EGRA, assessors were required to meet a benchmark of 90 percent accuracy in terms of their marking of EGRA responses. Assessors administering the classroom observation instrument

⁹ Listening comprehension was not included in the Cronbach's alpha measure because it is not specifically a test of reading skills. The subtask is included in EGRA, however, because it helps inform the reading results.

were required to achieve a score of at least 80 percent to be selected.¹⁰ A total of 96 assessors (48 in each state) were selected for data collection. Assessor-trainees who did not obtain the benchmark score were not selected for data collection.

1.5 DATA COLLECTION

Data collection teams were comprised of a supervisor and three data collectors. All teams were provided with a letter of authorization from SUBEB permitting them to visit the schools. Each one-day school visit included administration of the EGRA instrument and pupil questionnaire (to 12 learners), the Primary 2 Hausa teacher questionnaire, and head teacher questionnaire. School supervisors were interviewed at the school when feasible, or at a later date and venue (i.e., LGEA office) following the data collection. A Primary 2 Hausa class was also observed by two assessors during the school visit. Data were captured on electronic tablets using the Tangerine® software.

The baseline data were collected from November 10 to 14, 2014, in both Bauchi and Sokoto states. The endline data were collected in Sokoto State from June 15 to 19, 2015. In Bauchi, due to prolonged school closures for Ramadan, data collection took place August 10 to 14, 2015.

¹⁰ Experience across multiple countries has shown that agreement among assessors, known as inter-rater reliability (IRR), is generally lower for assessors administering a classroom observation than a reading assessment, due to both the nature of the content and the scoring procedures for the instrument. The performance assessment conducted during the training is not IRR, per se, but measures assessors' level of agreement with the correct scoring/marking of a particular classroom observation or mock EGRA assessment. A minimum benchmark of 80 percent is required for assessors administering the classroom observation, in comparison to 90 percent for EGRA. The IRR scores obtained by the classroom observation enumerators in Nigeria are in line with those achieved in other contexts, given the level of training and complexity of the instruments. See Brown, J. L., Jones, S. M., LaRusso, M. D., & Aber, J. L. (2010). Improving classroom quality: Teacher influences and experimental impacts of the 4rs program. *Journal of Educational Psychology*, 102(1), 153.

2. CHARACTERISTICS OF TREATMENT AND CONTROL GROUPS

As described above, schools were sampled in such a way that the characteristics of control and treatment group participants would be relatively similar. This section summarizes the basic characteristics of the sample in order to provide readers with insight into the population upon which the results are based.

2.1 SCHOOL CHARACTERISTICS

Figure 4 summarizes the characteristics of the schools included in the treatment (RARA) and control groups at endline. Most schools included in the sample were lacking basic amenities such as electricity, drinking water, and toilets for boys and girls. Very few schools had a library or designated space with books for children to read.

Figure 4. Percentage of Schools with Infrastructure at Endline, by State and Group

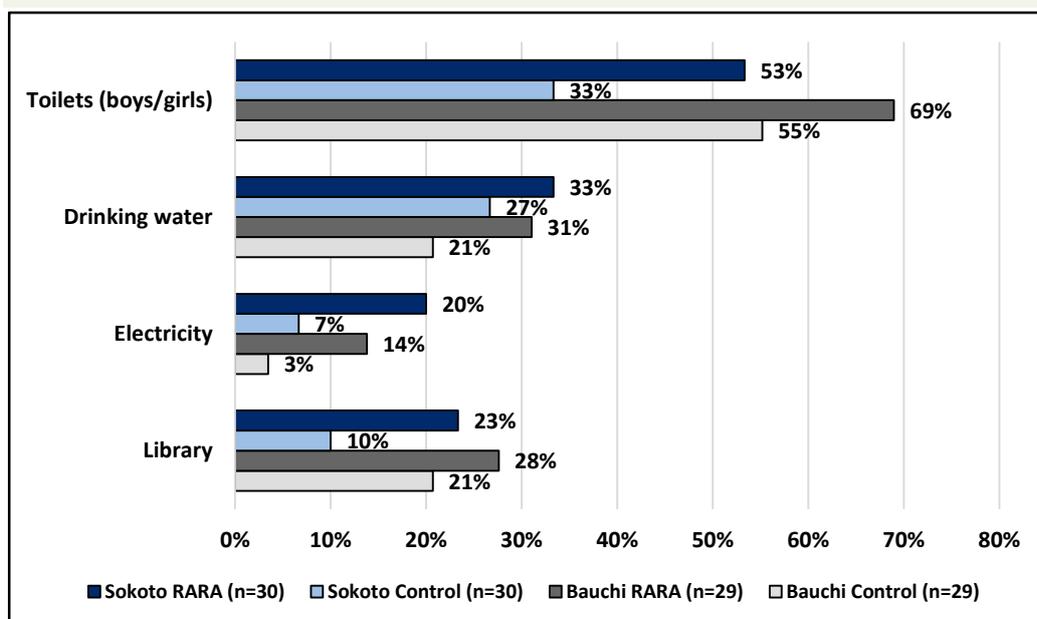


Table 5 summarizes Primary 2 enrollment across the control and treatment groups to provide a sense of the size of the schools included. Most schools in the sample have an average of 44 to 60 boys enrolled in Primary 2, while Primary 2 girls' average enrollment is about 30 to 38. Enrollment at the end of the school year as compared to the beginning to the end of the school year changed very little in the sampled schools, as reported by school authorities during the endline survey.

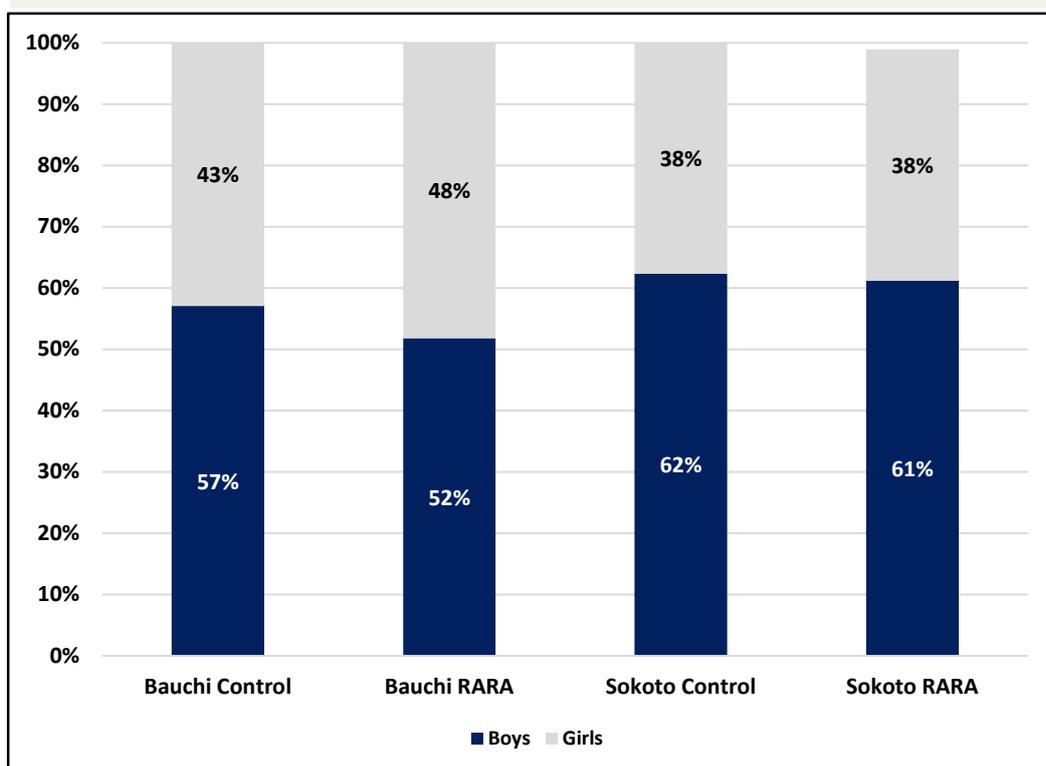
Table 5. School Enrollment at Beginning and End of School Year

	Bauchi		Sokoto	
	Control	Treatment	Control	Treatment
P2 Pupil Enrollment: Beginning of Year – Mean (Min, Max)				
Total	78 (21, 250)	96 (20, 509)	76 (0, 470)	95 (20, 386)
<i>p-value</i>	0.008		0.004	
Boys	44 (11, 139)	50 (10,243)	50 (0, 240)	59 (9, 211)
<i>p-value</i>	0.147		0.012	
Girls	33 (7, 111)	47 (8, 266)	26 (0, 230)	36 (0, 190)
<i>p-value</i>	0.000		0.001	
P2 Pupil Enrollment: End of Year – Mean (Min, Max)				
Total	77 (19, 250)	96 (0, 509)	87 (20, 506)	101 (20, 386)
<i>p-value</i>	0.006		0.052	
Boys	44 (11, 139)	50 (0, 243)	54 (14, 249)	62 (3, 200)
<i>p-value</i>	0.103		0.053	
Girls	33 (7, 111)	46 (0, 266)	33 (0, 257)	38 (0, 190)
<i>p-value</i>	0.000		0.052	
P2 Pupil Enrollment – Change in Mean Over Course of School Year				
Boys	-1	0	4	3
Girls	-1	0	7	3

Figure 5 breaks down boys' and girls' enrollment by percentage. As indicated in the graph, boys comprise a larger proportion of the Primary 2 pupils enrolled in Sokoto (approximately 60 percent in both control and

RARA schools), while in Bauchi the percentage of boys was slightly higher in control schools (57 percent) than in RARA schools (52 percent). However, as noted in the sampling section, an equal number of boys and girls were selected for EGRA administration at each school, whenever possible.

Figure 5. Percentage of Boys and Girls Enrolled in Sample Schools at Endline, by State and Group



2.2 PUPIL CHARACTERISTICS

The graphs and tables below summarize demographic information self-reported by pupils via an orally administered questionnaire that followed the EGRA. **Table 6** summarizes the pupils' characteristics at endline. The P2 pupils ranged in age from five to 15 years old. The mean age at endline for pupils in Bauchi is slightly older than that of pupils at endline in Sokoto, likely because the data were collected approximately two and a half months later in Bauchi. In Sokoto, for both control and treatment school pupils, the mean age at endline is essentially the same as the age at baseline, the reason(s) for which is not known, given enrollment data suggest that the pupil population remained constant. In Bauchi, the average age from baseline to endline increased as one would expect in control schools, though slightly more than expected for treatment school pupils.

Almost all children in Sokoto reported Hausa as the language they speak most frequently at home, while in Bauchi the percentage was slightly less,

85 percent of pupils in control schools and 89 percent in treatment schools. With respect to the home literacy environment, only about half of pupils reported having any books to read at home.

In terms of school preparedness, across all states and groups, very few children—about one-third—reported attending some kind of nursery school. About three-fourths of the Primary 2 students in Sokoto said they had eaten before coming to school, while a slightly higher percentage of Bauchi pupils reported doing so.

Table 6. P2 Pupil Characteristics – Endline

Characteristic	Bauchi		Sokoto	
	Control (n=362)	Treatment (n=346)	Control (n=359)	Treatment (n=360)
Age at baseline (mean)	7.8	7.8	8.4	8.1
Age at endline (mean)	8.5	8.7	8.5	8.0
Gender (% female)	49%	50%	39%	45%
Language most frequently spoken at home - Hausa	85%	89%	99%	97%
Attended nursery school before P1	30%	31%	33%	31%
Ate before coming to school	82%	85%	75%	72%
Has books/reading materials at home (besides textbooks)	45%	53%	57%	54%

Note: The number of sample observations (n) for which responses were obtained for individual characteristics varied slightly. For simplicity in presentation, the total number of pupils surveyed is reported.

2.3 TEACHER AND HEAD TEACHER CHARACTERISTICS

Table 7 summarizes the characteristics of the endline sample of teachers who teach Hausa for Primary 2 pupils. All data were self-reported.

Importantly, all teachers reported Hausa is the language they speak and understand best, while a very high percentage (>80 percent) also said it is the language they read and write best. The fact that pupils and their teachers speak the same language is a tremendous asset in terms of being able to improve reading instruction.

On average, the Primary 2 Hausa teachers interviewed have approximately a dozen years of teaching experience. In Bauchi, very few teachers

specialized in Hausa during pre-service, while in Sokoto about half of teachers did. Most of the teachers sampled teach other grades in addition to P2.

Table 7. P2 Hausa Teacher Characteristics – Endline

Teacher Characteristics: Endline	Bauchi		Sokoto	
	Control (n=30)	Treatment (n=30)	Control (n=30)	Treatment (n=30)
Demographic Characteristics				
Gender (% Female)	13%	33%	13%	20%
Teacher language skills				
Speak and understand Hausa best	100%	100%	100%	100%
Read and write Hausa best	80%	93%	93%	93%
Qualifications and training				
NCE ¹¹ or higher degree	89%	93%	78%	87%
Pre-service specialization in Hausa	23%	17%	50%	57%
Pre-service training in Hausa (any)	57%	53%	60%	67%
In-service training in Hausa	20%	77%	33%	90%
Teacher experience				
Years teaching				
Mean	12.7	12.9	13.8	13.5
Min/Max	1/24	1/29	<1/31	2/34
Teaches grade other than P2	80%	47%	70%	70%

Table 8 summarizes the characteristics of the head teachers in the sampled schools. As noted, the majority of teachers have the NCE qualification or higher, though fewer have obtained that qualification in Sokoto. Most of the head teachers have been in their positions for between four and eight years, though a few have one, two, or even three decades of experience at their current school. Importantly, a large proportion of head teachers also regularly teach Hausa: about half of the sampled head teachers in both groups in Sokoto, and between 80–90 percent in Bauchi control and RARA schools. The school heads also had an average of 11 to 14 years of teaching experience prior to becoming head teachers.

¹¹ The Nigeria Certificate in Education (NCE) is the minimum requirement for teaching in primary school.

Table 8. Head Teacher Characteristics – Endline

Characteristics	Bauchi		Sokoto	
	Control (n=30)	Treatment (n=30)	Control (n=30)	Treatment (n=30)
Demographic Characteristics				
Gender (% Female)	0%	24%	3%	3%
NCE or higher degree	97%	97%	87%	87%
Years as head teacher at current school				
Mean	4.0	5.8	5.0	8.0
Min/Max	0/13	01/18	0/20	0/32
Years as head teacher in total				
Mean	9.9	9.7	10.3	12.5
Min/Max	1/39	1/26	0/35	2/33
Years as classroom teacher before becoming head				
Mean	11.2	14.1	14.2	11.1
Min/Max	1/32	0/30	0/35	1/35
Regularly teaches Hausa	79%	86%	53%	57%

2.4 SCHOOL SUPPORT/COACH CHARACTERISTICS

Table 9 summarizes the demographic characteristics of the school supervisors/SSOs who served as reading coaches, of whom very few are female. In Bauchi, the average number of years of experience varied, from a mean of 3.5 amongst the control school SSOs, to 9.3 for the treatment group. The mean years of experience was similar for groups in Sokoto, at approximately 8. Across both states and groups, the supervisors were teachers for approximately 20 years, on average, before becoming SSOs.

Table 9. Demographic Characteristics of School Supervisors/Coaches – Endline

Characteristics	Bauchi		Sokoto	
	Control (n=16)	Treatment (n=14)	Control (n=13)	Treatment (n=10)
Gender (# female)	0	1	2	0

Table 9. Demographic Characteristics of School Supervisors/Coaches – Endline

NCE or higher	94%	93%	85%	80%
Years as SSO				
Mean	3.5	9.3	8.3	8.3
Min/Max	0/6	1/28	0/21	2/15
Years as teacher before SSO				
Mean	22.4	19.5	17.9	20.1
Min/Max	3/32	5/31	10/28	10/29
Years as head teacher before SSO				
Mean	15.0	11.1	8.3	8.8
Min/Max	2/29	4/29	1/26	1/23

3. TEACHER INSTRUCTIONAL PRACTICES

3.1 RARA-DEVELOPED APPROACH TO LITERACY INSTRUCTION

The approach to literacy instruction developed under RARA was guided by the extensive research base¹² on effective literacy instruction and provides for explicit and systematic instruction in phonological awareness, the alphabetic principle, fluency, oral language and vocabulary, and comprehension. The daily lessons include activities designed to build the pupils' skills related to each of these components, including the following:

- Singing (to develop oral language skills)
- Clapping syllables (to develop phonological awareness)
- Practicing letter names and letter sounds for each symbol (to build alphabet knowledge)

Several approaches to teaching underlie the RARA instructional model, including the following.

Gradual Release of Responsibility Method (“I Do, We Do, You Do”) Pupils first see the teacher perform a task alone, then they perform the task together with the teacher and their classmates, and finally, they do the task alone. This method provides the pupils with an explicit model to follow, builds their confidence, and allows the teacher to monitor learning.

Scaffolding. With scaffolding, pupils move from the known to the unknown, gaining new information that builds directly on their present understanding.

Multisensory Instruction. The RARA instructional activities connect the visual, auditory, kinesthetic, and tactile (VAKT) senses so that the pupils draw upon multiple senses in their learning.

Formative Assessment. Informal assessment is built into the lessons in a variety of ways to enable teachers to quickly gather feedback on pupils' developing competencies, so that they can modify their instruction as needed to reach pupils at various skill levels.

¹² The research base includes, but is not limited to: National Center for Family Literacy (NCFL), 2008; National Institute of Child Health and Human Development, 2000; Vaughn & Linan-Thompson, 2004; Armbruster, Lehr, & Osborn, 2003; August & Shanahan, 2006; Snow & the RAND Reading Study Group, 2002.

- Blending letters and syllables to read syllables and words (to develop decoding skills)
- Breaking up sounds and syllables to spell (to develop encoding skills)
- Reading sentences (to practice fluency)
- Listening to stories read aloud by the teacher (to build multiple skills)
- Answering both explicit and inferential comprehension questions about the passages read (to build comprehension skills)
- Writing letters and words with correct spacing and formation

Additionally, teachers implementing the RARA-developed reading approach encourage pupils to read their books at home. Although the activities are teacher-directed, the model stresses active pupil engagement in every step. It also emphasizes maximizing opportunities for pupils' eyes to be on text. As indicated earlier, the instructional approach included providing pupil readers for every child and encouraging teachers to create a print-rich classroom environment.

Each teacher was provided with a teacher's guide that contained an overview of the instructional model, structured lesson plans for 50 lessons¹³ with integrated formative assessment activities, and suggestions for "Do More" activities for reinforcing or extending each of the lesson components in order to support differentiated instruction. The teachers were also provided with a book of stories and comprehension questions to be used for the "read aloud" portion of each lesson.

Teachers, head teachers, and school supervisors participated in several trainings aimed at building on their existing pedagogical expertise and aligning it with these evidence-based best practices of the RARA-developed approach.

¹³ The number of lessons was based on the approximate number of Hausa class periods per school year, based on a review of the school calendar and the average number of Hausa classes per week (three).

3.2 LESSON IMPLEMENTATION: DATA FROM THE BASELINE AND ENDLINE UNTIMED CLASSROOM OBSERVATIONS

RARA Research Question:

Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' instructional practice?

One of the anticipated direct outcomes of the reading approach was improved teacher instructional practices and an increased amount of literacy instruction.

During the data collection at both baseline and endline, two assessors observed each Primary 2 Hausa teacher in action giving the Hausa lesson for that day. One assessor filled out an untimed observation form and the other used a timed instrument. The untimed instrument, reported on here, focused on the content and delivery of the lesson, while the timed instrument, reported on in **Section 3.4**, focused on the relative amount

of time devoted to each subcomponent of the content.

For the untimed observation, the observer recorded, among other data points, which of 12 key effective instructional practices the teacher implemented at any time during that day's lesson.

Table 10 summarizes the teachers' implementation of these practices over times in terms of a mean implementation score, or the average number of practices observed out of 12 total. As indicated in the table, in both states, the implementation of these key lesson practices appears to have increased considerably in the RARA schools for all 12 points observed, while remaining constant or even decreasing in the control schools. Overall, at baseline, teachers across groups were observed to be implementing, on average, just under 4 of the 12 target practices. By endline, in control schools the average number of practices observed remained steady in Sokoto (3.1) and actually declined in Bauchi (from 4.2 to 2.7). In contrast, in the RARA schools, the implementation of these practices increased, on average, to 10.5 out of 12. In the two states combined, the impact of the new reading approach on the average number of effective instructional practices observed was 7.2 ($p=0.000$; effect size=4.02). These data indicate that the reading approach developed under RARA has indeed had a significant impact on teacher instructional practices, as it was intended to have.

Table 10. Mean Implementation Score of Effective Teacher Instructional Practices, by State, Group, and Time

State	Control School Teachers			Treatment School Teachers			Impact On Mean Score ^a
	Baseline	Endline	Change	Baseline	Endline	Change	
Sokoto	3.1	3.1	0.0	3.0	10.6	+ 7.6	+ 7.6 <i>p=0.000;</i> <i>effect size=4.11</i>
Bauchi	4.2	2.7	- 1.5	4.9	10.3	+ 5.4	+ 7.0 <i>p=0.000;</i> <i>effect size=4.35</i>
Both states combined	3.6	2.9	- 0.7	4.0	10.5	+ 6.5	+ 7.2 <i>p=0.000;</i> <i>effect size=4.02</i>

^aThe implementation score is the mean number of practices observed out of 12.

Table 11 summarizes the results for the individual instructional practices for both states. At endline, 8 of the 12 desirable practices were observed in more than 90 percent of the treatment schools, including: having the required materials, presenting letter names, presenting letter sounds, practicing letter sounds, blending and breaking apart syllables, providing sentences for the pupils to read, reading aloud to the pupils, and asking comprehension questions. In addition, 87 percent of the teachers at endline asked the pupils to read aloud or independently. As mentioned earlier, the RARA-developed approach provided the teachers with a teacher’s guide with lessons that incorporated many of these effective practices. A discussion of key highlights from these results follows the table and corresponding figures.

Table 11. Percentage of Teachers Implementing Specific Instructional Practices, by Group and Time

Instructional Practice	Control Baseline (n=59)	Control Endline (n=60)	Treatment Baseline (n=60)	Treatment Endline (n=60)	RARA Impact (Percentage Points) ^A
1. Teacher has the re-quired materials to teach today’s lesson.	32%	38% (+6 from baseline)	37%	100% (+63 from baseline)	+57
2. Teacher presents letter <u>names</u> .	78%	75% (-3)	80%	98% (+18)	+21

Table 11. Percentage of Teachers Implementing Specific Instructional Practices, by Group and Time

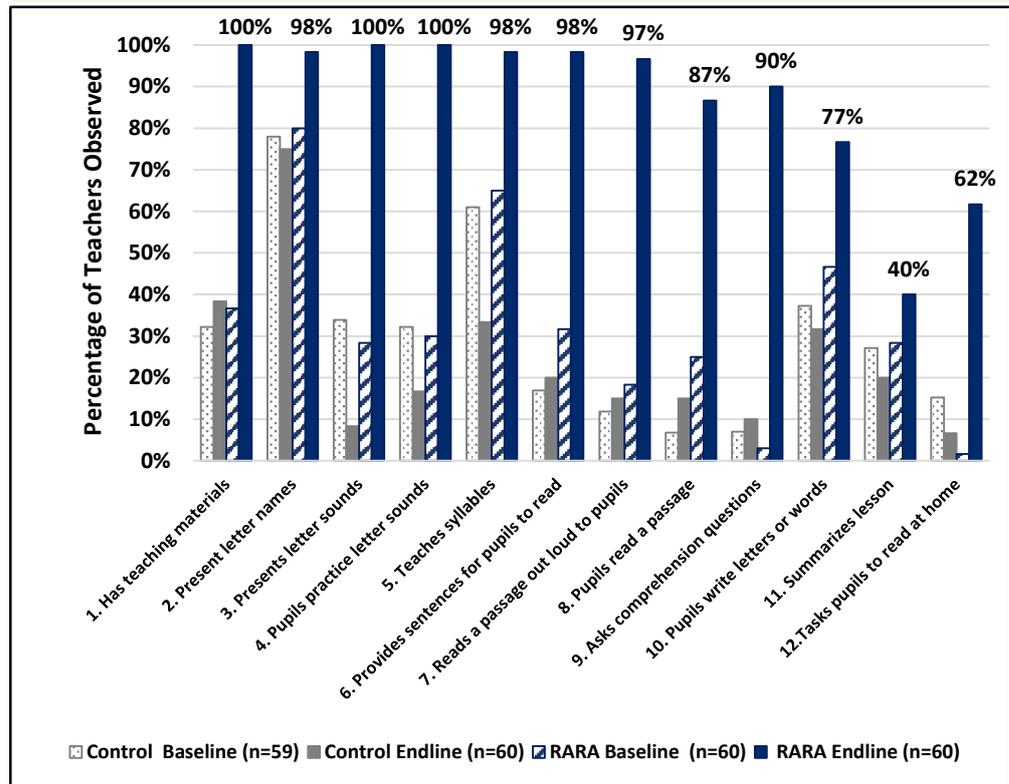
3. Teacher presents letter <u>sounds</u> .	34%	8% (-26)	28%	100% (+72)	+97
4. Pupils practice letter sounds.	32%	17% (-15)	30%	100% (+70)	+86
5. Teacher introduces syllables or sounds to form or break apart whole words, or blends letters together to make sounds.	61%	33% (-28)	65%	98% (+33)	+61
6. Teacher provides sentences for pupils to read (pupils' eyes on the text).	17%	20% (+3)	32%	98% (+66)	+64
7. Teacher reads a passage out loud to all the pupils.	12%	15% (+3)	18%	97% (+79)	+75
8. Teacher allows pupils to read the passage aloud or independently.	7%	15% (+8)	25%	87% (+62)	+53
9. Teacher asks pupils comprehension questions about the passage. ^b	7%	10% (+3)	3%	90% (+87)	+84
10. Teacher tasks the pupils to write letters or words.	37%	32% (-5)	47%	77% (+30)	+36
11. Teacher summarizes the lesson of the day.	27%	20% (-7)	28%	40% (+12)	+19
12. Teacher tasks the pupils to read their books at home or outside the classroom.	15%	7% (-8)	2%	62% (+60)	+69

^a The percentages presented are rounded. The RARA impact in terms of percentage points is calculated based on the unrounded percentages.

^b The observers were asked Item 9 only if the teacher had read a passage aloud. The percentages here are based on the total n's.

These changes in instructional practice are presented graphically in **Figure 6**, where the implementation in the treatment schools at endline, represented by the dark blue bars, stands in stark contrast to the other groups.

Figure 6. Percentage of Teachers Implementing Each of 12 Key Instructional Practices, by Group and Time



To further illustrate the impact of the reading approach, **Figure 7**

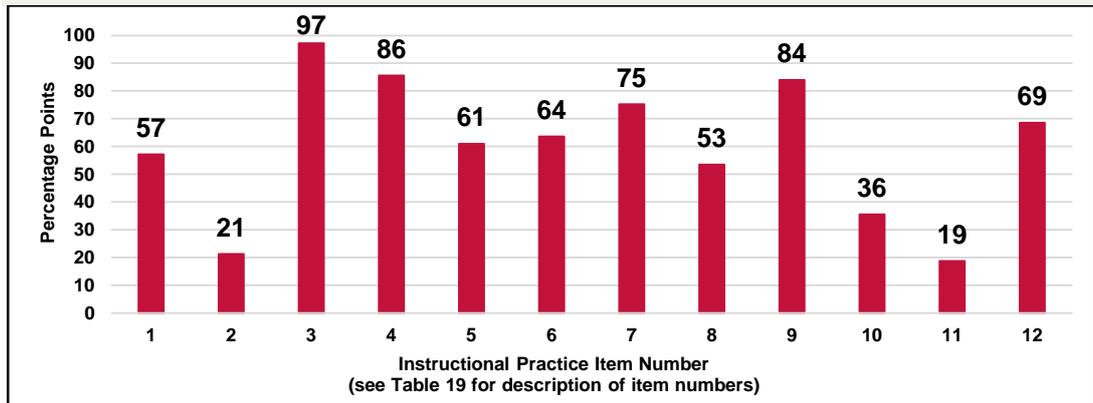


A teacher in Sokoto helps children learn to write and say the sounds of letters

summarizes the overall gain, in percentage points, across the various instructional practices. For example, taking into consideration changes over time and between control and treatment groups, the approach resulted in a 97 percentage point improvement in the percentage of teachers who teach letter sounds. Moreover, for 7 of the 12 practices, the teachers' use of these instructional routines actually decreased in the control schools from baseline to endline. In light of this end-of-the-year "slump" evidenced in the control schools, the improvements in reading instructional practices in the treatment schools is even more encouraging, suggesting that the

teachers' morale and engagement remained strong enough to resist and reverse this downward trend.

Figure 7. Reading Approach Impact on Percentage of Teachers Implementing 12 Key Instructional Practices



Teaching alphabetic principle is the key to helping children learn to read. While the practice of presenting letter *names* (Item 2) was already fairly common at baseline and remained high at endline in both groups (though higher in treatment schools, 98 percent versus 75 percent), a systematic and explicit focus on letter *sounds* is also necessary to move the pupils toward reading acquisition. Although the implementation of every key practice increased by double digits in terms of percentage points in treatment schools, the greatest increases attributable to the reading approach, in terms of percentage points, were in the presentation (+97 percentage points) and practice (+86 percentage points) of letter sounds. Letter sounds were featured in the lessons in fewer than a third of the schools at baseline, but in 100 percent of the RARA schools at endline. **Section 4** will show that the largest gains on the EGRA were in the treatment (RARA) pupils’ ability to correctly identify letter sounds, and these gains were statistically significant and therefore attributable to the reading approach. Non-word reading fluency, which requires readers to draw on their letter-sound knowledge in order to decode unfamiliar words, also showed statistically significant increases among treatment group pupils (**Section 4.2**). The results indicate that the treatment group teachers’ increased, explicit attention to these critical foundational skills correspondingly resulted in important gains in their pupils’ performance.

Another area of improvement resulting from the reading approach that was evident in the results was increased pupil engagement with



A learner practices sentence reading in her RARA-produced pupil book

developmentally appropriate connected text. Time with “eyes on text” has been shown to be a critical factor for reading development.¹⁴ At baseline in both groups, reading instruction focused most heavily on letter names (item 2, observed in 79 percent of the classes overall) and syllables (item 5, 63 percent overall), but very few opportunities were given to the pupils to read connected text in sentences or passages, in or outside of class. The RARA-developed pupil book included short sentences (connected text) that included words that had been practiced in isolation for them to read both in class and at home. At endline, the reading approach resulted in a net increase of 64 percentage points in the practice of teachers providing sentences for pupils to read. Similar net improvements were observed in two other practices related to teachers engaging pupils with connected text:

1. Allowing pupils to read the passage aloud or independently: +53 percentage points; and
2. Tasking the pupils to read their books at home or outside the classroom: +69 percentage points.

The effects of this increased exposure to and practice reading connected text can be seen in the statistically significant gains in oral reading fluency demonstrated by the treatment group pupils at endline.

The ultimate goal of reading is comprehension. Although comprehension is a higher order skill composed of many subskills, comprehension instruction can and should be included from the very beginning of reading instruction. Reading comprehension actually begins with oral language comprehension. A key component of the new reading approach daily lesson plan was the teacher reading a passage aloud to pupils and asking them comprehension questions about it. This activity, which helps to develop the pupils’ oral language skills, vocabulary, and comprehension strategies, was supported by a separate book of stories (called “read alouds”), with selected vocabulary for the teachers to highlight as well as comprehension questions developed by the project. The impact of the project on the practice of the teacher reading a passage aloud to pupils was a net increase of 75 percentage points.

¹⁴ Ardoin, S.P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. *Journal of Behavioral Education*, 16(1), 54–69.

As for comprehension activities, at baseline, in both control and treatment schools combined, only 18 of 119 teachers (15 percent) read a passage out loud to pupils (item 7). Of those, only six teachers (5 percent) asked the pupils any comprehension questions about the passage they had read. In contrast, at endline, 58 of the 60 teachers (97 percent) in RARA schools were observed reading a passage out loud to their pupils, and of those, 54—or 90 percent of the treatment group teachers— followed up the reading with comprehension questions.

As discussed in **Section 4.3**, the reading approach had a limited effect on increasing pupils' reading comprehension in a meaningful way, primarily because pupils' reading fluency ability is, on average, still relatively low. However, learners' gains in listening comprehension attest to the effect that reading approach's attention to teaching comprehension skills is beginning to have.

As indicated previously, writing is an integral part of learning to read. Importantly, treatment group teachers demonstrated a 30 percentage point improvement in tasking the pupils to write letters or words. Correspondingly, letter and word dictation scores on the EGRA increased more for pupils in treatment schools than for those in controls, and the increases were statistically significant and attributable to the reading approach.

3.3 TEACHER INSTRUCTIONAL PRACTICES: OBSERVATIONS FROM RARA SSO/COACH MONITORING VISITS

While changes in the teachers' instructional practices were an anticipated outcome of the new reading approach, the design took into consideration

Following their initial training, the RARA teachers improved their instruction incrementally over the course of the school year, with help from regular visits by their coaches. This highlights the importance of ongoing pedagogical support in effecting teacher behavior change.

that teacher behavior change is a developmental process. As described earlier, one component of the reading approach was to provide ongoing teacher support in the field through regular visits by the school supervisors (SSOs). During each visit, the SSO would act as a “reading coach.” He or she would observe the teacher teaching the Hausa lesson of the day, verify whether the teacher was teaching the core skills using appropriate techniques, and then discuss his or her observations with the teacher, with the goal of encouraging the teacher toward continuous improvement.

Data from a total of 816 coach visits were recorded across the 60 treatment schools in both states from January to July 2015. In addition to supporting the teachers’ development and building the coaches’ own professional capacity (see **Section 6**), these visits constitute a rich source of detailed data about teacher instructional practices and the changes in them over the course of the year. These data are particularly informative because they show the evolution of the treatment teachers’ practice from Term 1, after they had

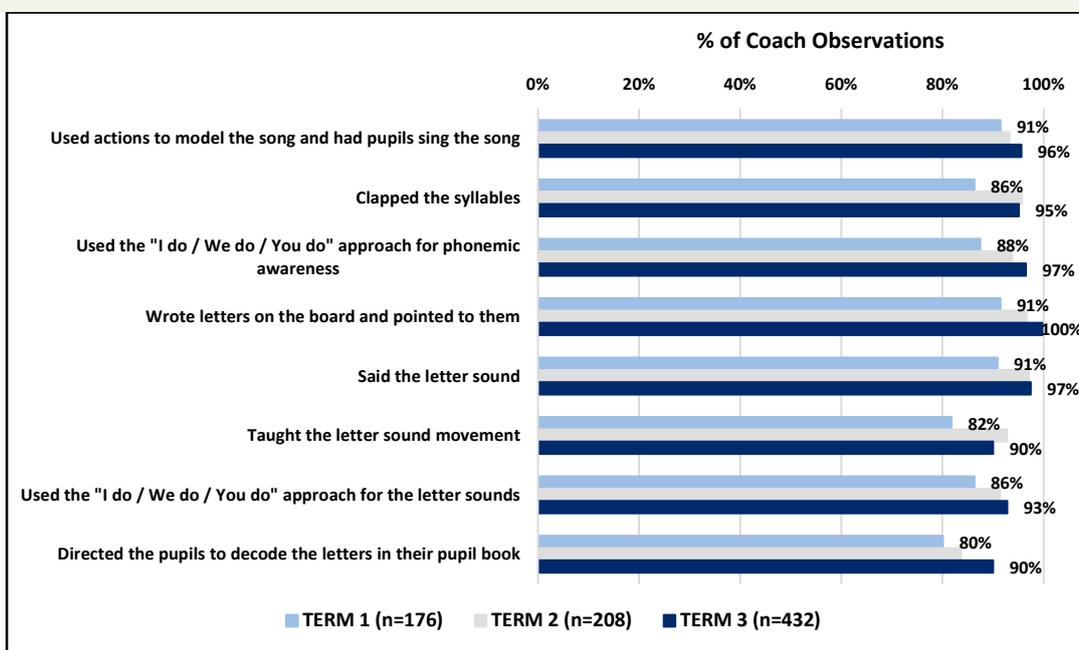
just been trained in the new reading approach, to Term 3, after having benefited from coaching visits and refresher training. The data reveal that the teachers did not implement the new practices perfectly immediately after training, but that they improved their instruction incrementally over the course of the school year. These data highlight the importance of ongoing pedagogical support in effecting teacher behavior change.

Figure 8 through **Figure 13** below illustrate some of the changes in practice observed by the coaches during their visits from Term 1 to Term 3. The bars show the percentage of classroom observations in which the teacher demonstrated these actions. Note that these are not unique classrooms and teachers, since teachers were observed more than once. Moreover, the data do not include the same number of observations of all teachers. Rather, the percentage is based on all teachers/classes observed during each term. Also note that coach visits were conducted in the treatment schools only.

First, as discussed in **Section 3.2**, instruction of letter sounds was not widely practiced at baseline, with fewer than a third of both treatment and control classrooms doing so. However, it was a practice emphasized in the RARA-developed reading approach. According to the coach observation data, instruction of letter sounds was an area in which treatment group

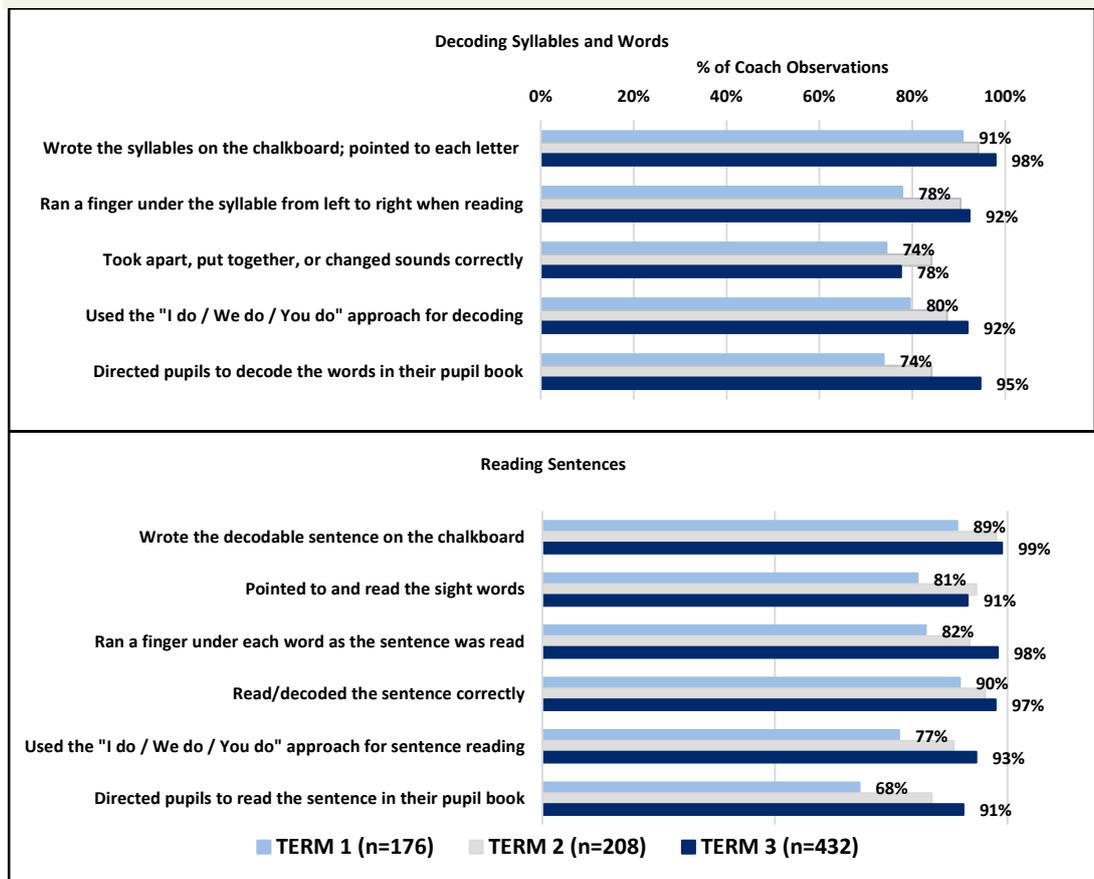
teachers demonstrated the most immediate changes following their initial training. Already in Term 1, the frequency in which teachers were observed teaching activities related to phonemic awareness and letter sound instruction averaged above 80 percent (e.g., teachers were teaching these skills in 80 percent of the lesson observations). By Term 3, all of the practices were observed during more than 90 percent of the coach visits (**Figure 8**). These results support the baseline findings and are encouraging to note, since continued instruction of these practices is vital to children’s continued improvement in these skills.

Figure 8. Change in Treatment (RARA) Teachers’ Instructional Practices related to Phonemic Awareness and the Alphabetic Principle



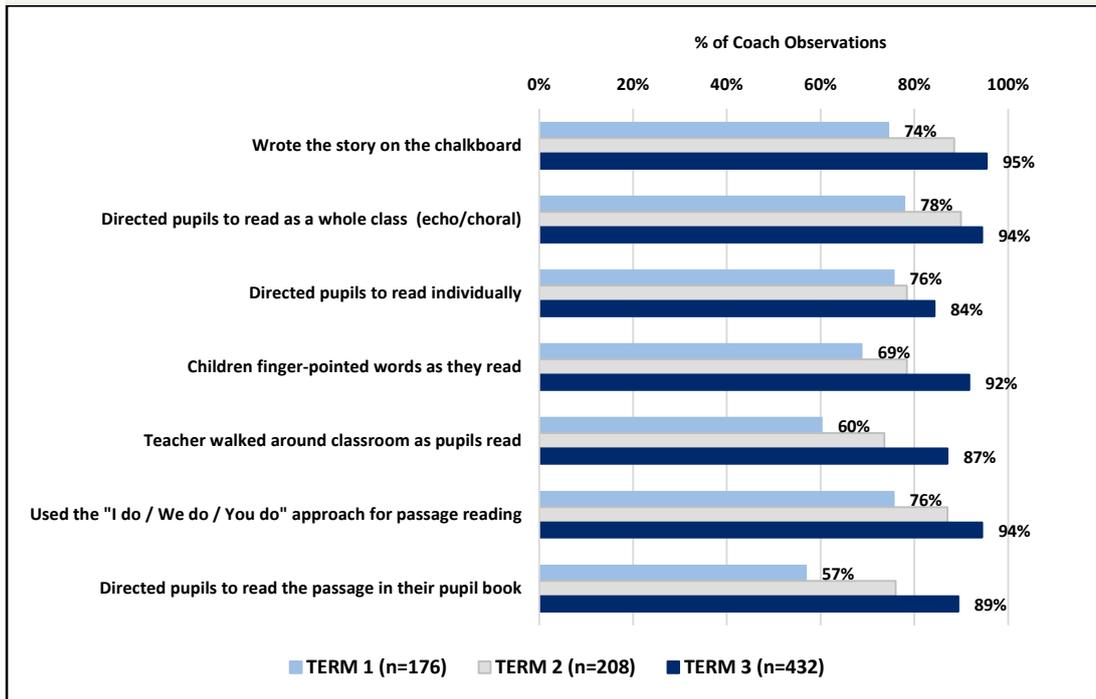
Similar to the findings on letter sounds instruction, following the initial training, teachers showed a relatively strong uptake (>75 percent of observations) of most instructional activities related to decoding syllables and words as well as reading sentences. They also made steady improvement over the course of the year, implementing most of these activities in more than 90 percent of the observations by Term 3 (**Figure 9**). One challenge for teachers that continued into Term 3 was manipulating the sounds in syllables—taking them apart, putting them back together, and replacing the sounds with other sounds—activities that build phonemic awareness as well as decoding skills.

Figure 9. Change in RARA Teachers' Instructional Practices Related to Decoding Syllables and Words and Reading Sentences



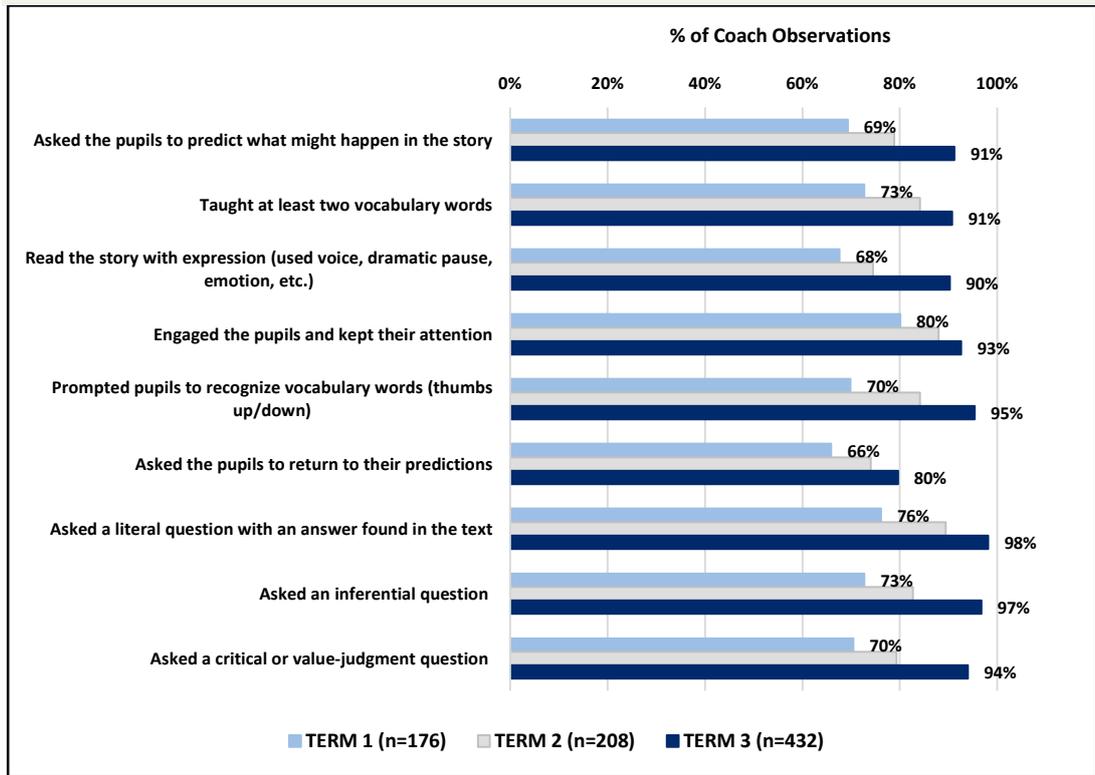
As shown in **Section 3.2**, guiding the pupils in passage reading in class was practiced by fewer than one-fourth of the teachers at baseline in both control and treatment groups. The RARA-developed pupil textbooks contained short passages for the pupils to practice reading from the first lesson. Following the initial training, the teachers were slower to implement new instructional activities related to reading connected text and fluency than they were to implement activities related to letter sounds, decoding, and sentences, but they nonetheless made substantial improvement from Term 1 to Term 3 (**Figure 10**). By Term 3, implementation of most of the practices had increased by 15–25 percentage points or more, and instances of directing the pupils to read the passages in the pupil book by more than 30 points. Practice reading connected text promotes gains in oral reading fluency, which is necessary to support comprehension. Teachers also increased their practice of walking around the room as the pupils read (from 60 percent to 87 percent), which is one form of formative assessment can use to monitor pupils' progress so that they can adjust instruction accordingly.

Figure 10. Change in RARA Teachers' Instructional Practices Related to Passage Reading and Fluency



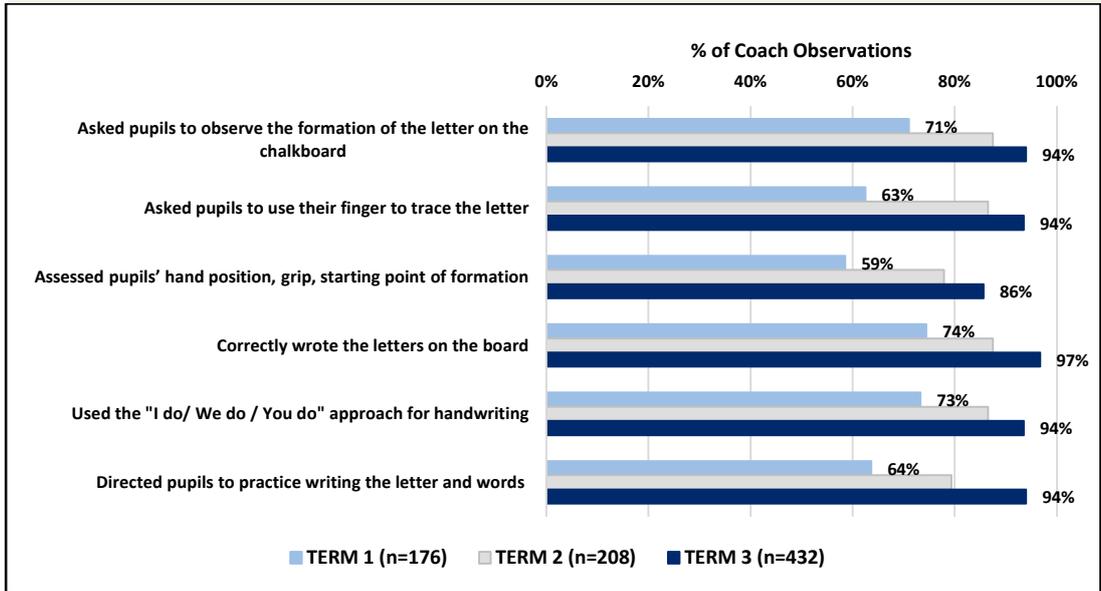
Likewise, treatment group teachers showed similar growth patterns in teaching comprehension and vocabulary through the read-alouds (see **Figure 11**). Fewer than one-fifth of teachers read aloud to the pupils at baseline. The coach observation data indicate that treatment group teachers were still finding their footing with the read-aloud activities in Term 1 (as indicated in **Figure 11**). However, like passage reading, the read-aloud activities saw some of the largest improvements in frequency of implementation over the course of the year, many by more than 20 percentage points. This is important because many aspects of reading aloud to children lead to gains in listening comprehension and pave the way for later reading comprehension by building oral language, vocabulary, and comprehension strategies.

Figure 11. Change in RARA Teachers' Instructional Practices Related to Comprehension and Vocabulary



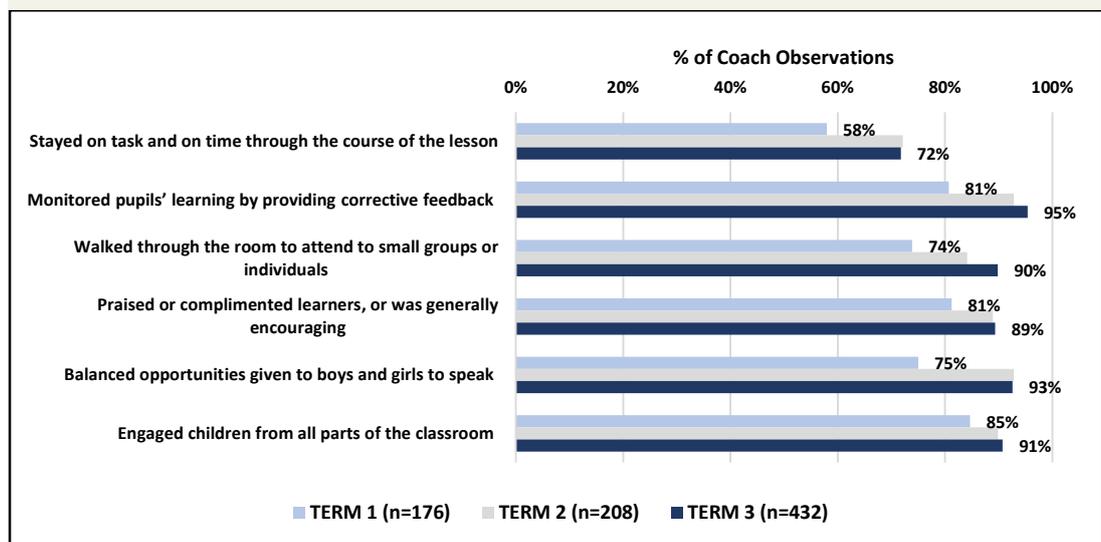
Lastly, the instructional activities related to writing also increased, with more attention being given to the subtleties of handwriting including hand position, grip, and starting point. Attention was also paid to scaffolding by modeling and tracing (**Figure 12**). This is important because explicit and systematic handwriting instruction supports improved letter and word dictation, which in turn reinforces letter recognition as well as decoding.

Figure 12. Change in RARA Teachers' Instructional Practices Related to Handwriting Instruction



In addition to noting instructional practices related to the specific components of literacy, the coaches also recorded their observations about the teachers' general ability to engage the children in constructive ways. The results show that teachers implementing the RARA-developed approach increased the frequency with which they stayed on task, gave corrective feedback, attended to individuals, and balanced giving opportunities to both sexes to speak, among other practices known to enhance pupils' learning (*Figure 13*).

Figure 13. Change in RARA Teachers' Instructional Practices Related to Engaging Children



Beyond the Numbers: Improving Teacher Training

As a result of the RARA research, a cadre of master trainers—from SUBEB and the Colleges of Education (COEs)—has become skilled at training and supporting teachers, head teachers, and SSOs on reading instruction. COE educators responsible for training teachers in reading apply good teaching practices to their own instruction of pre-service teachers, while the Dean of the School of Languages at the COE in Azare, Bauchi State, is leading efforts to place more emphasis on reading during pre-service training. One school head mistress, pictured here, is pursuing additional education in reading instruction.



In summary, the data garnered from the coaching visits throughout the course of the year suggest that teacher behavior change is a gradual process that requires ongoing support and feedback. Although all of the teachers were trained in all aspects of the RARA-developed approach at the beginning of Term 1, they varied widely in their degree and rate of uptake of each of the individual practices. Some of the practices may be less familiar or otherwise more difficult for them to implement than others; it may also be

that they choose to focus on introducing a few new practices at a time until they get comfortable in them before moving on to others. The gradual increase in implementation of these practices from Term 1 to Term 3 is evidence of the importance of having a mentor visit regularly, observe the teachers, discuss their practices with them, encourage them where they are doing well, and map out areas for further growth together. Moreover, it also reflects how coach observations and data gathered from monitoring visits were used to tailor refresher training and cluster meeting support, rather than provide a “pre-packed” and “one-size-fits-all” approach to training. Had the reading approach provided only the training sessions without the coach visits, much lower levels of implementation of these practices would likely have been realized at the end of the school year. The data also offer areas of potential research for further refinement of the teacher and coach training, i.e., which practices are the slowest to be adopted, and why.

3.4 TIME ON TASK FOR LITERACY INSTRUCTION: DATA FROM THE BASELINE AND ENDLINE TIMED CLASSROOM OBSERVATION

One of the anticipated outcomes of the RARA-developed approach was an increase in classroom time on task for literacy instruction. As mentioned earlier, during the data collection two observers observed each Primary 2 Hausa teacher giving the Hausa lesson for that day, one using an untimed instrument and the other using a timed instrument. **Section 3.2** presented the results from the untimed instrument; this section presents the results from the timed instrument. Again, the two instruments provide complementary information; data from the untimed observation instrument tell us what and how the teachers taught, while data from the timed instrument tell us how much time they spent on each of the sub-components of literacy instruction. It also records the overall lesson duration.

For the timed observation, the observers recorded the focus of the lesson content at 15 discrete points in time, one every three minutes for 45 minutes (**Figure 14**). That is, at the three-minute lesson mark, i.e., three minutes into the lesson, and again at six, nine, etc., the observer recorded the focus of the lesson at that moment in time.

RARA Research Question:

Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' time on task reading or learning to read in the classroom?

Figure 14. Excerpt from Timed Classroom Observation Instrument

Lesson Start Time: _____: _____ (HH:MM)		Lesson End Time: _____: _____ (HH:MM)														
		3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
Section A. Lesson Content (What is the focus or intent of the lesson?) Mark <u>only one</u> box every three minutes; at the 3-minute mark, tick the most applicable item.																
1. Reading Skills	1.1 Letter sounds															
	1.2 Syllables (reading or decoding)															
	1.3 Words (sounding out words, decoding, rhyming)															
	1.4 Passage/story reading															
2. Writing Skills (requires pupils writing)	2.1 Copying or tracing															
	2.2 Dictation															
	2.3 Creative writing/drawing															
3. Vocabulary & Comprehension Skills	3.1 Vocabulary (explaining word meaning)															
	3.2 Reading comprehension															
	3.3 Image interpretation															
4. Oral Language	4.1 Singing/chanting															
	4.2 Role playing/drama/games															
5. Other	5.1 None of the above															

The relative amount of time spent teaching the different skills was extrapolated based on data captured at the three-minute intervals.¹⁵ While the calculated durations are estimates, they are nonetheless useful in approximating the time spent on key lesson content.

The time allotted to Hausa literacy instruction varies by state and school but most often falls between 35–40 minutes per period, three to five times a week. The data from the timed classroom observations reveal that the amount of time teachers spent teaching Hausa literacy increased in the treatment schools from baseline to endline, while the control schools saw the opposite trend (**Figure 15**). At endline, treatment group teachers in Sokoto state were spending on average 40.5 minutes teaching Hausa class versus 24.2 for their counterparts in control schools; the Bauchi numbers were similar: 39.3 minutes in treatment schools versus 25.7 minutes in control schools.

¹⁵ For example, if a teacher is teaching letter sounds at minute marks three and six, then moves on to syllables by minute mark nine (and never returns to letter sounds later in the lesson), the duration of instruction focused on letter sounds will be calculated as six minutes. In reality, the teacher may have moved on to syllables at minute eight; the precise timing of the transition is not recorded. In addition, if the teacher digresses into a one-minute mini-lesson on vocabulary in between the recorded minute marks, this minute of vocabulary instruction will not be captured. There is thus a degree of imprecision inherent in the instrument, and the resulting calculations of the amount of time dedicated to each activity should be interpreted accordingly. Nonetheless, the instrument is useful in helping us to approximate the relative allocations of time between lesson foci.

Figure 15. Average Lesson Duration, by State, Group, and Time

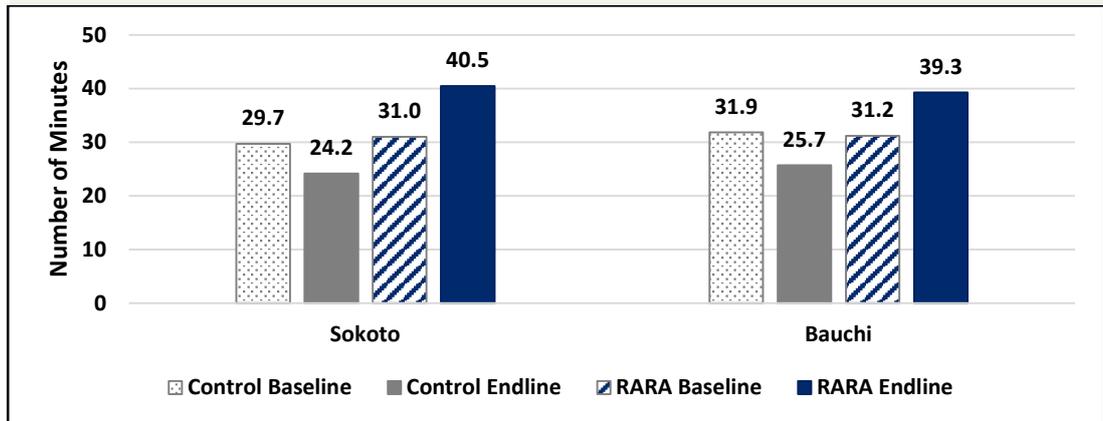


Figure 16 through **Figure 18** show the percentage of teachers engaged in one of three types of activities—literacy skills instruction, “Other,” and “No activity”—at each minute marker in the 45-minute timed classroom observations at baseline and

endline. Literacy skills instruction includes any instructional activities related to reading, writing, vocabulary and comprehension, and oral language. “Other” means a classroom activity not directly



When teachers know what to do and have materials, they use the available time to teach. As a result of RARA, the average length of a P2 Hausa class increased from approximately 30 to 40 minutes.

related to literacy instruction, e.g., classroom management, discipline, administrative tasks, a lesson on culture (which is part of the Hausa class curriculum), or, on the other hand, distractions such as the teacher stepping out of the room to take a phone call. “Other” is a neutral term; it could include both justifiable and necessary activities as well as other activities that do not contribute to children’s learning. The assessors did not record what the “Other” activity was, only that it was not directly related to literacy instruction. It should therefore not be interpreted as an inherently negative use of time, even if maximizing the amount of time devoted to direct literacy

instruction is indeed a desirable goal. Finally, “No activity” was recorded when the lesson ended in less than 45 minutes.

Figure 16 shows the use of allotted instructional time at baseline. Results were similar across states and groups, though slightly more teachers, on average, were engaged in literacy instruction in the treatment schools than in control schools. If the class time were maximized for literacy instruction, the bars in the figure would be fully red all the way across (or at least until the end of the officially allotted time for the lesson), though inevitably some amount of time would be devoted to “Other” activities like classroom management (captured in the light grey bars). As indicated in **Figure 16**, for the first 27 minutes of class, between 50–70 percent of the teachers in control schools and 60–80 percent in treatment schools were focused on literacy skills instruction, with a steady decline from then to the end of the observation.

Figure 16. Use of P2 Hausa Instructional Time, Both States—Baseline

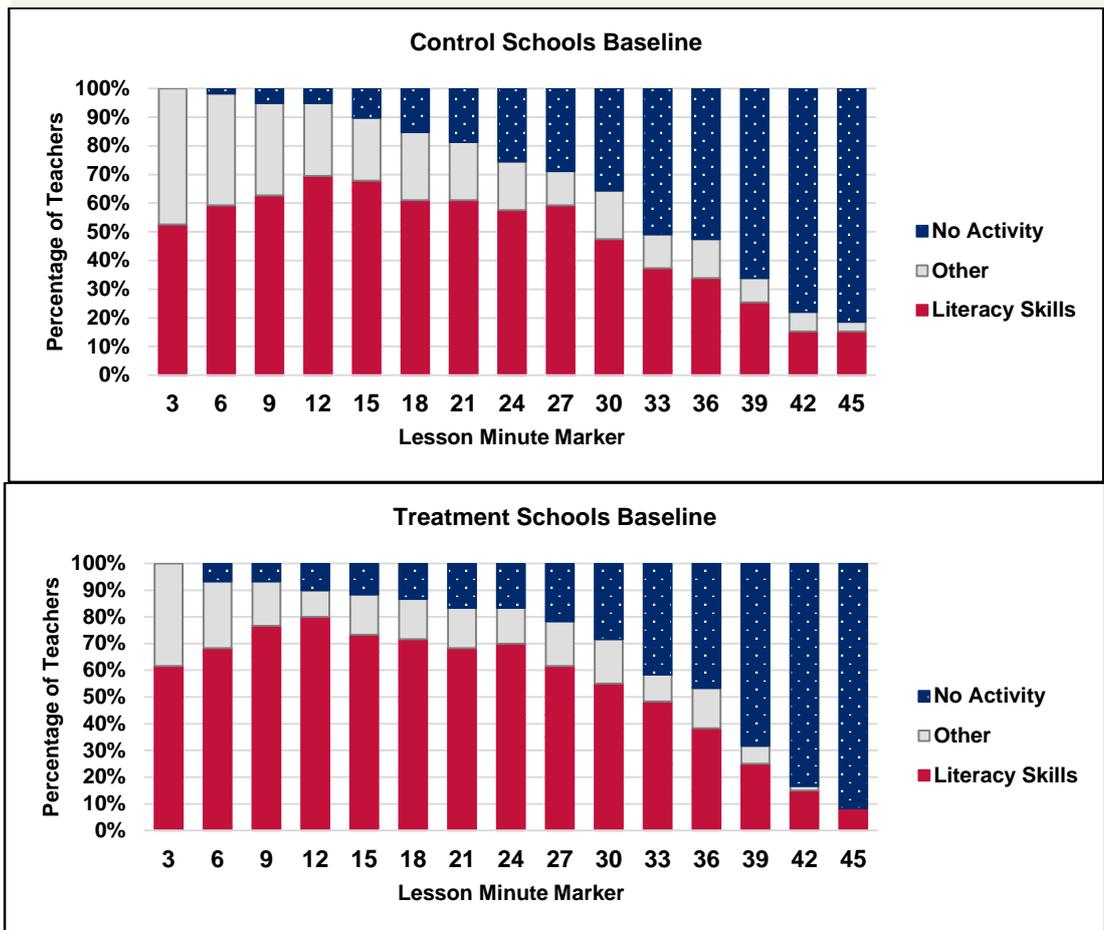
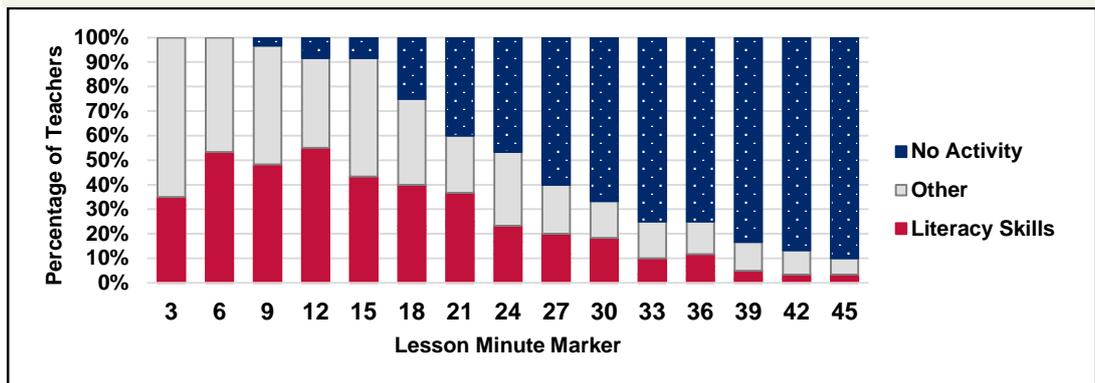


Figure 17 shows the use of instructional time in the control schools at endline. The shorter average class durations are apparent by the increase

in and earlier onset of “No activity” (dark blue stripes). Furthermore, the amount of time spent teaching literacy skills declined while at the same time the time devoted to “Other” activities increased. With only two exceptions (at minute 6 and 12), fewer than half the teachers were engaged in literacy skills instruction at any time point. This trend aligns with the decrease in effective instructional practices seen in the data from the untimed classroom observation (*Section 3.2*).

Figure 17. Use of P2 Hausa Instructional Time, Control Schools—Endline



In contrast, *Figure 18* shows that RARA teachers were much more engaged in literacy instruction and for a longer duration than their control school counterparts at endline. While the control school teachers demonstrated a slump in instruction from baseline to endline, the RARA teachers maintained and even increased the amount of time spent on instruction from baseline, with nearly 60–80 percent or more of them engaged in literacy instruction through minute 39, 12 minutes longer than at baseline. In addition, when not engaged in literacy instruction, most of the RARA teachers were engaged in “Other” activities rather than “No Activity.”

Figure 18. Use of P2 Hausa Instructional Time, Treatment Schools—Endline

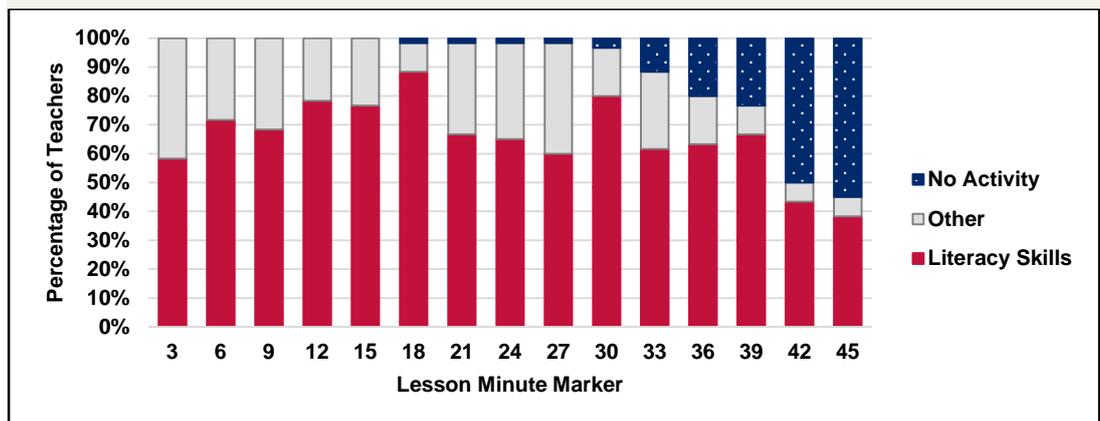
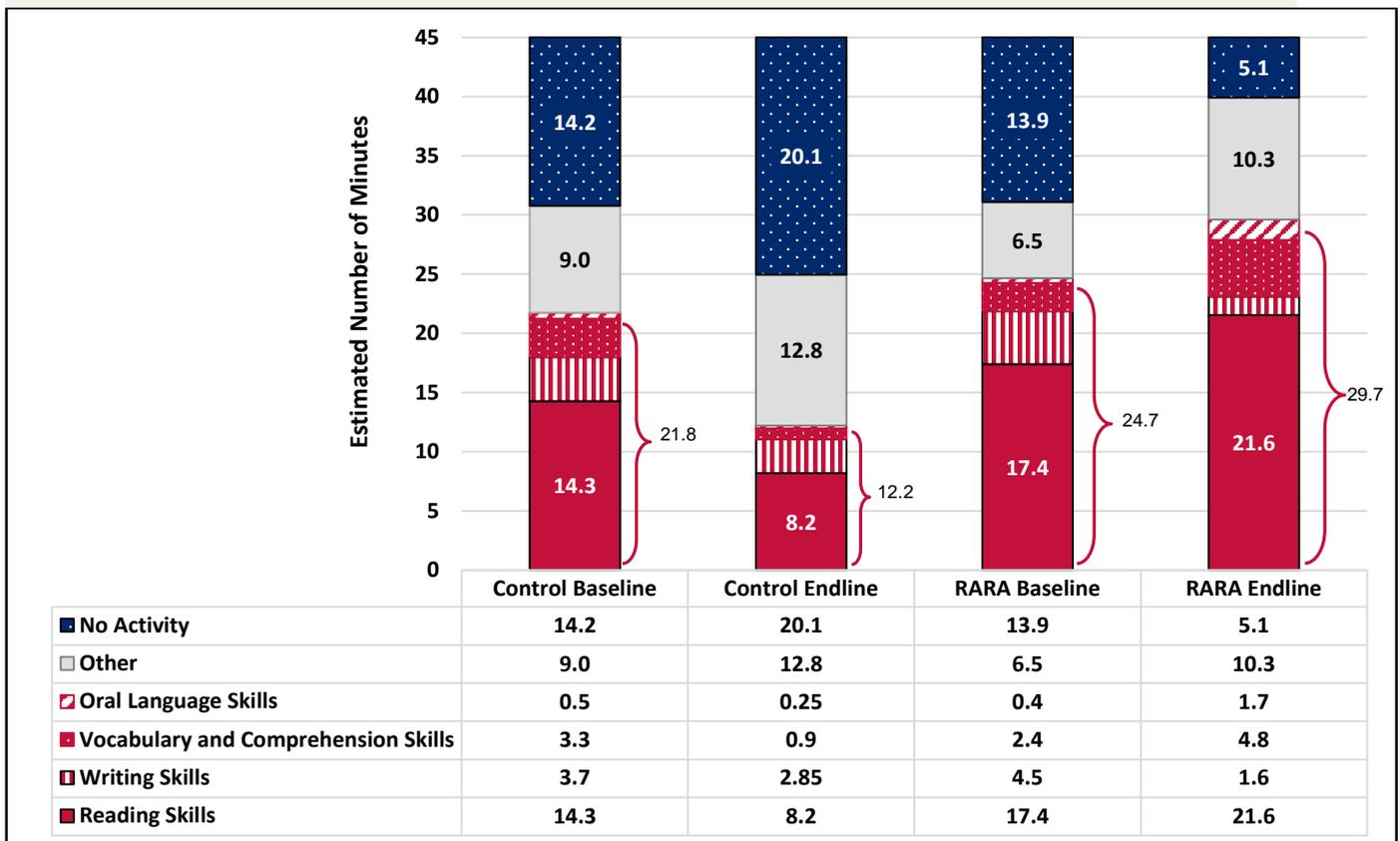


Figure 19 summarizes the estimated average number of minutes that the teachers allocated to each activity during the Hausa lesson observation. In this figure, literacy skills (all in red) are further disaggregated into the subcomponents of reading, writing, vocabulary and comprehension, and oral language.

Figure 19. Focus of Instruction during Timed Classroom Observation



Note: The number of minutes spent on each activity is projected from the data recorded at 15 intervals every 3 minutes for 45 minutes.

From this figure we can see that while treatment (RARA) teachers at baseline devoted, on average, approximately 3 more minutes to literacy skills instruction (all red components combined) than their counterparts in control schools, by endline RARA teachers were devoting more than twice as much time to this instruction (29.7 minutes versus 12.2).

Of the subcomponents of literacy instruction, reading skills (in solid red) consistently received the most attention. The average amount of time devoted to writing skills (vertical red stripes) was actually lowest in the treatment schools at endline (1.6 minutes), only slightly more than half that of control schools at endline (2.9 minutes), and a third of that of treatment schools at baseline (4.5 minutes). This may be due in part to the fact that more than 40 percent of the RARA lessons were ongoing at the end of the 45-minute observation period. Because handwriting came at the end of the

lesson, teachers may have continued to teach writing after the observation and data capture period ended. Also, as noted in **Section 3.2**, at endline writing was observed as part of the lesson more than twice as frequently in RARA schools as in the control schools, a further indication that the timed instrument may simply not have captured the portion of many lessons that included writing.

As for vocabulary and comprehension (red polka dots) and oral language skills (diagonal stripes), the treatment group teachers at endline devoted more than five times as much instructional time, on average, to teaching these skills than did their control school counterparts.

To summarize, the endline data captured by the classroom observation instruments indicate that when teachers know what to teach and have materials to teach with, they use the available time to teach. As a result of the RARA-developed approach, the average length of a Primary 2 Hausa class at the end of the school year increased from approximately 25 minutes to nearly 40 minutes. More instructional time focused on each of the literacy subcomponents contributed to the statistically significant gains reported in **Section 4**.

3.5 RARA IMPACT ON PUPIL AND TEACHER ATTENDANCE

RARA Research Question:

Does the RARA-developed approach to Hausa reading instruction lead to changes in pupils' attendance?

One of the ancillary research questions posed at the inception of the reading research was whether improved instruction would lead to changes in pupils' attendance. Pupil attendance was targeted as an area for research because of the critical importance that regular attendance plays in facilitating children's learning, by providing more opportunities (i.e., time) for children to be exposed to reading instruction and materials.¹⁶

The rationale behind the expected outcome was that if children are exposed to high-quality instruction, they are more likely to attend school, an outcome found to be true

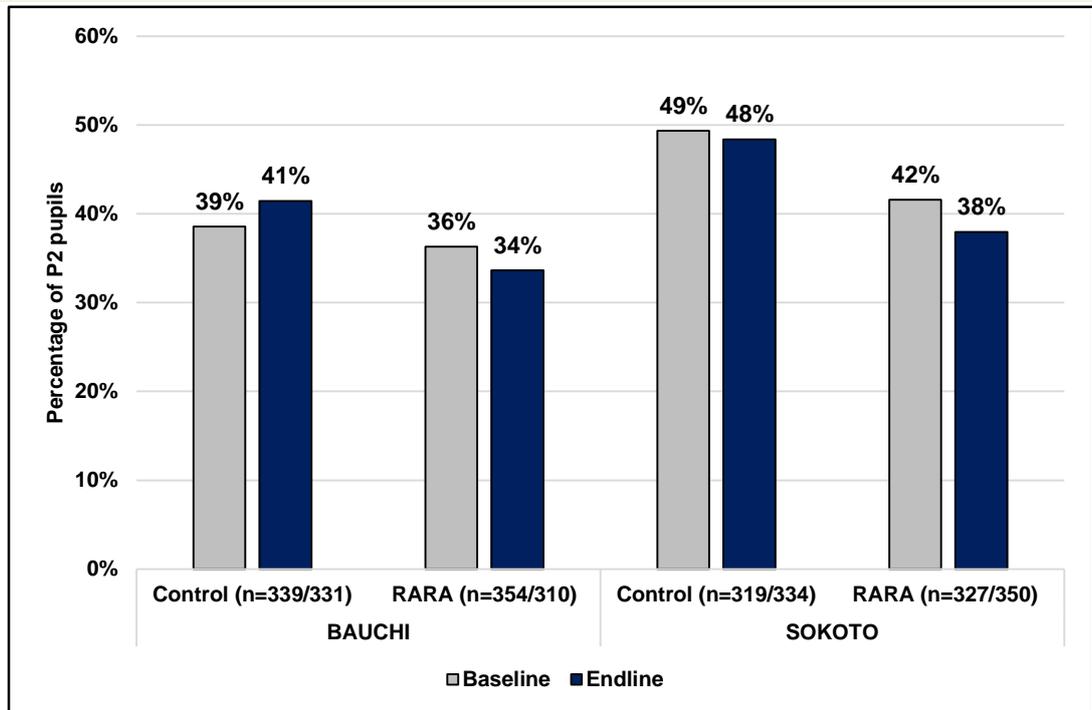
¹⁶ See, for example, research by Gottfried (2009), which found that days present are positively and highly correlated with achievement outcomes in elementary and middle school. Balfanz and Byrnes (2012) note that chronic absenteeism results in lower academic performance and even in elementary school can predict lower graduation rates. Gottfried, M. (2009). *Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: An instrumental variable approach*, 2009 Society for Research on Educational Effectiveness Conference Abstract; Balfanz, R., & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data*. Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools.

in other research.¹⁷ This may be because they are more engaged and interested during class, but also because their parents may be more likely to send them to school if they feel their children’s classtime is well spent, and worth any opportunity cost.

To measure change in school attendance, RARA asked the Primary 2 children who took the EGRA whether they had been absent one or more days the previous week. The results are summarized in **Figure 20** below. Overall, a very high percentage of children in both states, and in both control and treatment groups, reported being absent at least one day the previous week: approximately 40–50 percent, depending on the state and group. While the percentage of pupils who reported being absent in RARA school was less than that in control schools—and also decreased from baseline to endline, these differences were not found to be statistically significant. While anecdotal evidence from teachers and others indicated that the RARA approach and materials generated both children’s and parents’ interest and enthusiasm, absenteeism remains a serious problem that needs to be addressed in order for children to be able to benefit from improved instruction.

¹⁷ Research by Salzer et al, for example, found that high achievement standards were associated with lower truancy rates. Salzer, C., Trautwein, U., Ludtke, O., & Stamm, M. (2012). Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality. *Learning and Instruction*, 22 (2012), 311–319.

Figure 20. Percentage of P2 Pupils Who Reported Being Absent at Least 1 Day the Previous Week, by State and Group



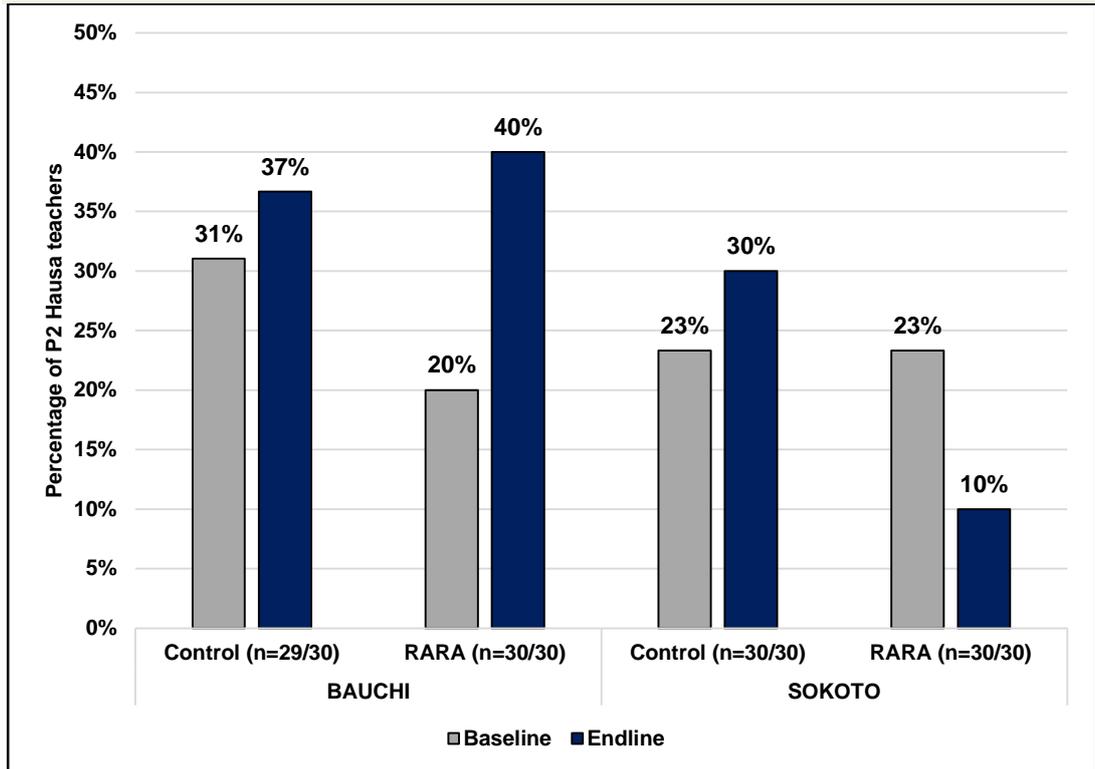
While students cannot learn if they don't come to school, they also cannot learn well if their teachers do not show up to teach. Since previous surveys in Bauchi and Sokoto states revealed a high degree of teacher absenteeism,¹⁸ RARA also gathered data on teacher absenteeism to see what affect the reading intervention might have on absenteeism. **Figure 21** summarizes the percentage of Primary 2 teachers surveyed who reported being absent at least one day the previous week. In Sokoto, the percentage of teachers who reported being absent decreased significantly, from 23 percent to 10 percent, a statistically significant decrease. In contrast, the percentage of teachers who reported being absent in the control schools increased. The results suggest that for Sokoto teachers, being involved in the RARA approach may have motivated them to come to school more regularly, and indeed may have countered a tendency for teacher absenteeism to increase at the end of the school year.

In Bauchi, the percentage of teachers who reported being absent increased in both control and RARA schools. Given that many teachers may have just been returning to school following the Ramadan holiday at the time of data

¹⁸ See "Nigeria Northern Education Initiative (NEI): Results of the Early Grade Reading and Early Grade Mathematics Assessments (EGRA & EGMA) in Bauchi and Sokoto States." Available at www.eddataglobal.org

collection, and a “teacher verification” exercise took place during the data collection, which meant many teachers had to leave their posts, these result of RARA in improving teacher attendance in Bauchi is less clear. However, the results from Sokoto indicate that if teachers are trained, have adequate teaching and learning materials, and are provided with support, they are more likely to come to school.

Figure 21. Percentage of P2 Hausa Teachers Absent the Previous Week (Self-Reported), by State and Group



3.6 RESOURCE AVAILABILITY AND PRINT-RICH ENVIRONMENT

Another goal of the RARA activity was to increase pupils' exposure to reading materials by increasing the amount and quality of print in the classroom and at home (in the form of the pupil textbook). Therefore, one component of the data collection was a classroom inventory of materials.

In order to learn to read, children need access to text. Furthermore, reading teachers have their own needs for materials, especially in the form of a teacher's guide and instructional materials to use in class. At baseline, the study revealed a very low level of availability of materials for both pupils and

teachers across groups and states: more than 90 percent of pupils across both states and treatment groups did not have a Hausa language pupil book or primer, while few teachers had a teacher's guide, curriculum, or reference materials for guiding their Hausa instruction.

Aware of the importance of materials, RARA developed, published, and distributed one teacher's guide (with lesson plans) and one book of read-aloud stories to every teacher (for a total of 60 teacher guides) and one pupil textbook to every child in the RARA schools (approximately 6,000). RARA also provided ideas to teachers during refresher trainings on how to develop low-cost teaching and learning materials aimed at making their classrooms print rich. Data collected after RARA implementation indicate there was a sharp increase in the number of RARA school classrooms that were equipped with these basic materials for teaching and learning Hausa (**Figure 22**). In 92 percent of classrooms in Bauchi and 90 percent of classrooms in Sokoto "all or most" of the Primary 2 pupils had books. Analysis further indicated that pupils who had a Hausa book—and time to read it at school—were significantly more likely, statistically, to score higher on the letter sound identification. Importantly, approximately 90 percent of the Primary 2 pupils in RARA schools reported bringing home their RARA Pupil Book to practice reading.

RARA Research Question:

Does the RARA-developed approach increase the amount of print in the classroom?

The research also indicates that parents with students in RARA schools also increased their contribution of materials for students. For example, the percentage of Primary 2 classrooms in which “all or most” pupils had an exercise book or notebook doubled in RARA

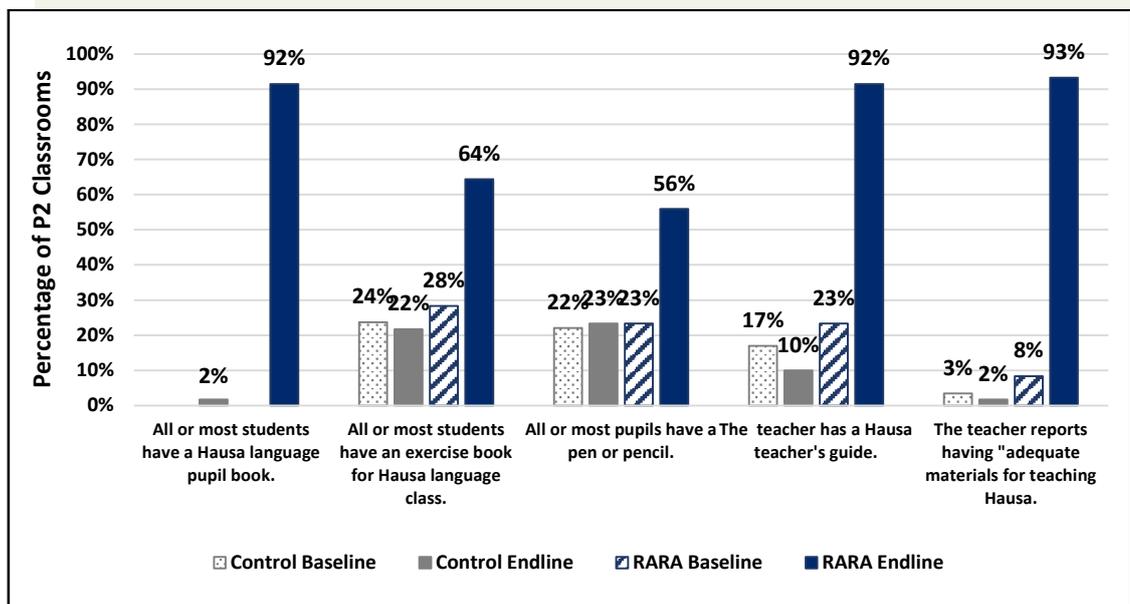


RARA Success: Books in Children’s Hands—and Time to Read

The RARA reading research showed that children who have a Hausa book and time to read it have better reading outcomes than their peers who do not.

schools, from approximately 30 percent to more than 60 percent, while remaining constant, at a little more than 20 percent, in control schools. It is important to note that RARA did not provide any materials besides reading books to the pupils; rather, the notebooks came from the parents. This suggests that when parents are made aware of the importance of learning specific skills (as they were in the case of the reading research), and see that quality instruction is taking place, they are more likely to do their part to equip their children with basic school supplies.

Figure 22. Availability of P2 Pupil and Teacher Materials for Hausa Class, by Group and Time



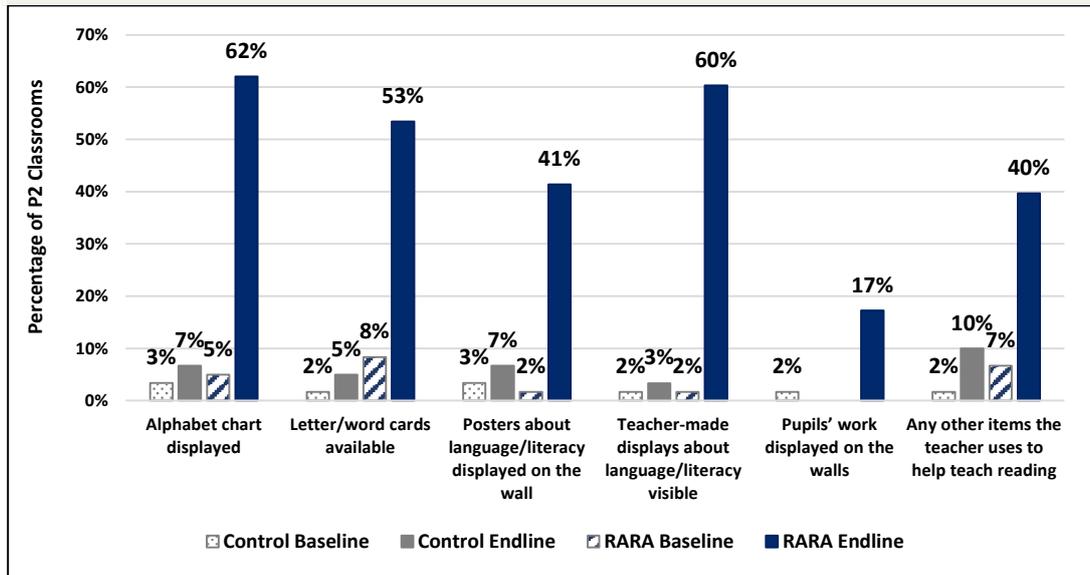
A Print-Rich RARA Classroom



As part of the teacher training, RARA raised teachers' awareness about the importance of having a print-rich environment, i.e., filling the classroom space with text such as alphabet charts, literacy-related displays, and pupils' own work, such as the one pictured here. However, RARA did not provide these materials for teachers, but informed them of their importance and gave them

ideas for gathering and creating such materials with locally available resources. The data show that at endline the RARA classrooms were substantially more print-rich than the control classrooms (**Figure 23**). For example, at endline, alphabet charts and other displays about language and literacy were visible in more than 60 percent of the RARA classrooms, whereas these were rare (observed in 10 percent of classrooms or fewer) at baseline. The availability of letter and word cards, posters, and other teaching materials also increased. Analysis of the EGRA results vis-à-vis the classroom environment shows that children whose classrooms had text displayed had statistically significant higher outcomes than pupils in classrooms that were not print-rich. These results indicate how resourceful teachers can be when made aware of the benefit of a particular investment, encouraged to make it, and provided with explicit guidance.

Figure 23. Prevalence of Print-Rich Environment in P2 Hausa Classrooms, by Group and Time

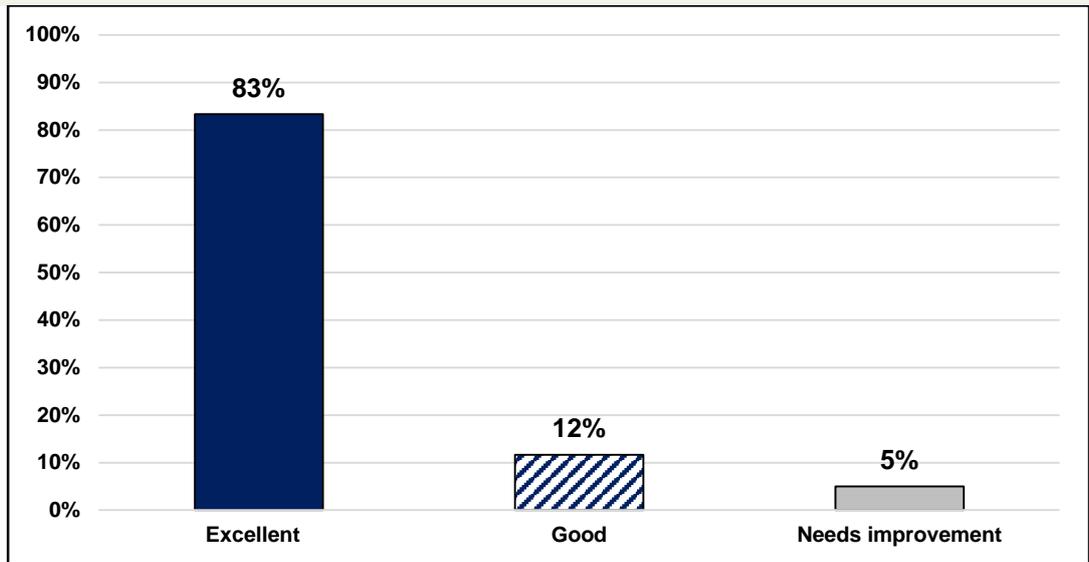


Despite the provision of a pupil book, the schools in Bauchi and Sokoto continue to suffer from a severe lack of supplementary reading materials besides what RARA provided. The observers reported finding supplementary reading materials in only 7 percent of RARA schools and in 2 percent of control schools at endline. As necessary as a pupil reading book is, children need a large and diverse supply of reading materials to move from being beginning to advanced readers. A survey of children’s books in Nigeria conducted under another USAID project in early 2015 encountered only 15 age-appropriate storybooks in Hausa.¹⁹ This scarcity of supplementary reading materials in Hausa constitutes a serious obstacle to children’s reading development.

Teachers and head teachers who used the RARA-developed materials were asked to rate the reading materials in helping them to teach better; 95 percent of the Primary 2 Hausa teachers interviewed said the materials were excellent or good. Similar results were found with respect to the training provided on how to use the materials (**Figure 24**).

¹⁹ RTI International. (In publication). *Reading Materials Survey – Final Report*. Washington, DC: U.S. Agency for International Development.

Figure 24. Teacher Feedback on Reading Approach Materials



4. EARLY GRADE READING ASSESSMENT RESULTS

RARA RESEARCH QUESTION:
Does the RARA-developed approach to Hausa reading instruction lead to improvements in foundational reading skills for P2 pupils in public primary schools?

The results described below pertain to both Bauchi and Sokoto states, unless otherwise noted. Complete results for each state, including sample size numbers for individual subtasks and groups, can be found in **Annex 13** (Bauchi) and **Annex 14** (Sokoto).

As previously noted, results are representative of the weighted sample population. Data presented for each subtask include the percentage of children who scored 0 and the mean scores. Standard errors are included to illustrate the variation of scores around the mean (a low standard error indicates that most pupils obtained scores at or close to the mean, whereas a high standard error indicates greater variability of scores).

4.1 IMPACT OF RARA APPROACH IN DECREASING SCORES

The RARA-developed reading approach to early grade reading instruction had a significant, positive impact in improving pupils' foundation reading skills in Hausa. The most notable improvement was in decreasing the number of pupils who score 0 on the EGRA reading subtasks (e.g., letter sound identification).

Figure 25 summarizes the change over time in the percentage of children scoring zero in treatment (RARA) and control schools, by subtask. As indicated in the graph, the percentage of pupils who scored zero on the letter sound identification subtask in schools implementing the RARA approach decreased from 95 percent to 68 percent, a decrease of 27 percentage points, while the percentage of pupils who scored zero in non-intervention schools actually increased, from 90 percent to 95 percent. (An increase in 0 scores was observed in schools in Bauchi; in Sokoto, the percentage of control school pupils scoring zero decreased by a small and insignificant amount of 2 percentage points). The zero scores for oral reading fluency also decreased among pupils in treatment schools, from 98 percent to 82 percent, a decline of 16 percentage points, while the zero scores for pupils in control schools remained essentially unchanged, with nearly all pupils scoring zero.

Figure 25. Change in Percentage of Pupils Scoring Zero, by Subtask, Group, and Time

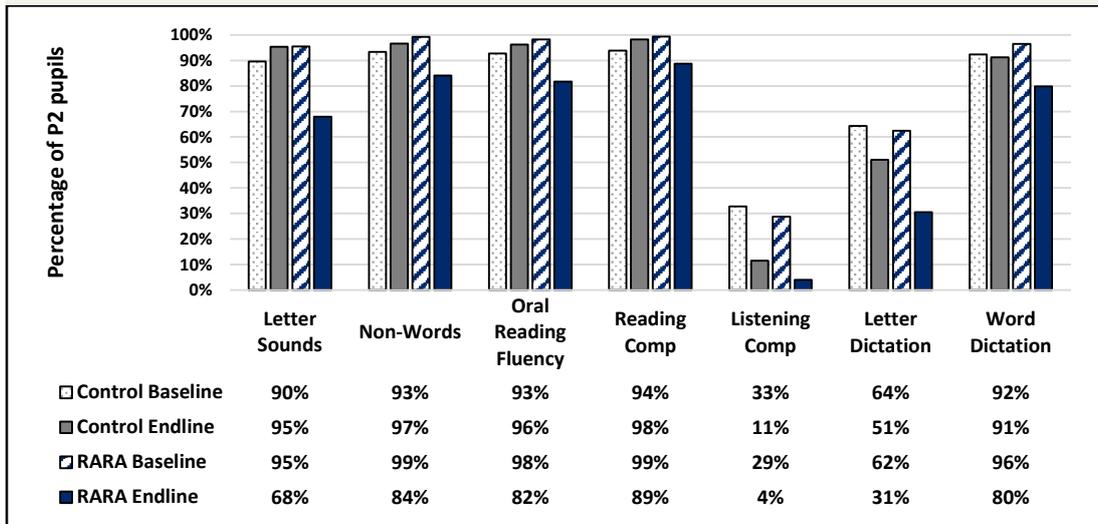
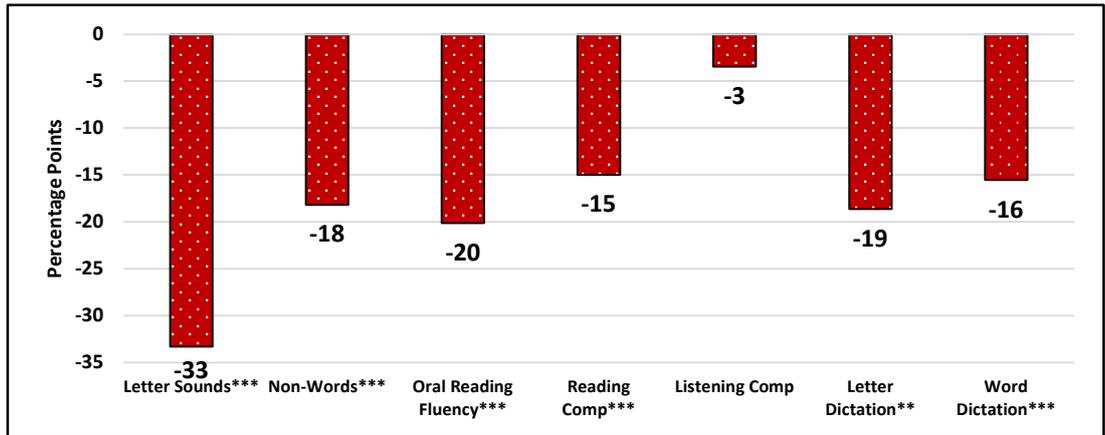


Figure 26 below quantifies the overall impact of the reading approach in decreasing zero scores across the key reading skills tested with EGRA. The impact is determined by taking into account changes over time (from the beginning to the end of the academic year) between pupils participating in RARA and those who did not (the comparison, or control group).

As indicated in the graph, the reading approach had a significant impact in decreasing—across all skills measured—the percentage of Primary 2 pupils who scored zero. For the majority of skills, these results are statistically significant, and their impact is also strong in terms of the effect size. For example, the RARA-developed approach resulted in a 33 percentage point decrease in the percentage of pupils who scored zero on letter sound identification ($p=0.000$; effect size 1.07). Other skills for which the reading approach resulted in a notable impact in decreasing zero scores were non-word decoding, oral reading fluency, and dictation. Reading comprehension zero scores also decreased, though more so in Bauchi than in Sokoto.

Table 12 summarizes results for all subtasks.

Figure 26. Impact of RARA Approach: Decrease in Zero Scores, by Skill



Statistical significance of reading approach impact: *** $p < .01$, ** $p < .05$, * $p < .10$

Table 12. Change and RARA Approach Impact on EGRA Zero Scores, by Subtask, Group and Time

Subtask	Group	Baseline				Endline				Impact Of Reading Approach		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Percentage point decrease	p-value	Effect Size
Letter Sound Identification***	Control	90%	0.02		686	95%	0.01		720			
	Treatment	95%	0.01	0.058	708	68%	0.04	0.000	683	-33	0.000	-1.07
Non-Word Decoding***	Control	93%	0.02		687	97%	0.01		719			
	Treatment	99%	0.00	0.013	707	84%	0.04	0.017	683	-18	0.001	-0.75
Oral Reading Fluency (ORF)***	Control	93%	0.02		687	96%	0.01		719			
	Treatment	98%	0.00	0.014	708	82%	0.04	0.004	683	-20	0.000	-0.78
Reading Comprehension***	Control	94%	0.02		687	98%	0.01		720			
	Treatment	99%	0.00	0.017	708	89%	0.05	0.058	683	-15	0.006	-0.70
Listening Comprehension	Control	33%	0.04		687	11%	0.02		720			
	Treatment	29%	0.02	0.447	708	4%	0.01	0.003	682	-3	0.540	-0.09
Letter Dictation*	Control	64%	0.04		687	51%	0.06		721			
	Treatment	62%	0.04	0.771	708	31%	0.04	0.017	684	-19	0.069	-0.38
Word Dictation***	Control	92%	0.03		685	91%	0.01		721			
	Treatment	96%	0.01	0.153	708	80%	0.03	0.004	684	-16	0.001	-0.53

Statistical significance of reading approach impact: *** $p < .01$, ** $p < .05$, * $p < .10$

4.2 IMPACT OF RARA APPROACH IN IMPROVING DISTRIBUTION OF SCORES

The significant decrease in zero scores resulted in a positive shift in the distribution of scores across skills. **Figure 27** shows the change in the distribution of scores for the letter sound identification subtask, for both the treatment (RARA) and control groups over time. Each bar indicates the percentage of pupils who obtained a given score (or range of scores). The lowest score was 0, while the highest score obtained was 96 correct letter sounds per minute (clspm).

For the control group, the distribution of scores remained constant over time. However, the percentage of pupils participating in the RARA-developed approach scoring greater than zero increased by a sizable amount. One-third of Primary 2 pupils in treatment schools can now correctly identify at least some letters: Thirteen percent correctly identified between 1 and 9 letter sounds, while 9 percent identified between 10 and 19 letters, an important and promising shift after only a few months of instruction using new pedagogical methods and materials. **Figure 28** summarizes the net gain, or impact, the reading approach had in improving the distribution of scores. A similar, though less pronounced, shift in the distribution of non-words was also observed.

Figure 27. Letter Sounds: Change in Distribution of Pupil Scores

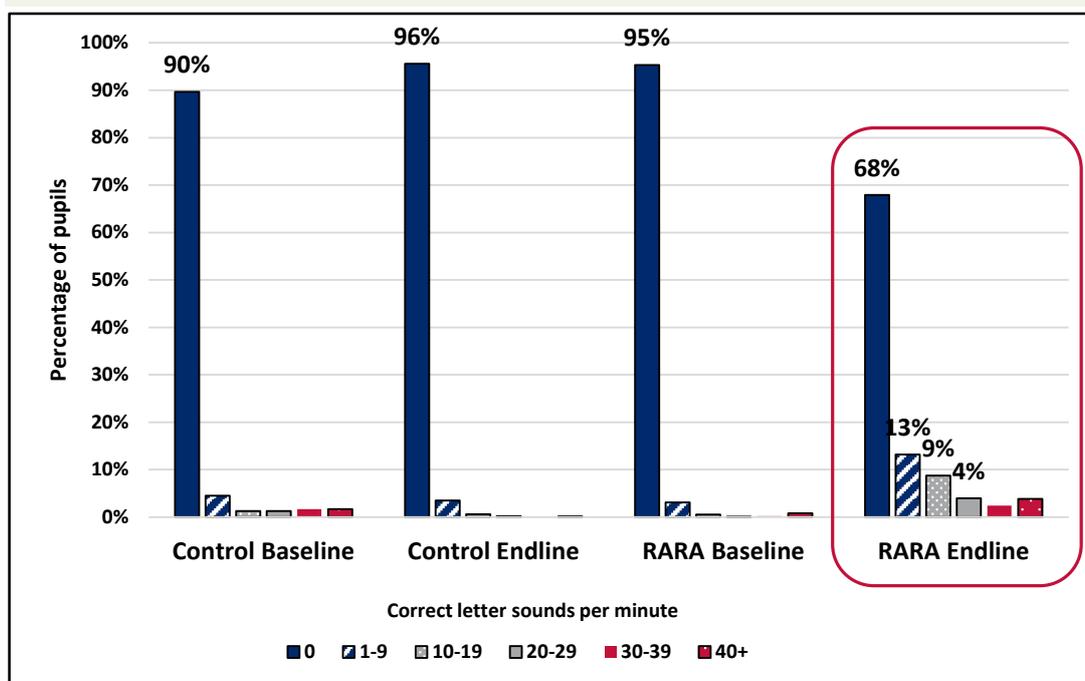


Figure 28 summarizes the overall impact the RARA-developed reading approach had in improving the distribution of scores, taking into account both changes over time and between the control and treatment group. The percentage of children falling into each (non-zero) score category improved by 4 to 11 percentage points, indicating a clear shift is underway with respect to children’s ability to identify their letter sounds.

Figure 28. Impact of Reading Approach on the Distribution of Letter Sounds Scores, by Group and Time

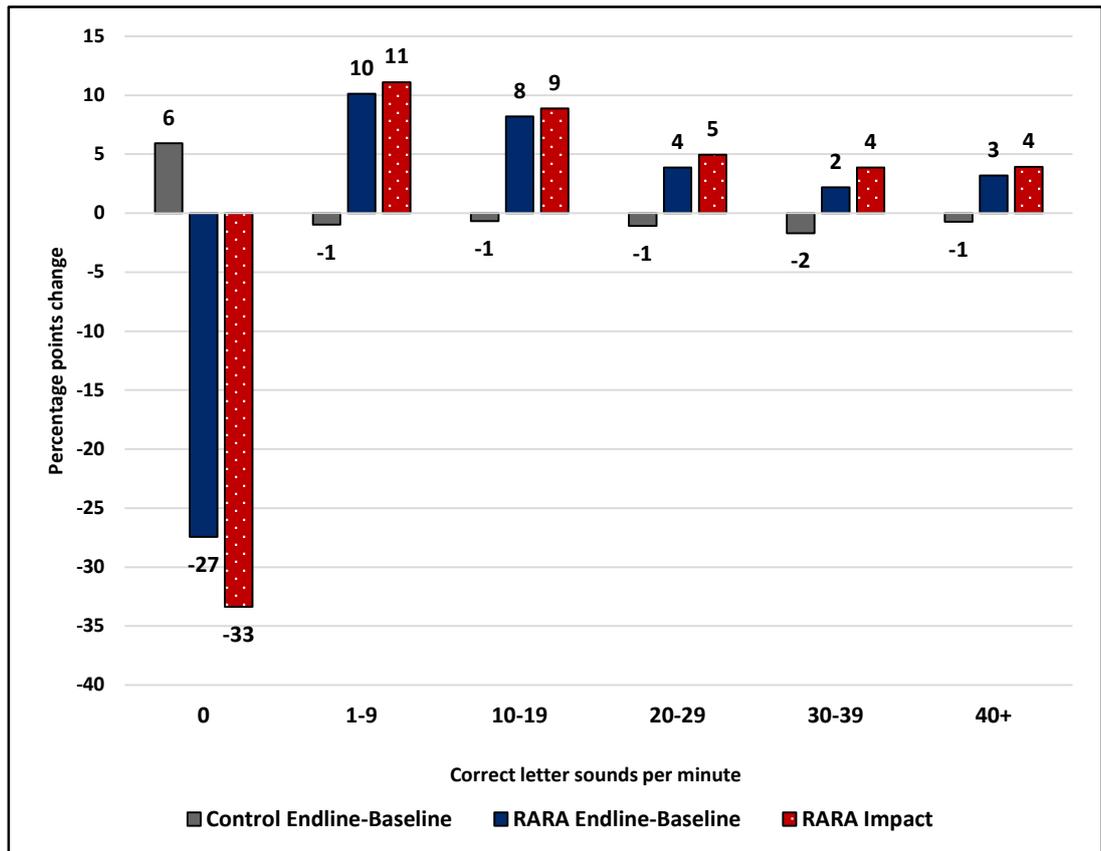


Figure 29 shows the distribution of oral reading fluency (ORF) scores, or the number of words that the pupils read correctly in one minute. The lowest ORF score was 0, while the highest score was 76.4 correct words per minute (cwpm). The graph clearly demonstrates a significant and positive shift in scores, with 18 percent of Primary 2 pupils in treatment schools reading at least one or more cwpm, a significant shift from the baseline, when only 2 percent of pupils scored more than zero. In particular, the number of pupils reading 20–29 words correctly increased significantly, from 0 to 6 percent of pupils. Little to no shift—and at times a negative shift—was observed in the control schools.

Figure 30 summarizes the impact of the RARA-developed reading approach on the distribution of ORF scores. All things being equal, the reading approach resulted in a 14 percentage point increase in the number of Primary 2 pupils scoring 10–29 cwpm, a substantial improvement given the high percentage of pupils scoring zero at baseline.

Figure 29. Oral Reading Fluency: Distribution of Pupil Scores

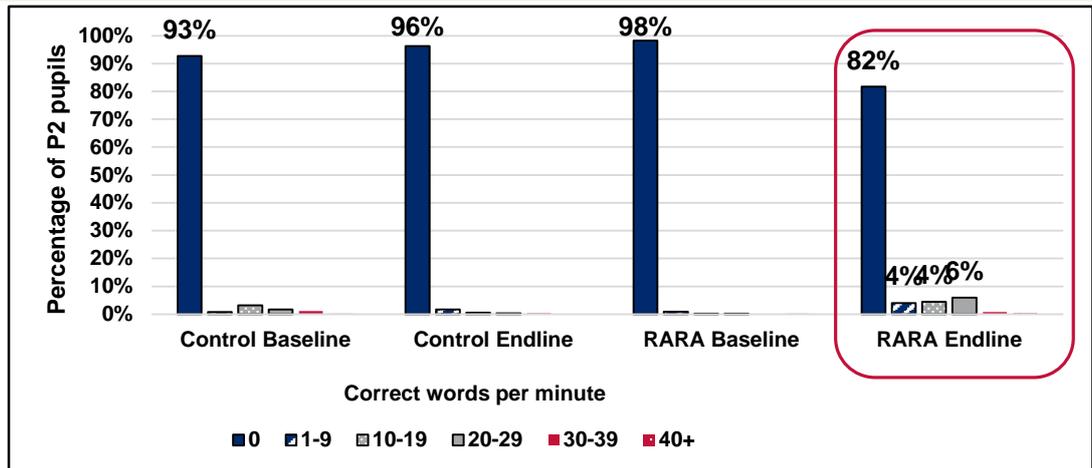
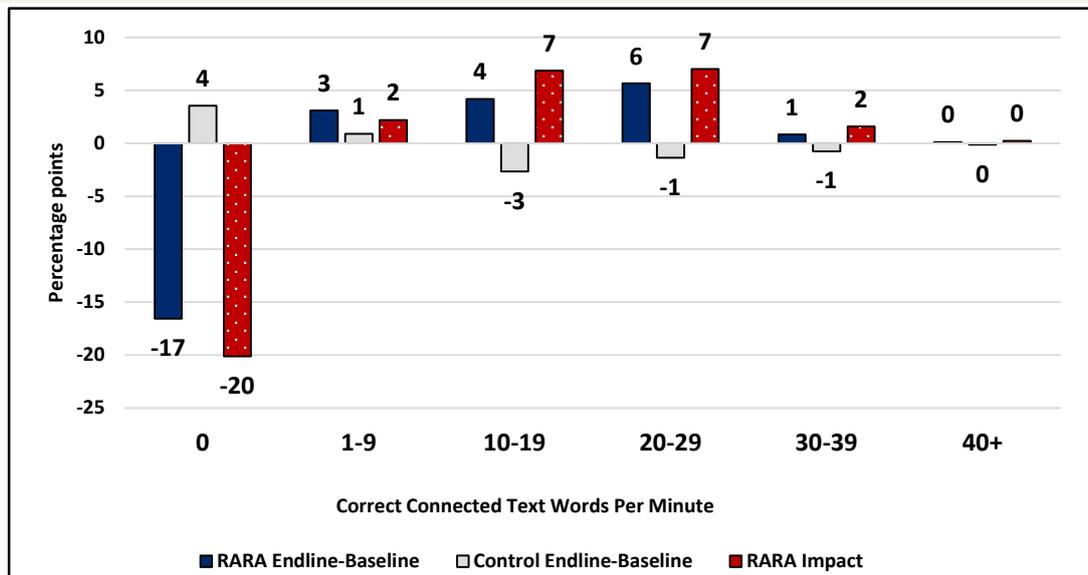


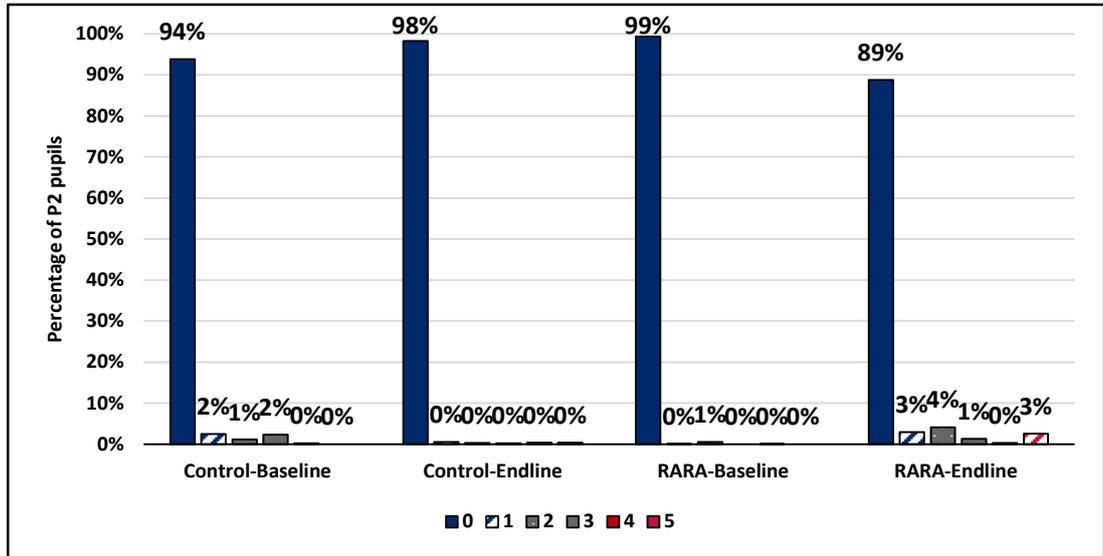
Figure 30. Oral Reading Fluency: Change in Distribution of Pupil Scores



In general, improvement was observed in the distribution of reading comprehension scores, as indicated in **Figure 31**. The percentage of children who read enough of the passage to be able to correctly respond to 1 or more questions increased, with 6 percent of children being asked and

responding correctly to 1 or 2 questions, and another 6 percent being asked and responding correctly to 3 or 4 questions. While such an improvement is noteworthy, the results overall indicate that further efforts and time are needed to see more pupils attain meaningful increases in reading comprehension.

Figure 31. Distribution of Reading Comprehension Scores



4.3 FOUNDATIONAL SKILLS – LETTER AND SOUND IDENTIFICATION AND NON-WORD DECODING

Numerous studies have shown that understanding the alphabetic principle—that is, that words are made up of sounds and that letters are symbols that represent those sounds—is a critical step on the road to literacy acquisition and highly predictive of later reading achievement.²⁰ The letter sound identification and non-word decoding subtask measured these important skills.

LETTER SOUND IDENTIFICATION: EXAMPLE ITEMS

The letter sound EGRA subtask measured pupils' ability to provide the sounds of the letters (and common graphemes) of the Hausa alphabet. Items at baseline and endline included:

D a W c b R O u G M

²⁰ Adams, M.J. (1990). *Beginning to read: Learning and thinking about print*. Cambridge, MA: MIT Press.

Given the impact of the reading approach in decreasing zero scores, mean scores increased correspondingly. **Figure 32** and **Table 13** summarize the change in letter sound identification and non-word decoding mean scores from baseline to endline for control and treatment group pupils. The results clearly show an increase in mean scores for the treatment group. For example, the average letter sound score increased from 0.3 to 5.2 clspm for treatment group pupils, while the average score for those in control schools actually decreased, from 2.0 to 0.8 clspm. (As previously noted, various circumstances in Bauchi seem to have resulted in a decrease in student scores.)

Figure 32. Change in Letter Sounds and Non-Word Decoding Mean Scores from Baseline to Endline, by Skill and Group

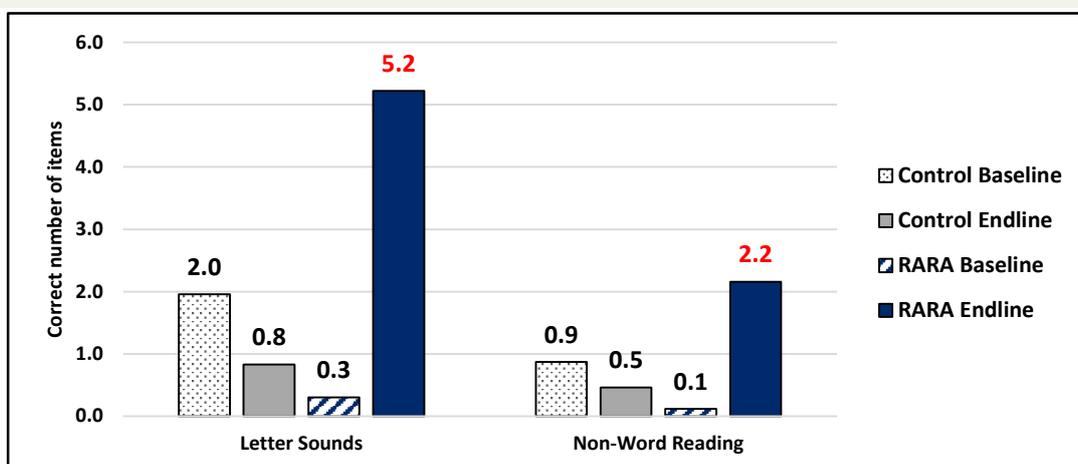


Figure 33 and **Table 13** summarize the increase in letter sound and non-word decoding mean scores attributable to the RARA intervention.

Excluding zero scores, the mean clspm for Primary 2 students in RARA schools was 6.8 at baseline and 16.3 at endline. Taking into consideration changes over time and between the control and treatment groups, as a result of the RARA reading approach,

Primary 2 children were able to identify, on average, 6.1 more clspm ($p=0.002$; effect size = 0.78) and 2.4 more correct non-words per minute ([cnwpm] $p=0.029$; effect size = 0.60). Importantly, the number of letters that pupils were able to attempt, and the percentage of items that they got

NON-WORD DECODING: EXAMPLE ITEMS

EGRA measured pupils' ability to decode non-words—words that do not exist, but follow the orthographic rules of the Hausa language. Items tested included:

bumo defu moga dakwa sheku

correct, also increased, indicating they are improving in two important elements of fluency—the speed and accuracy with which they are reading (*Table 14*) still, their fluency remains low overall and must remain a priority for early grade instruction.

Figure 33. Change in Letter Sound and Non-Word Decoding Mean Scores from Baseline to Endline, by Subtask and Group

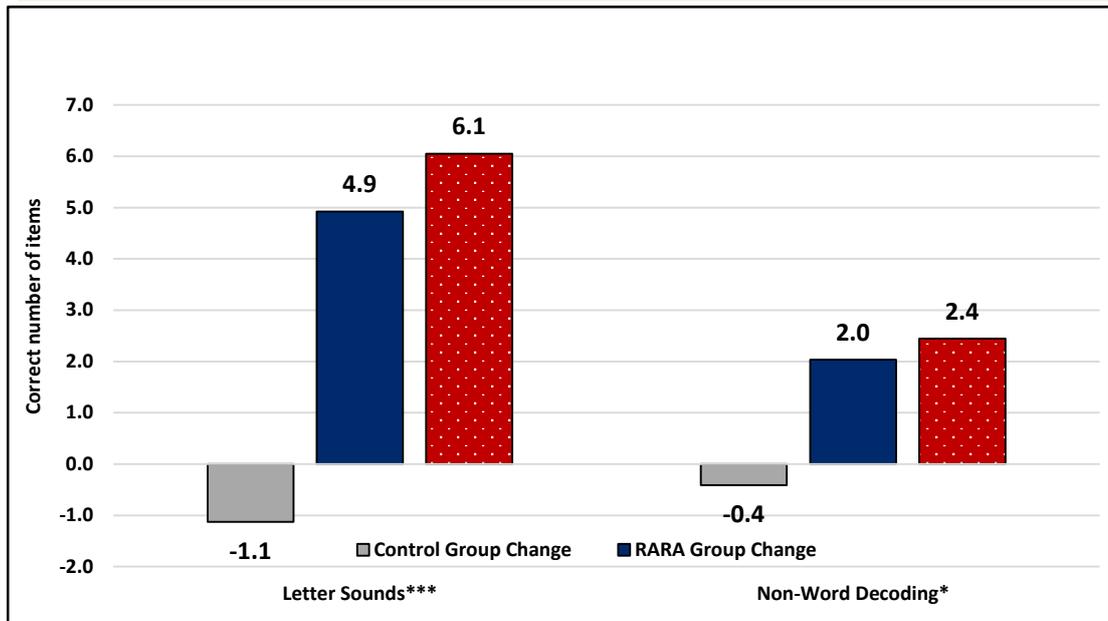


Table 13. Change and Impact of Reading Approach on Letter Sound and Non-Word Decoding Mean Scores, by Subtask, Group and Time

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect size
Letter Sound Identification (clspm)***	Control	2.0	0.57		686	0.8	0.41		720			
	Treatment	0.3	0.12	0.016	707	5.2	1.65	0.019	683	6.1	0.002	0.78
Non-Word Decoding (cnwpm)**	Control	0.9	0.31		686	0.5	0.30		719			
	Treatment	0.1	0.07	0.039	707	2.2	0.98	0.115	683	2.4	0.029	0.60

Table 14. Number of Letter Sound and Non-Word Items Attempted and Percent Correct, by Subtask, Group and Time

Subtask	Statistic	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
			Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Letter Sound Identification	Number Attempted	Control	13.5	0.80		686	11.1	0.46		720			
		Treatment	10.6	0.19	0.004	708	15.1	1.33	0.012	683	6.8	0.000	0.71
	% Correct of Attempted	Control	3.6	1.06		686	2.4	0.89		720			
		Treatment	1.2	0.44	0.075	708	17.6	4.10	0.002	683	17.5	0.000	0.98
Non-Word Decoding	Number Attempted	Control	6.6	0.47		687	5.5	0.31		719			
		Treatment	5.1	0.07	0.008	707	7.3	0.82	0.052	683	3.3	0.002	0.65
	% Correct of Attempted	Control	3.1	1.19		687	2.3	1.00		719			
		Treatment	0.5	0.33	0.058	707	10.4	4.00	0.064	683	10.7	0.017	0.66

4.4 HIGHER ORDER SKILLS – ORAL READING FLUENCY AND READING COMPREHENSION

Oral reading fluency—that is, the pace and accuracy with which a child reads aloud—is highly predictive of comprehension and later reading skills.²¹ Teacher reading fluency is particularly important during the early years of reading development.

The oral reading fluency and reading comprehension tasks measured pupils' ability to quickly and accurately read a short narrative passage and answer related questions about it.

Figure 34 and **Table 15** show the change in mean scores over time for the control and treatment schools, as well as summarize the impact on ORF attributable to the reading approach.

As measured by the EGRA subtask, children's mean ORF scores increased for treatment group Primary 2 pupils, from 0.2 to 4.5 cwpm, while those of their peers in control

schools actually decreased, from 1.5 to 0.8. (Excluding zero scores, the mean ORF score for Primary 2 students in treatment schools was 13.8 cwpm at baseline and 24.5 cwpm at endline.) Taking into consideration changes over time and between the control and treatment (RARA) groups, the overall impact of RARA in increasing oral reading fluency was approximately 5 more cwpm ($p=0.016$; effect size=0.66). The number of items attempted—and the percentage of them correct—also increased, as summarized in **Table 16**.

While this improvement is noteworthy given the very low baseline score and short period of implementation, the children's ability to read fluently is still

MEASURING CHILDREN'S ORAL READING FLUENCY AND COMPREHENSION:

To measure pupils' oral reading fluency, pupils were asked to read aloud a short fictional story (approximately 60 words long) about a child in a context likely to be familiar to them. Pupils were then asked questions that pertained to the amount of text they had read.

²¹ Fuchs, L., Fuchs, D., Hosp, M. K., & Jenkins, J. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical and historical analysis. *Scientific Studies of Reading*, 5, 239–256.

extremely low for Primary 2 pupils, who are expected to be able to read grade-level text across the curriculum.

Figure 34. Oral Reading Fluency: RARA Impact

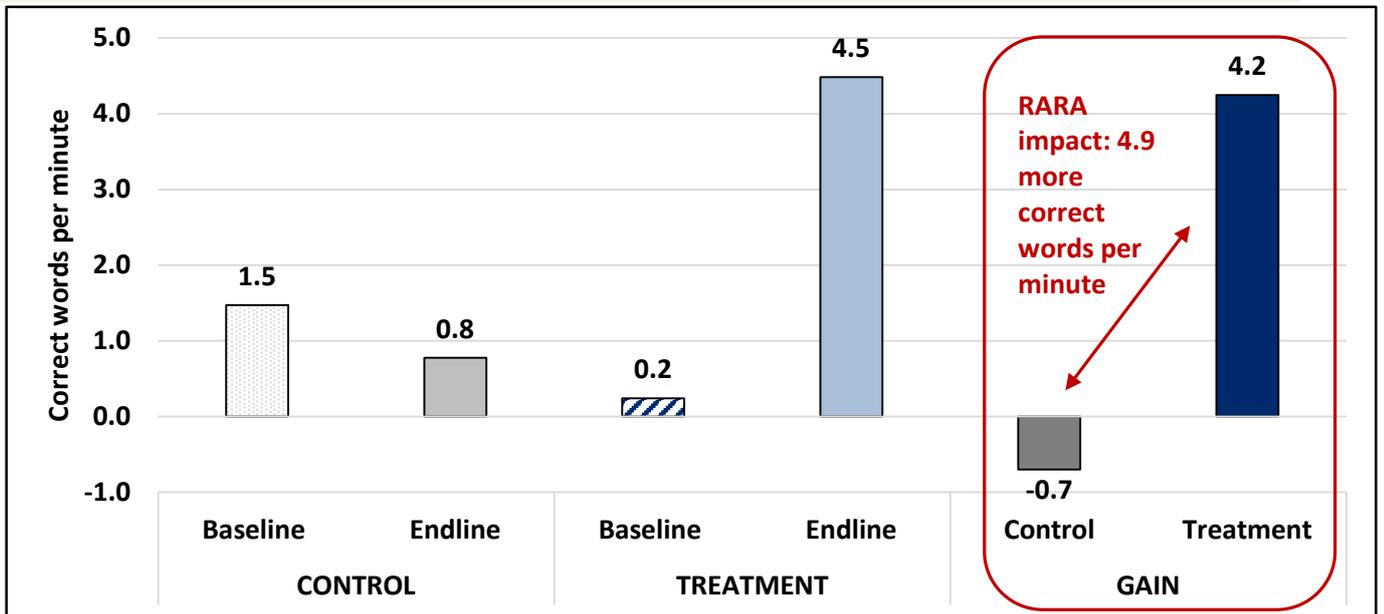


Table 15. Change and Impact of Reading Approach on ORF Mean Scores, by Subtask, Group, and Time

Subtask	Statistic	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
			Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Oral Reading Fluency	Number Attempted	Control	8.8	0.57		687	7.7	0.39		719			
		Treatment	7.2	0.13	0.020	708	10.7	1.28	0.038	683	4.6	0.004	0.67
	% Correct of Attempted	Control	4.5	1.52		687	3.0	1.09		719			
		Treatment	0.8	0.34	0.037	708	14.0	4.19	0.021	683	14.7	0.003	0.75

Table 16. Number of ORF Items Attempted and Percent Correct, by Subtask, Group, and Time

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Oral Reading Fluency (cwpm)**	Control	1.5	0.52		687	0.8	0.41		719			
	Treatment	0.2	0.11	0.045	708	4.5	1.81	0.064	683	4.9	0.016	0.66

Given the overall low level of oral reading fluency, it is not surprising that reading comprehension scores did not increase substantially: RARA pupils were only able to correctly answer less than 1 question out of 5, primarily because they did not read enough of the corresponding text to be able to answer the questions (see **Table 17** for summary of mean scores). However, as noted previously, improvement was observed in the overall distribution of reading comprehension scores, indicating a shift is underway with respect to children’s ability to understand what they read.

Table 17 Change and Impact of Reading Approach on Reading Comprehension Mean Scores, by Subtask, Group, and Time

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Reading Comprehension (# out of 5)**	Control	0.1	0.05		687	0.1	0.03		720			
	Treatment	0.0	0.01	0.030	708	0.3	0.14	0.121	683	0.4	0.028	0.60
Reading Comprehension (% out of 5) **	Control	0.0	0.01		687	0.0	0.01		720			
	Treatment	0.0	0.00	0.030	708	0.1	0.03	0.121	683	0.1	0.028	0.60
Reading Comprehension (% reading with 80% comprehension)	Control	0.0	0.00		687	0.0	0.01		720			
	Treatment	0.0	0.00	0.460	708	0.0	0.02	0.354	683	0.0	0.314	0.24

4.5 IMPACT OF RARA APPROACH ON ORAL LANGUAGE SKILLS – LISTENING COMPREHENSION

When children learn to read, they are greatly aided by their oral language skills. Their vocabulary and other skills in a language they speak help them to transform their knowledge of oral language into a written form—and thereby read text.

As the results above indicate, children’s ability to comprehend text did not increase substantially due to their overall low oral reading

fluency. However, their oral language comprehension skills did improve, further indicating that children can understand and comprehend Hausa, but need better instruction and more class time to be able to translate their oral language skills into text reading and comprehension.

While children’s ability to comprehend text did not increase substantially due to their overall low oral reading fluency, their oral language comprehension skills did improve, further indicating that children can understand and comprehend Hausa, but need better instruction and more class time to be able to also comprehend text.

The Hausa listening comprehension task measured pupils’ ability to understand a short narrative story read aloud to them by the enumerator. Children were asked all five questions about the story. Based on this subtask measure, Primary 2 students’ Hausa listening comprehension skills increased from 44 percent of questions answered correctly at baseline to 65 percent at endline; see **Table 18** for a summary of mean scores. This represents an improvement of almost one more question correct, from 2 to 3 correct responses out of 5 ($p=0.056$; effect size=0.36).

LISTENING COMPREHENSION

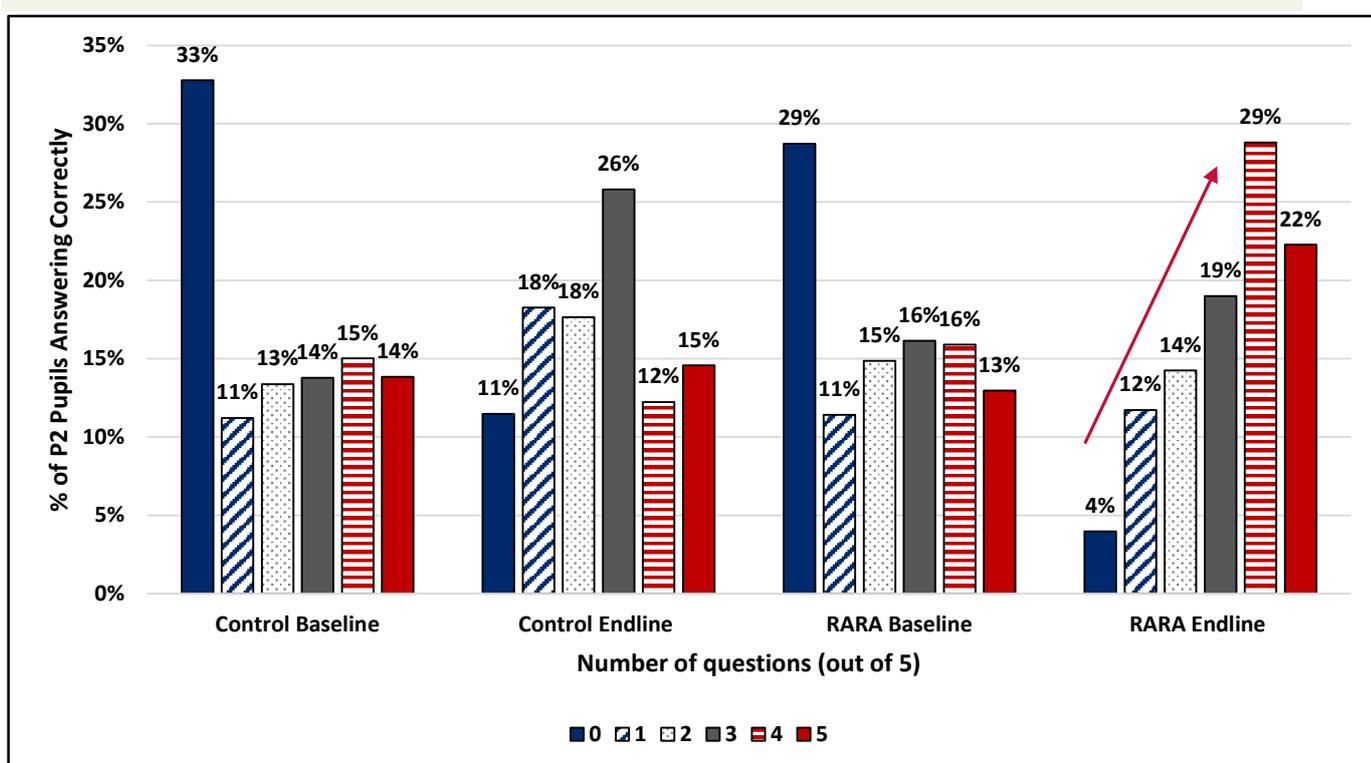
To better understand pupils’ ability to comprehend Hausa, a short story was read to them. After listening to the story, they were then asked five questions.

Table 18. Change and Impact of RARA Reading Approach on Listening Comprehension Mean Scores, by Subtask, Group, and Time

Subtask	Group	Baseline				Endline				Impact of RARA Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Listening Comprehension (# out of 5)*	Control	2.1	0.16		687	2.5	0.13		720			
	Treatment	2.2	0.12	0.642	708	3.2	0.17	0.010	682	0.6	0.056	0.36
Listening Comprehension (% out of 5)*	Control	0.4	0.03		687	0.5	0.03		720			
	Treatment	0.4	0.02	0.642	708	0.6	0.03	0.010	682	0.1	0.056	0.36

The overall shift in the distribution of questions answered correctly is also important to recognize, as it indicates a positive trajectory regarding the children’s oral comprehension. As summarized in **Figure 35** below, the percentage of pupils providing correct responses for four and five questions grew significantly over time. This indicates the approach has had an impact in improving oral comprehension, and that further progress in reading instruction can help translate these oral comprehension gains into reading comprehension improvement as well.

Figure 35. Distribution of Listening Comprehension Scores: Percent of Pupils Answering Correctly



4.6 IMPACT OF RARA APPROACH ON WRITING SKILLS – LETTER AND WORD DICTATION

Writing and reading skills are intricately connected and mutually reinforcing.²² Writing letters reinforces the pupils’ ability to recognize them,

²² Ehri, L.C. (1989). The development of spelling knowledge and its role in reading acquisition and reading disability. *Journal of Learning Disabilities*, 22(6), 356–65; Invernizzi, M., & Hayes, L. (2004). Developmental-spelling research: A systematic imperative. *Reading Research Quarterly*, 39(2), 216–28.

and spelling out words increases their attention to the letter-sound relationships.

The final subtasks of the Hausa EGRA tested pupils' ability to correctly write five letters and five short words, dictated to them orally. The items included in the baseline and endline instruments are listed in the textbox above. The items were carefully selected to assess letters representing sounds formed with different manners and points of articulation (e.g., vowels and consonants; nasals, stops, fricatives; bilabial, alveolar,velar; voiced and voiceless, etc.), as well as letters with similar and

LETTER DICTATION:

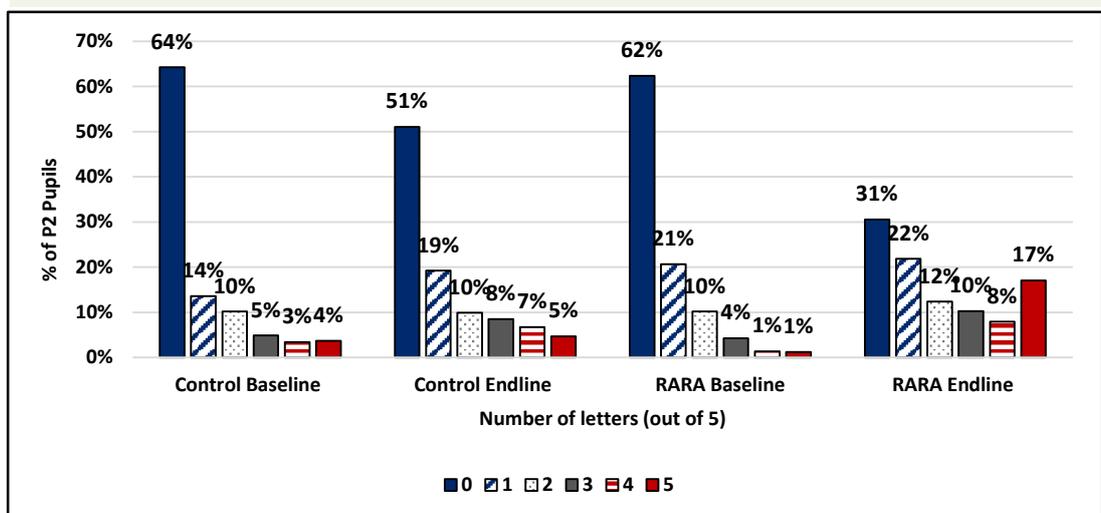
Pupils were asked to write 5 letters, listed below.

Baseline	Endline
a	a
n	m
t	k
i	u
b	d

potentially confusing forms (e.g., n vs. m, b vs. d). However, all of the letters selected for both dictation tasks are highly frequent in Hausa. The word dictation task used two syllable structures, CV and CVC,²³ and one- or two-syllable, high-frequency words with transparent spellings (though Hausa is, overall, a transparent language, meaning there is a one-to-one correspondence between letters and sounds). The baseline and endline tasks were statistically equated during the pilot testing.

The distribution of scores on the letter dictation subtask is summarized below in **Figure 36**.

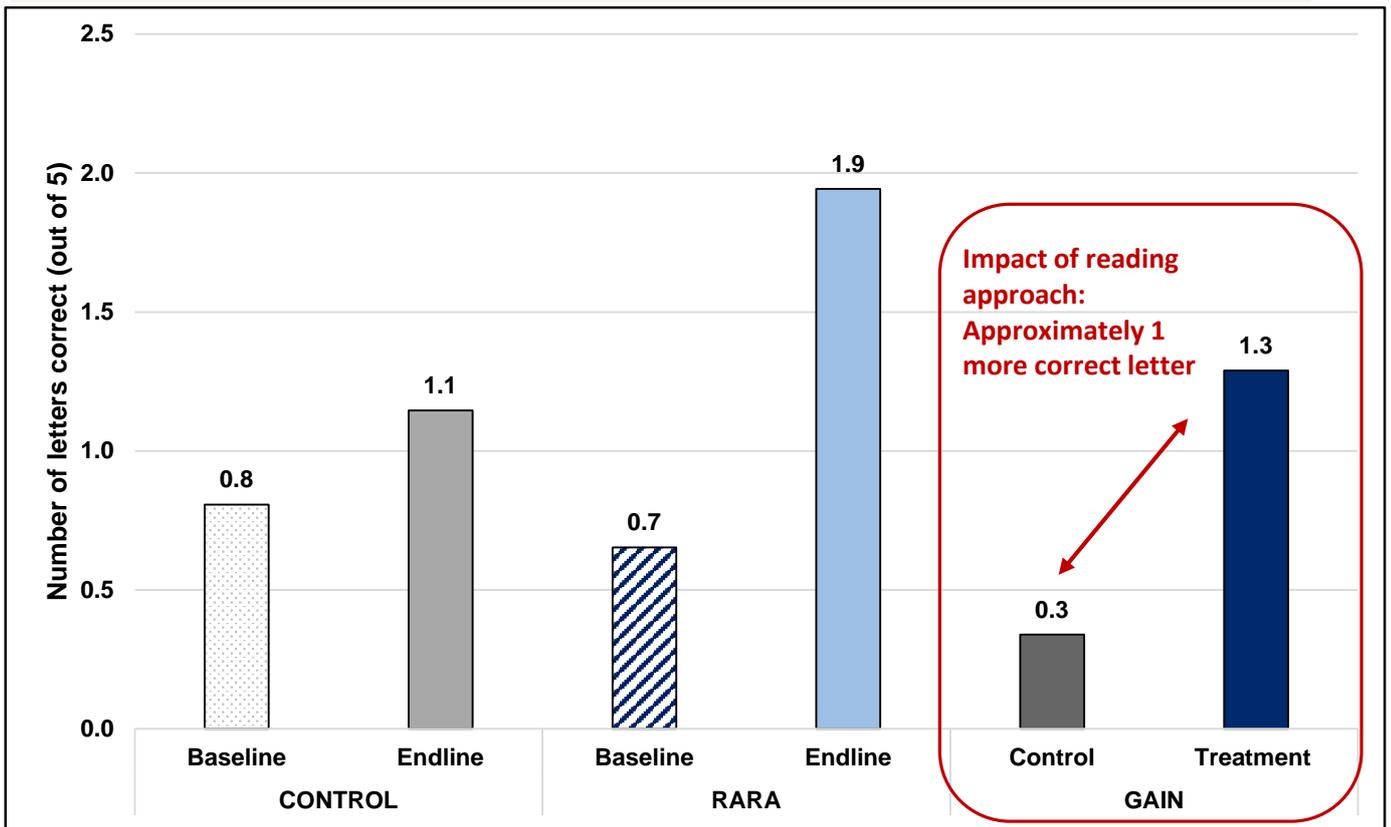
Figure 36. Letter Dictation: Distribution of Scores



²³ Consonant – Vowel /Consonant – Vowel – Consonant

The percentage of Primary 2 pupils participating in the treatment schools who scored zero on the letter dictation subtask decreased by more than half, from 62 percent to 31 percent, while the percentage of pupils providing 4 or 5 correct items (out of 5) increased from 2 percent to 25 percent. This improvement in letter dictation scores was significantly greater than that for pupils in control schools. The reading approach impact on letter dictation, taking into account changes between the control and treatment groups over time, was a decrease in zero scores of 19 percentage points ($p=0.069$; effect size -0.38); see **Figure 36**. Mean scores improved commensurately, with an overall increase of 1 more correct letter, or a 20 percent increase in scores, on average; see **Figure 37** and **Table 19** (In contrast, the mean score for children who did not score 0 was 3.5 correct letters out of 5.) The overall increase in mean scores was significant ($p=0.008$) with a high effect size (0.64).

Figure 37. Letter Dictation: Impact of Reading Approach



Not surprisingly, the improvement in letter dictation facilitated an improvement in word dictation scores. The overall distribution of scores shifted in a positive direction for P2 pupils in treatment schools, as summarized in **Figure 38**. The percentage of treatment Primary 2 pupils scoring zero decreased by 17 percentage

WORD DICTATION:

Pupils were asked to write short words, listed below.

Baseline	Endline
ku	sa
ya	yi
sam	ban
dare	tare
muka	kuma

points, from almost all children scoring zero (96 percent) to 79 percent. The overall mean score increased slightly for pupils participating in the RARA approach, from 0.1 to 0.5, while average scores for pupils in control schools also remained close to zero (see **Figure 39** and **Table 19**). For all pupils, the results indicate that much more focus is needed to help pupils spell, which will in turn help them to read.

Figure 38. Word Dictation: Distribution of Scores

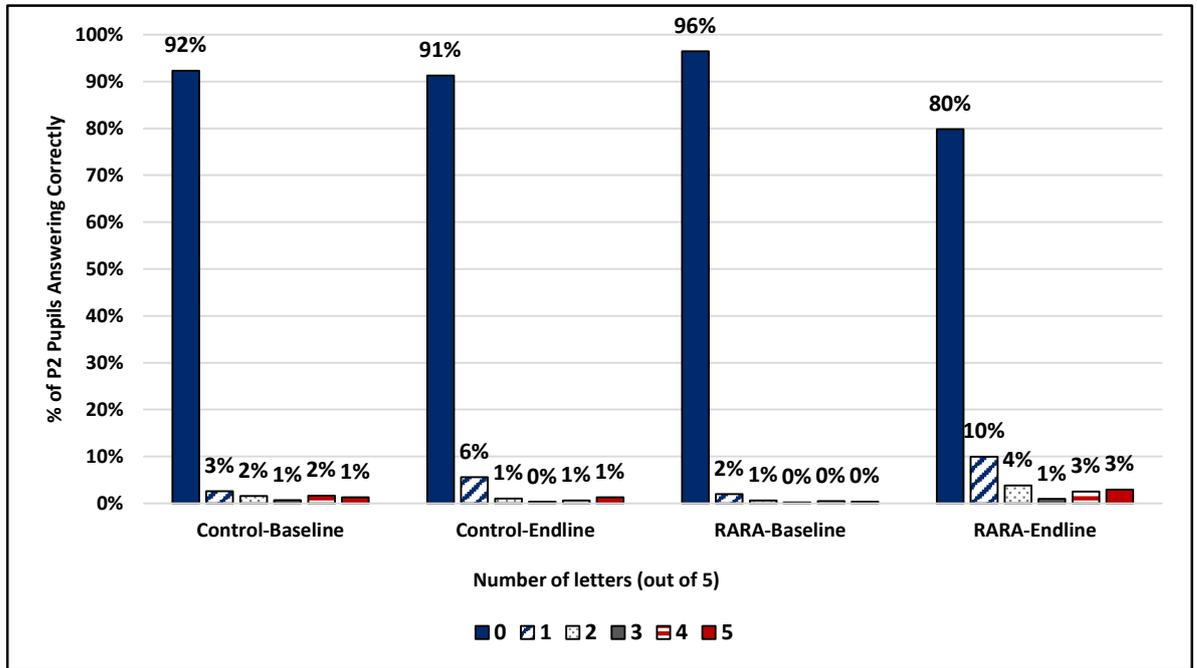


Figure 39. Word Dictation: Impact of RARA Approach

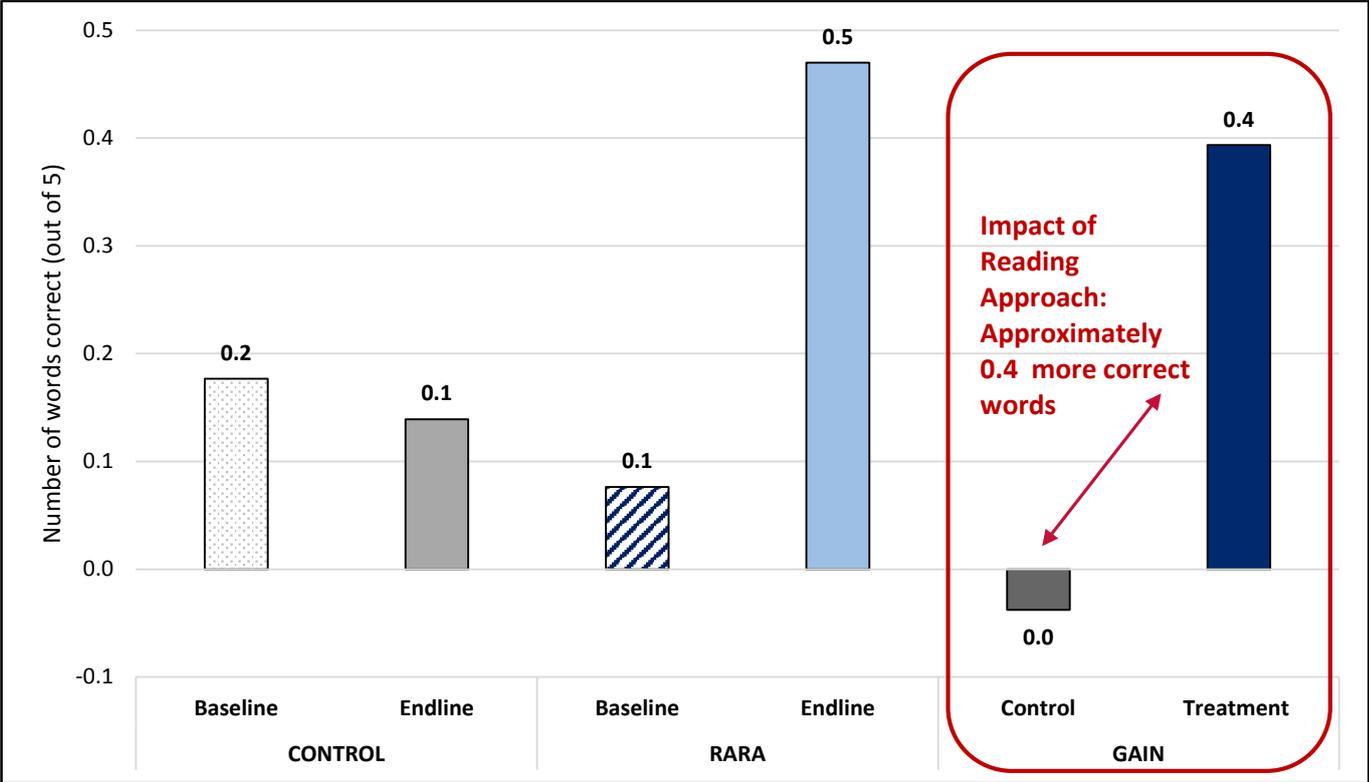


Table 19. Change and RARA Impact on Dictation Mean Scores, by Subtask, Group, and Time

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Mean	p-value	Effect Size
Letter Dictation (# out of 5)***	Control	0.8	0.13		687	1.1	0.19		721			
	Treatment	0.7	0.08	0.371	708	1.9	0.17	0.014	684	1.0	0.008	0.64
Letter Dictation (% out of 5)***	Control	0.2	0.03		687	0.2	0.04		721			
	Treatment	0.1	0.02	0.371	708	0.4	0.03	0.014	684	0.2	0.008	0.64
Word Dictation (# out of 5)***	Control	0.2	0.08		685	0.2	0.05		721			
	Treatment	0.1	0.02	0.139	708	0.5	0.08	0.007	684	0.4	0.002	0.50
Word Dictation (% out of 5)***	Control	0.0	0.02		685	0.0	0.01		721			
	Treatment	0.0	0.00	0.139	708	0.1	0.02	0.007	684	0.1	0.002	0.50

Statistical significance of reading approach impact: *** $p < .01$, ** $p < .05$, * $p < .10$

5. EGRA RESULTS BY SUB-GROUP

The EGRA results indicate significant improvements in reading outcomes in both Bauchi and Sokoto. However, some differences in outcomes emerged among sub-groups in the data set.

5.1 EGRA RESULTS BY STATE

Figure 40 summarizes the percentage of P2 RARA pupils in each state who scored 0 at endline for a select set of subtasks. As indicated in the graph, Bauchi state experienced a greater decline in zero scores than did those in Sokoto state. For example, among P2 RARA pupils, 59% in Bauchi and 77% in Sokoto scored zero on the letter sound identification subtask. Similarly, Bauchi a small—though still large—percentage of pupils in Bauchi scored 0 on the oral rreading fluency measure. Less significant differences in zero score outcomes were observed for listening comprehension and letter dictation.

Figure 41 summarizes the impact of RARA in reducing zero scores in each state, and for both states combined. The results indicate a greater impact in Bauchi as compared to Sokoto in terms of the decline in the percentage of pupils scoring zero. While this is partially due to the fact that the decrease in the percentage of Bauchi treatment pupils scoring zero decreased more than it did for treatment pupils in Sokoto, it is also a reflection of the increase in zero scores among Bauchi control pupils for some tasks. For example, zero scores for the letter sound identification subtask increased from 81 percent to 92 percent, and from 87 to 94 percent. (For letter dictation the zero scores remained the same, while for listening comprehension the control group's zero scores also decreased.)

Figure 40. Percentage of RARA Pupils Scoring Zero at Endline

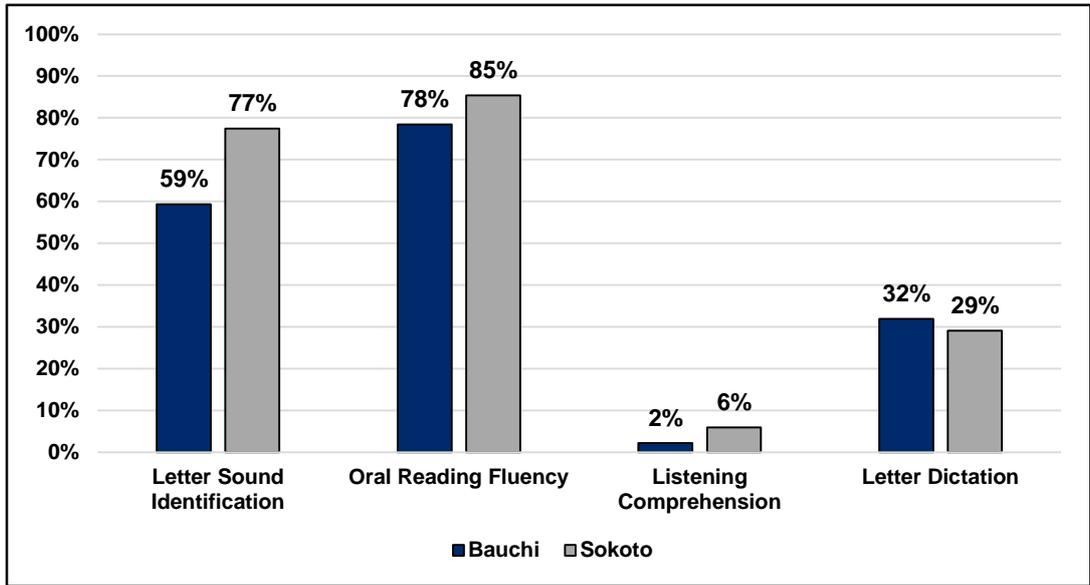
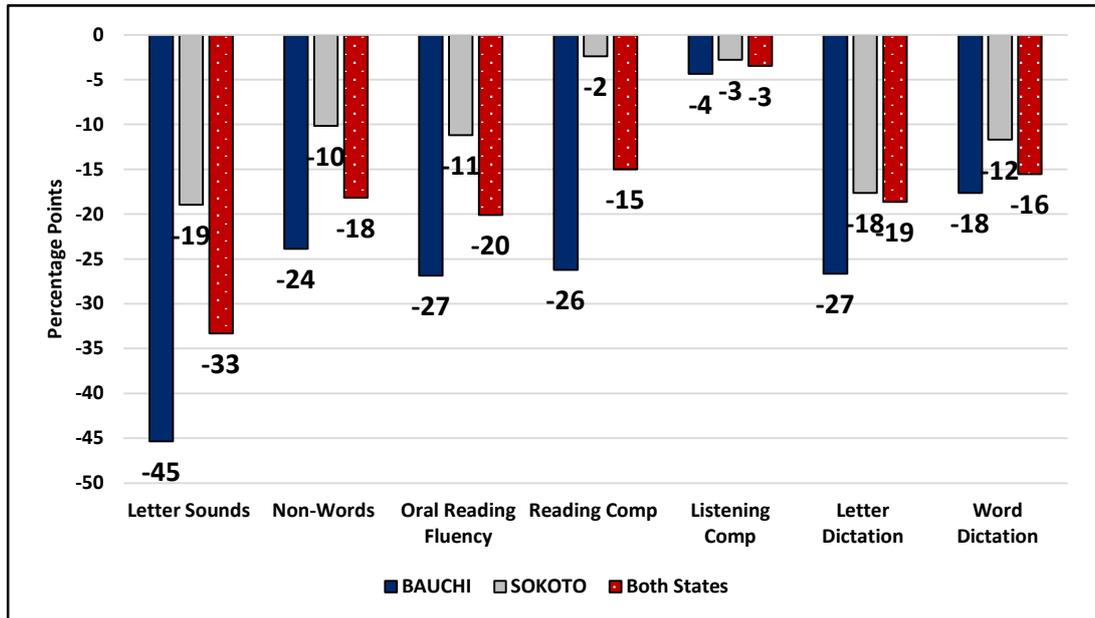


Figure 41. Impact of RARA Approach in Decreasing Zero Scores, by State and Overall



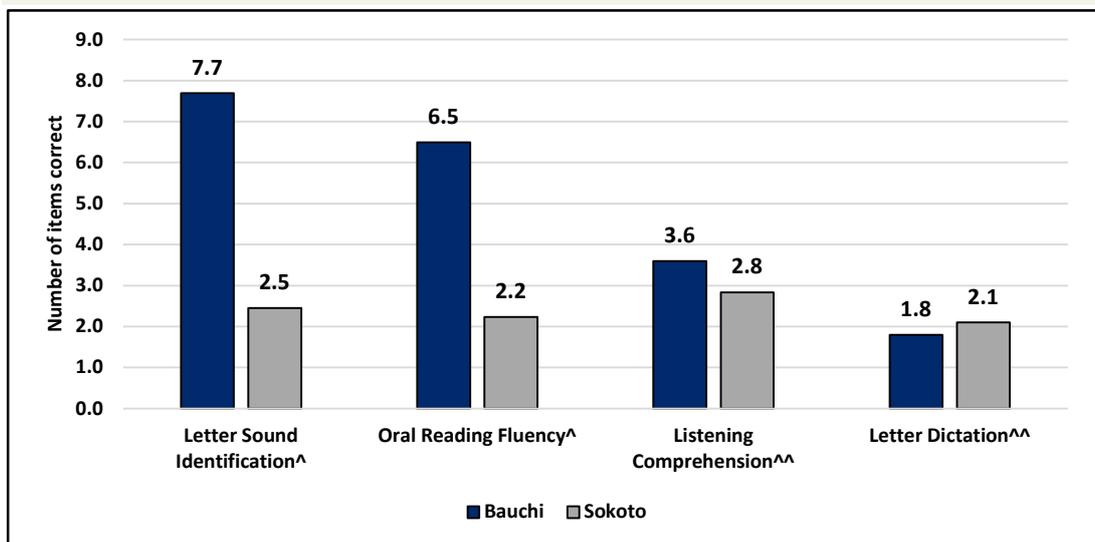
Given zero scores in Bauchi decreased more in than in Sokoto, mean scores in Bauchi were also higher, as was the overall impact across most subtasks. **Figure 42** summarizes mean scores across select subtasks. In Bauchi, treatment pupils' mean score at endline was 7.7 correct letter sounds per minute compared to 2.5 in Sokoto. Similarly, Bauchi pupils' oral reading fluency score was about three times greater than that of their peers in Sokoto (6.5 compared to 2.2 correct words per minute, respectively).

Differences were less significant for the listening comprehension and letter dictation subtasks.

The impact of the reading approach on mean scores was therefore greater in Bauchi than in Sokoto. In Bauchi, the overall impact was 9.5 correct letter sounds per minute compared to 2.0 in Sokoto; it was 7.5 correct words per minute compared to 1.7 in Sokoto. (As for zero scores, mean scores among the Bauchi control group also declined slightly from baseline to endline.)

The reading approach impact on listening comprehension and letter dictation was virtually the same in both states.

Figure 42. EGRA Mean Scores at Endline – Bauchi and Sokoto



5.2 EGRA RESULTS BY GENDER

The graphs below summarize the EGRA results by gender for each state. **Figure 43** and **Figure 44** indicate the percentage point decrease in zero scores in treatment schools from baseline to endline, while **Figure 45** summarizes the decrease in zero scores over time for both control and treatment schools. **Figure 46** presents changes in mean scores for select subtasks, for control and treatment groups in both states.

The graphs reveal differing patterns for girls and boys in the states, with girls' results significantly better than boys' in Bauchi, while the opposite is true in Sokoto. In Bauchi, the reading approach resulted in an overall decline in girls' zero scores of 58 percentage points, while for boys the decrease was 38 percentage points. The resulting impact in mean scores was thus 14.1 clspm for girls and 7.0 clspm for boys. For oral reading fluency, treatment endline scores were 8.5 correct connected text words per minute for girls and 4.4 for boys.

In contrast, in Sokoto, girls' zero scores decreased by 13 percentage points compared to 25 percentage points for boys. For other skills, girls' zero scores declined very little, indicating most of the improvement in reading outcomes in Sokoto was experienced by boys. For example, the reading approach resulted in a 25 percentage point decrease in the percentage of boys scoring zero in oral reading fluency, but only a 3 percentage point decrease for girls. Similar results were observed for dictation.

The only area in which boys' and girls' zero scores declined at a similar rate (in Bauchi), or for which girls' scores decreased more than boys (the case in Sokoto), was listening comprehension.

Girls' higher performance in reading in Bauchi is consistent with findings from numerous other reading assessments and studies, which have documented a significant gender gaps in reading outcomes, with girls outperforming boys²⁴. The reason(s) that girls performed better than boys in Bauchi, yet boys did much better than girls in Sokoto, may be related to several factors. One potential explanation is the relative gender enrollment parity (an indication of societal support for girls education) and the higher percentage of female teachers in Bauchi relative to Sokoto may affect how girls' experience learning in the classroom. It may be that now that instruction has improved, in the context of a relatively supportive environment, girls have begun to pull ahead of their male peers in reading.

²⁴ See RTI International. "Reading Skills and Gender: An Analysis." Available at: www.ed-dataglobal.org; OECD (2011), "How do girls compare to boys in reading skills?", in PISA 2009 at a Glance, OECD Publishing. <http://dx.doi.org/10.1787/9789264095250-5-en>

Figure 43. Treatment Group Baseline and Endline Zero Scores (Bauchi), by Gender

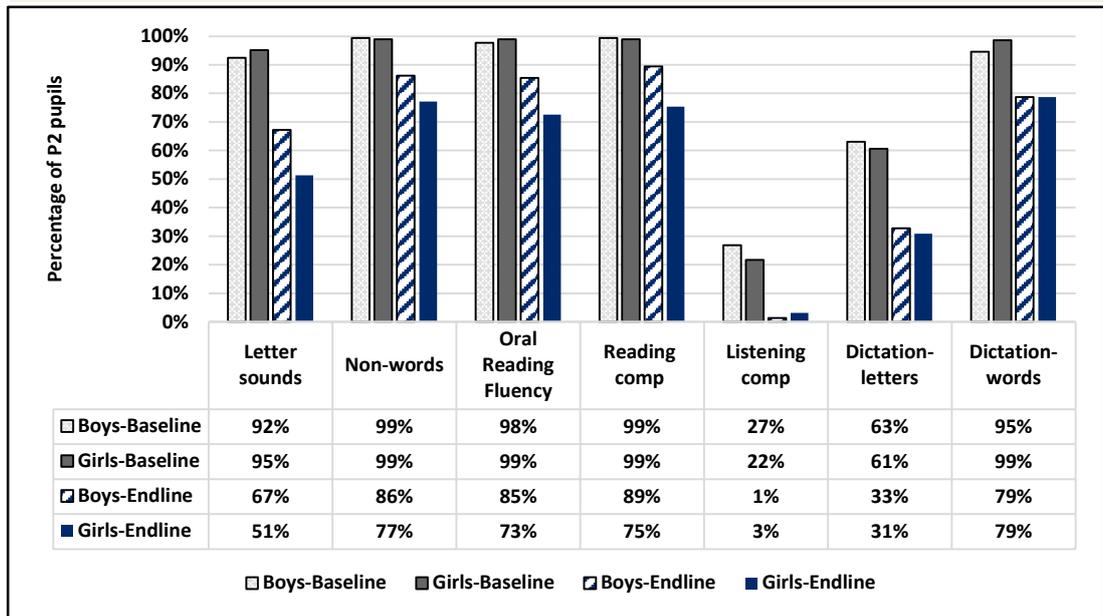


Figure 44. Treatment Group Baseline and Endline Zero Scores (Sokoto), by Gender

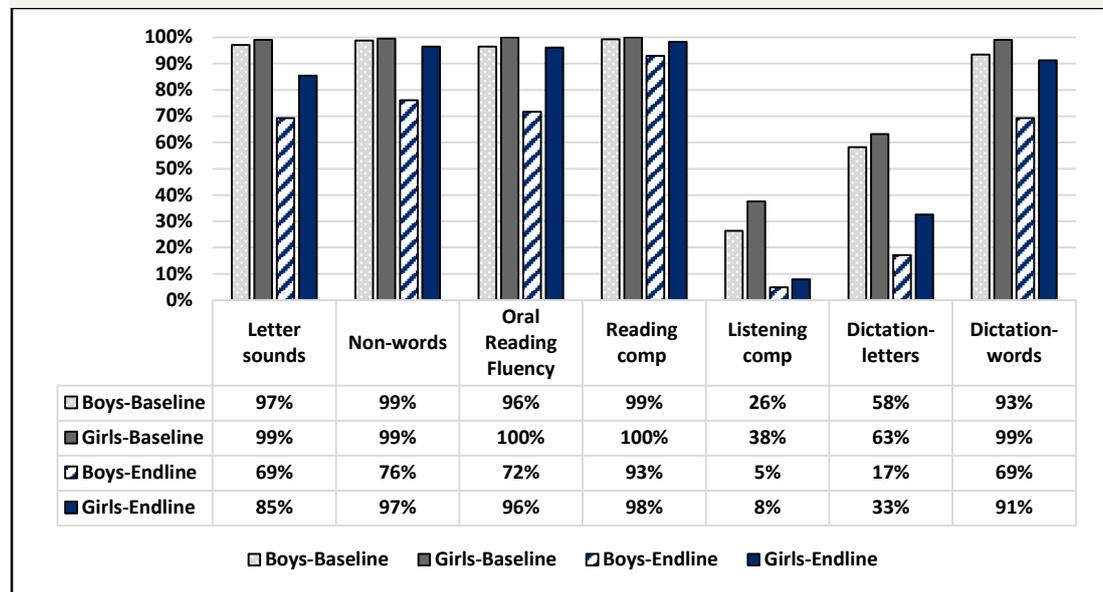


Figure 45. Net Percentage Point Decrease in Zero Scores, by Gender and State

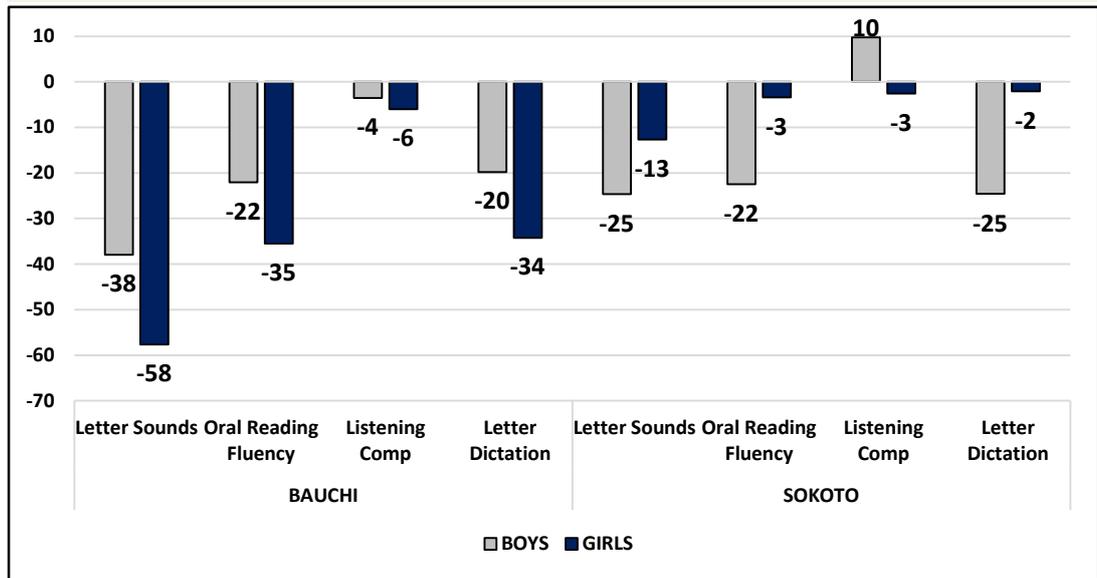
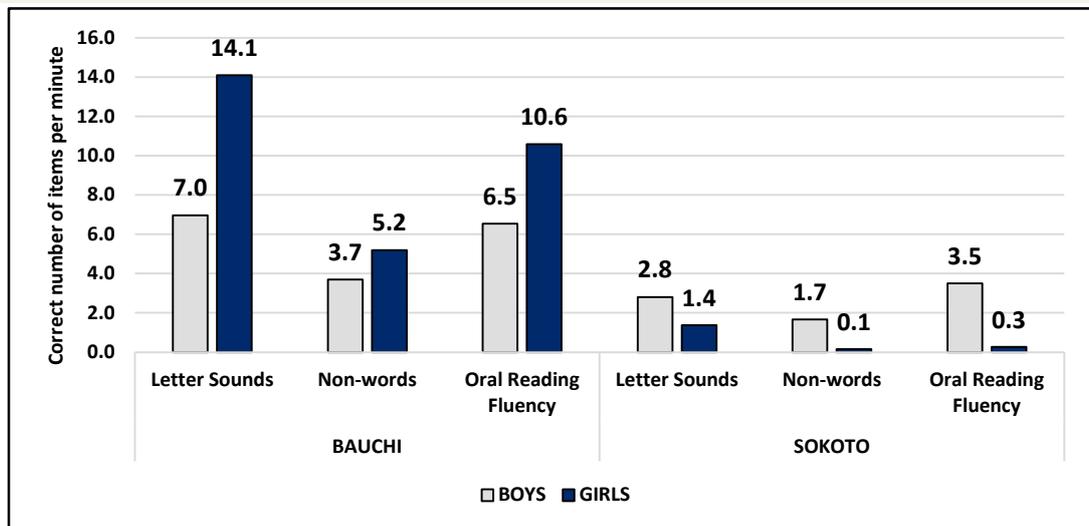


Figure 46. Net Change in Mean Scores, by Gender and State



5.3 EGRA RESULTS BY HOME LANGUAGE

Given the fairly large minority of pupils who reported that Hausa is not the language they speak most frequently at home (in Bauchi, 11 percent at baseline and 18 percent at endline, and in Sokoto 3 percent at both time

periods²⁵) the treatment group's outcomes were also analyzed by home language. At baseline, Hausa and non-Hausa home language speakers—the majority of whom are Fulfulde home language speakers, who may or may not also speak Hausa—had similar scores, in both control and treatment groups and in both states. At endline, both the Hausa and non-Hausa language speakers' zero scores declined on several EGRA subtasks, but the Hausa home language speakers had much better outcomes at endline in comparison to non-Hausa home language speakers, as summarized in **Figure 47** below. For example, while approximately 95 percent of both Hausa and non-Hausa home language speakers scored zero at baseline, at endline 67 percent of Hausa speakers scored 0 compared to 80 percent of non-Hausa home language speakers, a difference that is statistically significant ($p=0.051$). The difference was even greater in Bauchi State, where the percentage of Hausa home language speakers who scored zero dropped even further, to 56 percent ($p=0.010$). The trend with respect to the decline in zero scores was similar in oral reading fluency, reading comprehension (which is highly dependent on oral reading fluency), listening comprehension, and letter writing.

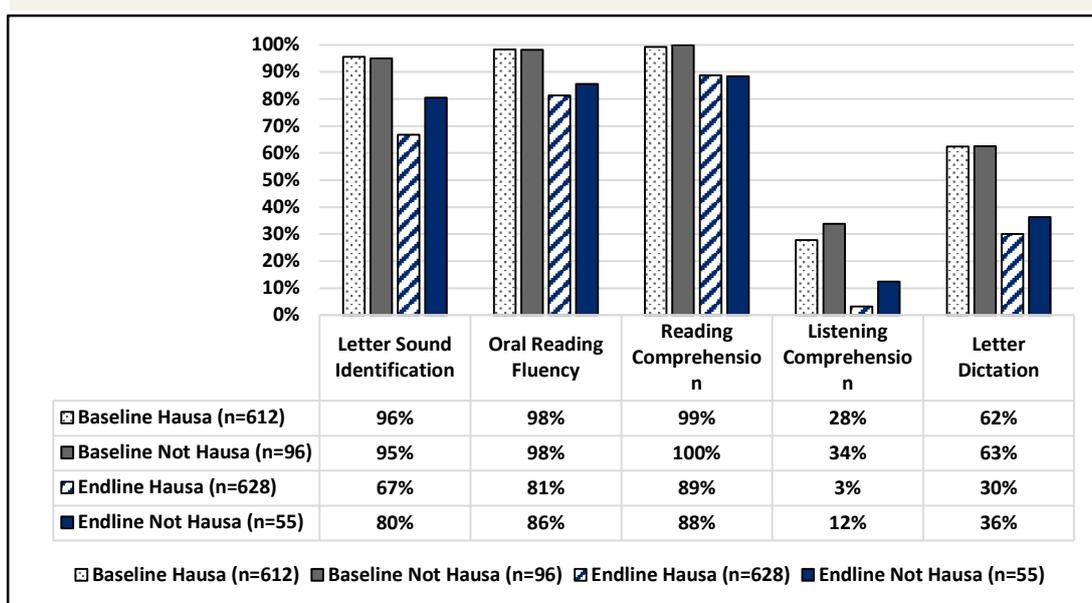
Due to the greater decline in zero scores for Hausa home language speakers, mean scores were also higher for Hausa speakers than for non-Hausa home language speakers (except for letter sounds, for which both groups obtained an average score of approximately 5 clpm). These differences were neither large in real terms, nor statistically significant (though the small sample size of the non-Hausa speakers may not have enabled such detection). For example, Hausa home language speakers obtained an endline oral reading fluency mean score of 4.6 cwpm, whereas non-Hausa speakers obtained an average of 3.0 cwpm. Despite the different outcomes, both groups are clearly still not reading at a level expected for Primary 2 pupils. Furthermore, the fact that the non-Hausa home language speakers had a mean endline listening comprehension score of 60 percent compared to 70 percent for Hausa home language speakers (a difference of only 0.5 questions correct) indicates non-Hausa home language speakers do have language skills to support literacy activities, an encouraging finding. This is likely because even though Hausa may not be the language the children speak most frequently at home, they are exposed to the language in their immediate environment and at school. The distribution of non-Hausa home language speakers in the schools indicates that, as the percentage of non-Hausa home language pupils tends to be distributed in schools where the majority of pupils (and thus community members) speak Hausa: Of the 120 control and treatment

²⁵ The percentages vary slightly in the control group. The reason for the difference between the percentage of non-Hausa home language speakers at baseline and endline in Bauchi is unclear.

schools in both states, only four had a population of non-Hausa home language students of 6 percent and higher, while in 13 schools 2 to 5 percent of the P2 students were non-Hausa home language speakers. (Of the remaining schools, 25 had 1% P2 non-Hausa home language speakers, and 78 schools had none, based on the random sample of learners drawn on the day of the EGRA.)

Overall, the findings indicate that Hausa reading instruction can help to improve the skills of children who may not speak Hausa at home, but are nonetheless familiar with it. However, results also indicate that additional efforts are needed to support improving all children’s Hausa reading skills. Efforts may include instruction geared towards second language learners and/or literacy instruction in the home language to help support non-Hausa speakers in their acquisition of Hausa as well.

Figure 47. Change in Zero Scores for Hausa and Non-Hausa Home Language Speakers – RARA Group



6. COACHING PRACTICES

The RARA activity aimed to improve not only the teachers' instructional practices but also the effectiveness of the pedagogical support they received from the school supervisors (SSOs) who were to serve as

coaches. The school supervisors attended the same initial training workshop as the teachers and then participated in an additional two days of training on their (new) role as coach, including what to look for in the teacher observations, how to give constructive feedback, and how to establish and maintain an effective coach-teacher relationship. Importantly, the RARA staff provided ongoing support to the coaches in the form of site visits, observations of their meetings with teachers, and coach "check-in" meetings held twice per year.

The RARA staff observed a total of 142 coach visits over the course of the school year. The data gathered through their observations of the coach visits are summarized below. Note the data are based on the number of observations of SSOs, not the number of individual SSOs. Also, the number of observations (n) is much smaller in Term 3 than Terms 1 and 2, so caution should be applied accordingly in the interpretation of the results.

RARA Research Questions:

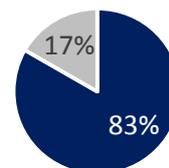
Does the RARA-developed approach to instructional leadership lead to more effective coaching and support provided by supervisors?

Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' knowledge and skills to provide effective coaching to early grade reading teachers?

Teacher Feedback on the Coaching Experience

Teachers were surveyed about their experience being coached by School Support Officers. When asked how helpful SSOs were in providing feedback and coaching support, the vast majority said "very helpful."

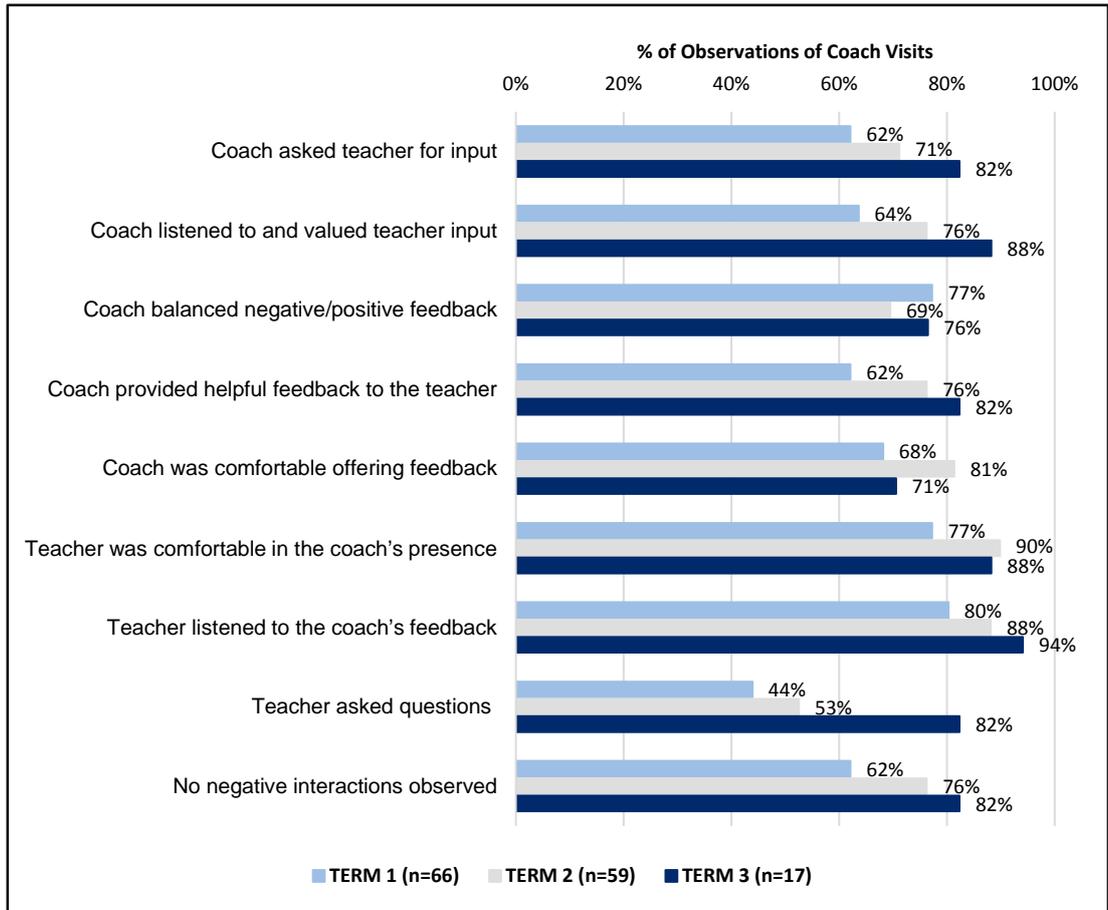
Teachers: How helpful is SSO feedback/coaching?



■ Very helpful ■ Somewhat helpful

As did the teachers' instructional practices, the coaches' implementation of an effective coach visit evolved gradually over the course of the school year. To begin, one important aspect of the coach visit, perhaps as important as the proceedings or content of discussions, is the rapport between the coach and the teacher. Although pedagogical support is part of the supervisors' official responsibilities, in practice, prior to the RARA activity, the supervisors tended to focus more on their role as inspectors than as pedagogical coaches. Therefore, the RARA approach necessitated to some degree a shift in both the supervisors' and teachers' perceptions of the overall nature of the supervisors' visit from inspectatorial to collaborative. **Figure 48** graphs the evolution of some of the aspects of their rapport. On the whole, coach-teacher rapport greatly improved over time. The SSOs were increasingly observed asking the teachers for their input, listening to them, and providing helpful feedback, while the teachers were more often comfortable in the presence of coaches, listening to the coach's feedback and asking questions. In other words the data indicate the RARA approach helped to shift SSOs toward a more positive and collaborative relationship with teachers. Aspects that remained challenging for the coaches at the end of the school year were in being comfortable offering feedback and in balancing negative and positive feedback—i.e., giving the teacher constructive criticism on areas for improvement and praising what was done well.

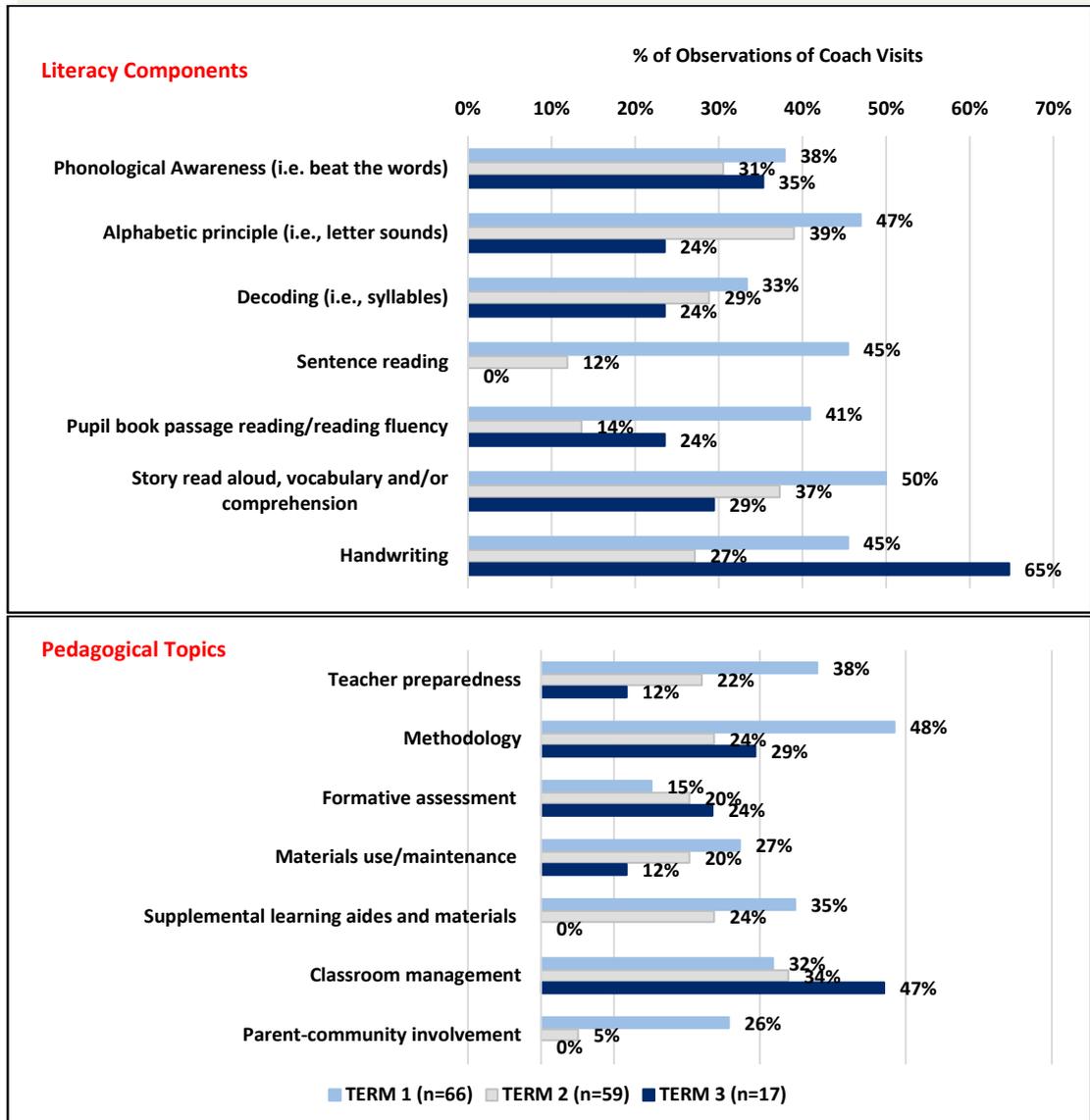
Figure 48. Changes over Time in SSO–Teacher Rapport



The topics that the SSOs and teachers focused on in their feedback session after the classroom observation varied over time as well. **Figure 49** shows the areas for improvement that were discussed each term. Note that coaches could discuss more than one topic during a feedback session.

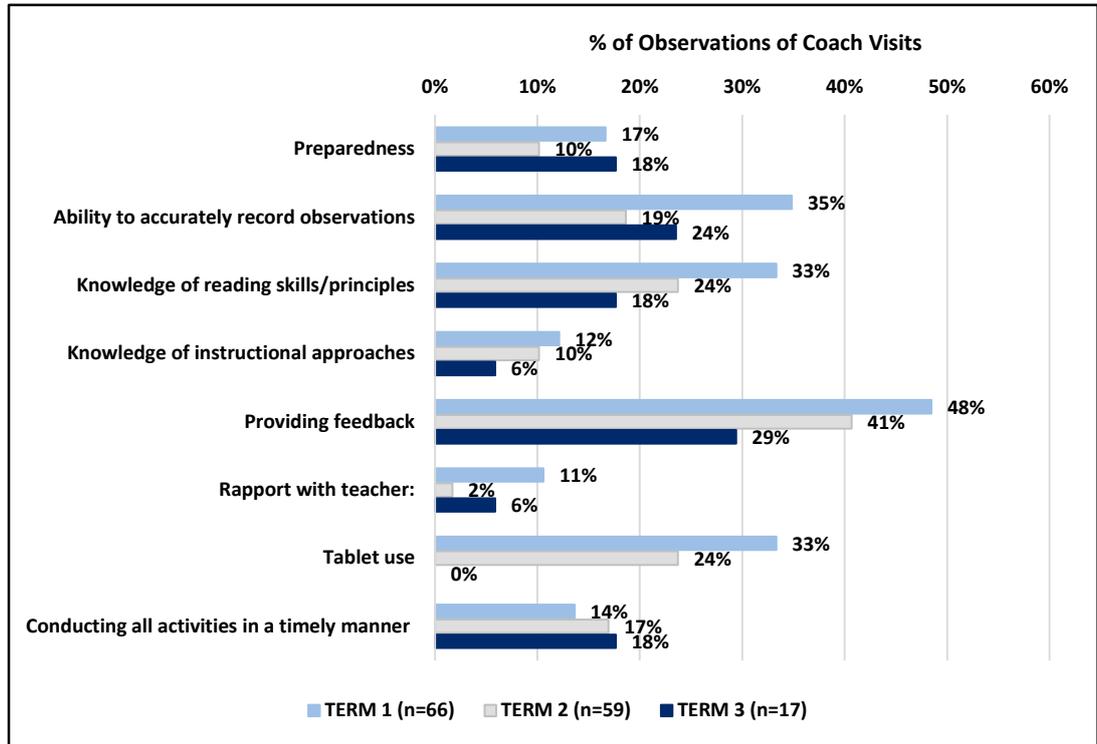
Feedback decreased over time for most of the literacy components of the lesson, with the exception of phonological awareness and handwriting. This is likely because teachers needed less feedback in these areas, and because coaches began to target other areas for improvement. As for pedagogy topics, the data indicate a general decrease in feedback on the teachers' preparedness, methodology, use of materials, and parent-community involvement, and an increase in feedback on formative assessment and classroom management in Term 3.

Figure 49. Topics of SSO–Teacher Discussions during Coach Visit, By Term



Finally, at each observation, the RARA staff also reported areas in which the SSOs needed to improve in their role as coaches (**Figure 50**). As measured by RARA staff observations, the areas in which coaches improved the most (i.e., decreasingly flagged as an area for improvement) were in their knowledge of reading skills, their provision of feedback, and their use of the tablet. Despite this progress, providing feedback still remained the area of most concern at the end of the year.

Figure 50. Changes over Time in Areas Marked for SSO Improvement



Many aspects of the supervisors' role as reading coach were new to them. Just as teachers' instructional practices evolved and improved over time, much in fact due to their ongoing interactions with the coaches, so too the data indicate that the supervisors became better coaches over time—and still have room for improvement. Coaches cannot be expected to play their new roles perfectly after just one training session; they also benefit from ongoing support.

7. KNOWLEDGE, SKILLS, ATTITUDES, AND BELIEFS ABOUT READING INSTRUCTION

Changes in educators' knowledge, skills, attitudes, and beliefs about reading instruction were an anticipated indirect outcome of the RARA reading activity. It is important to note that none of the following points was an explicit focus of the educator training sessions, but data were collected in order to detect any changes that may have occurred simultaneously with their involvement in the project.

7.1 EDUCATORS' READING SKILLS

In order to gauge the educators' own reading skills in Hausa, teachers, head teachers, and school supervisors were asked to read a short passage in Hausa out loud as if they were reading it to their students. This task was similar to the oral reading fluency (ORF) task of the EGRA except that the passage was shorter and that the participants were not asked to read as quickly as they could. They may have in fact read slowly on purpose as one would to a classroom of children, so the results do not necessarily reflect their maximum oral reading fluency rates. Nonetheless, at both baseline and endline, all groups averaged reading speeds high enough to support comprehension.

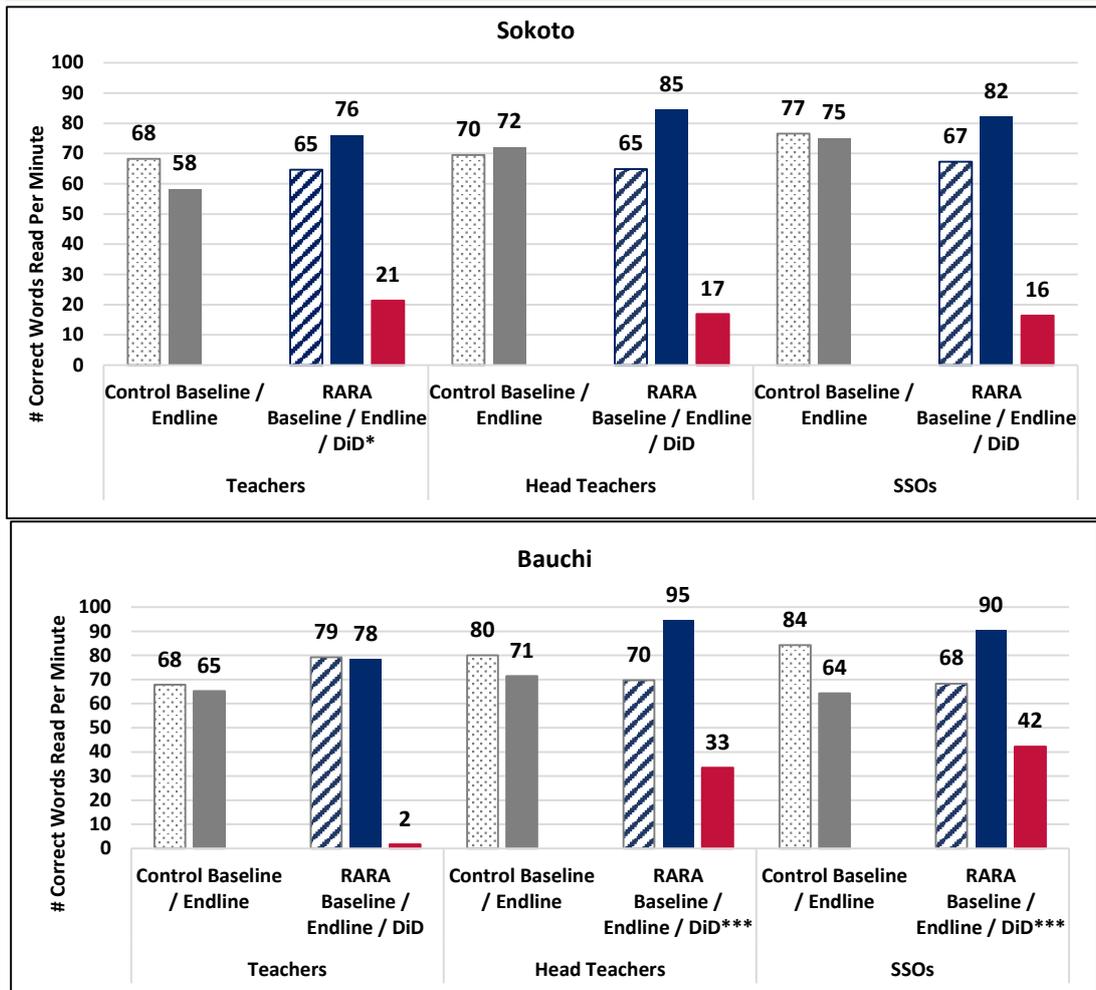
RARA Research Question:

Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' knowledge and foundational skills?

Moreover, although no RARA activity was explicitly aimed at raising the educators' own oral reading fluency, the data indicated that RARA had a positive impact on those rates in all three groups of educators (teachers, head teachers, and school supervisors) in both states (**Figure 51**). The

difference-in-differences in ORF scores between treatment and control groups from baseline to endline was found to be statistically significant for Sokoto teachers at $p=0.06$, and for Bauchi head teachers at $p=0.004$ and Bauchi SSOs at $p=0.002$.

Figure 51. Educators' Mean ORF Scores and Impact (Difference-in-Differences – DiD), by State, Group, and Time



*Impact estimate statistically significant at $p<0.10$

***Impact estimate statistically significant at $p<0.01$

7.2 EDUCATORS' KNOWLEDGE ABOUT READING PEDAGOGY

RARA Research Questions:

Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' knowledge and foundational skills?

While the RARA training components focused more heavily on practical pedagogical application versus theory, the educators were also given an assessment to measure their knowledge related to reading instruction in the form of 15 multiple choice questions. For each question, one answer was correct or most aligned to current understanding of best practices.

The questions and answer choices were all given in Hausa.

The assessors read the

questions and answer choices out loud to the participants, but the participants were also given a hard copy of the questions and answers so that they could follow along silently as the assessors read them. These items were scored and averaged out of 15.

Figure 52 on the next page shows the mean scores for each group of educators at baseline and endline. The following overall trends were observed:

- Mean scores ranged from a low of 5.3 (Sokoto control teachers at baseline) to a high of 8.5 (Sokoto treatment SSOs at endline). In other words, on average the educators answered about half of the questions correctly.

SAMPLE QUESTIONS FROM THE PEDAGOGICAL KNOWLEDGE ASSESSMENT:

- Pointing to the first letter of a word and emphasizing the sound that the first letter makes is likely to teach pupils:
 - Awareness of multi-syllable words
 - The ability to isolate individual sounds in words
 - Skills to analyze the structure of texts

The correct answer is B.

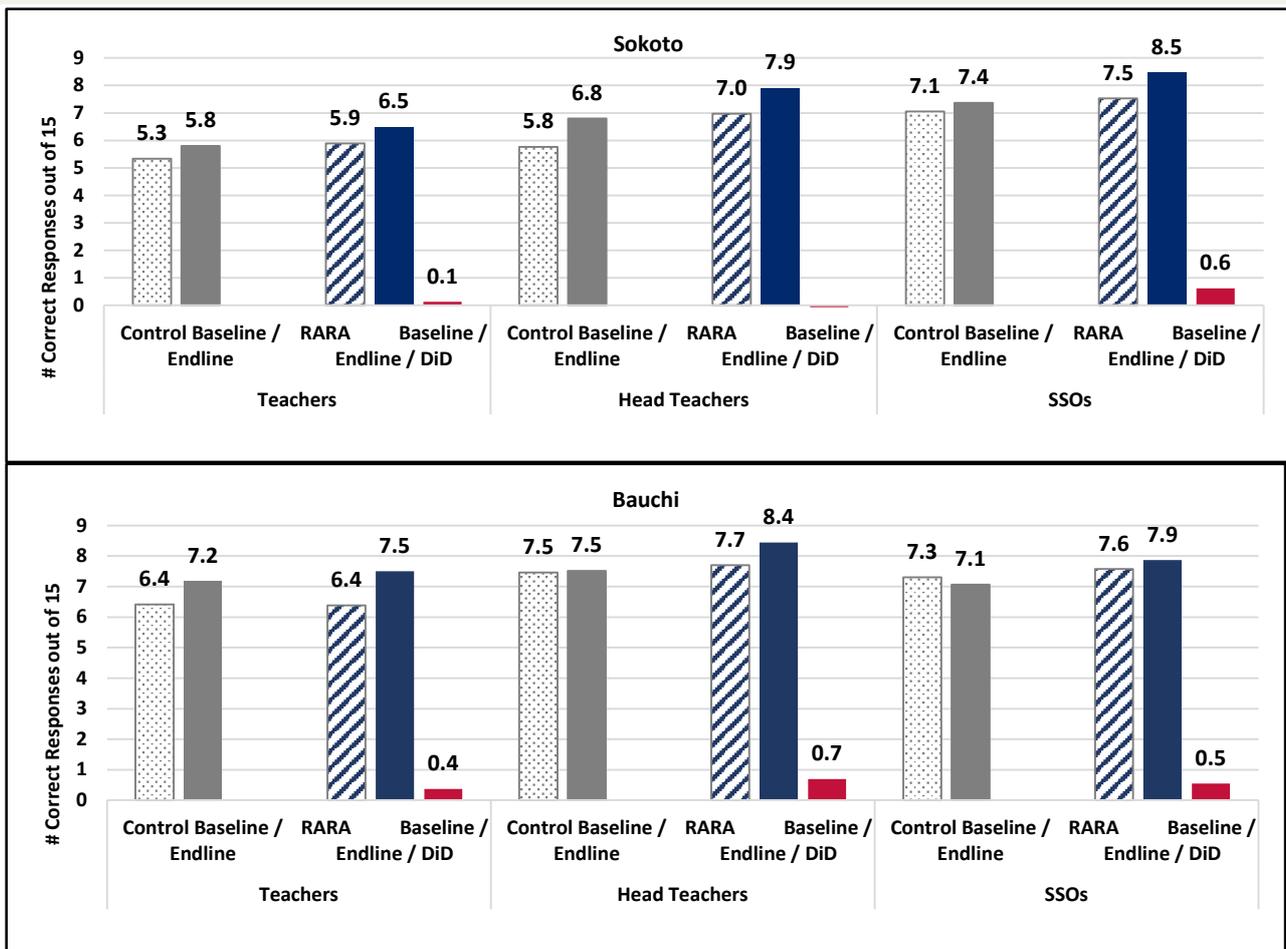
- Your pupils are having difficulty with questions where the answer is not found in the text. What do you do?
 - Stop asking those type of questions--there is no right or wrong answer.
 - Change the question to make it have a right or wrong answer.
 - Spend time modelling how to answer this type of question because it develops critical thinking.

The correct answer is C.

- With rare exceptions, the mean scores from baseline to endline increased for all types of educators in both states. This was true for both the control and treatment groups.
- The difference between mean scores between groups from baseline to endline was minimal and not statistically significant.

In contrast to the impact on teacher instructional practices presented in **Section 4**, it appears that the RARA-developed reading approach had a much greater impact on the teachers' actual instructional routines than on their ability to articulate their knowledge about reading instruction, at least with regard to the 15 questions posed on this assessment. While changing behaviors is essential, professional development also entails acquiring a deeper understanding of not just *how* to teach by *why*. Again, the focus of the RARA training was on the practical application of this knowledge, but future interventions may want to emphasize the theoretical underpinnings of literacy instruction more directly.

Figure 52. Educators' Mean Reading Pedagogy Scores and Impact (DiD), by State, Group, and Time



7.3 EDUCATORS' ATTITUDES AND BELIEFS ABOUT EARLY GRADE READING AND LITERACY ACQUISITION

Finally, data were collected about the educator's attitudes and beliefs about early grade reading and literacy acquisition, as these can exert a strong influence on their classroom practice. It was hypothesized that participating in a high-quality "mother tongue" (i.e., Hausa) literacy program, and seeing concrete results would increase teachers' support for mother tongue literacy in general and build confidence in their pupils' ability to learn. Note that again these issues were not an explicit focus of the RARA reading approach trainings and were addressed only indirectly.

As part of the teacher, head teacher, and school supervisor questionnaires, the participants were asked three times to choose from between two statements the one they agreed with more. These statements were presented to the participants in Hausa both orally and on paper. The items (translated into English) were as follow.

Item 1: On the ability of all children to learn to read:

- Statement A: "If a child is struggling to learn to read, it is because he or she lacks the natural intelligence to do so."
- Statement B: "Many factors may cause a child to struggle to learn to read."

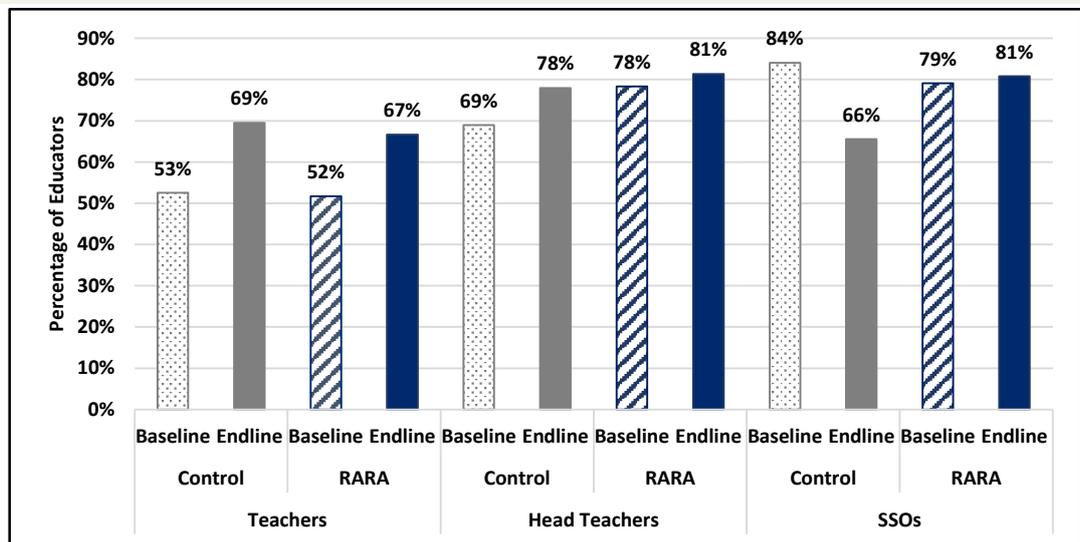
The study found that for this item, support for "many factors" as the cause of learning struggles versus the "lack of natural intelligence" argument was relatively high at baseline and remained high or increased from baseline to endline in both treatment and control groups, though with stronger support from head teachers and SSOs than from teachers (**Figure 53**). None of the differences between groups over time were statistically significant.

RARA Research Questions:

Does the RARA-developed approach to Hausa reading instruction lead to changes in teachers' attitudes, perceptions, and biases?

Does the RARA-developed approach to instructional leadership lead to changes in supervisors' and head teachers' attitudes, expectations, and perceptions regarding early grade reading pedagogy and their roles in supporting early grade teachers?

Figure 53. Percentage of Educators Believing that "Many Factors" Cause Children to Struggle in Learning to Read, Not Lack of Natural Intelligence

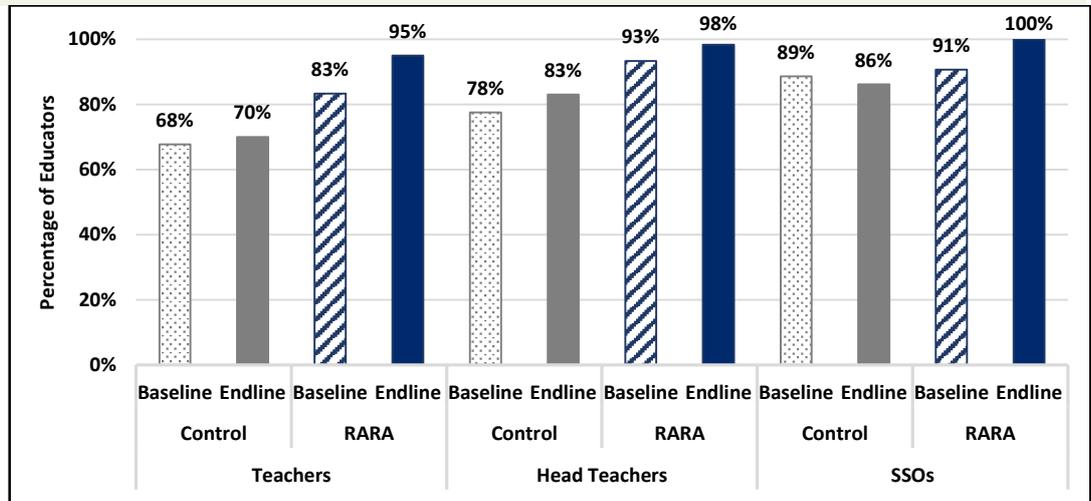


Item 2: On the desirability of learning to read in one's home language first:

- Statement A: "All pupils should learn how to read in English first, regardless of their local language."
- Statement B: "All pupils should learn to read in their local language (e.g., Hausa) first."

Support for local language, or mother tongue, literacy was also strong at baseline and remained high or increased at endline, again in both treatment and control groups (**Figure 54**). Although support was strongest in the treatment group educators at endline, the differences were not statistically significant.

Figure 54. Percentage of Educators Believing That All Pupils Should Learn to Read in Their Local Language (e.g., Hausa) First

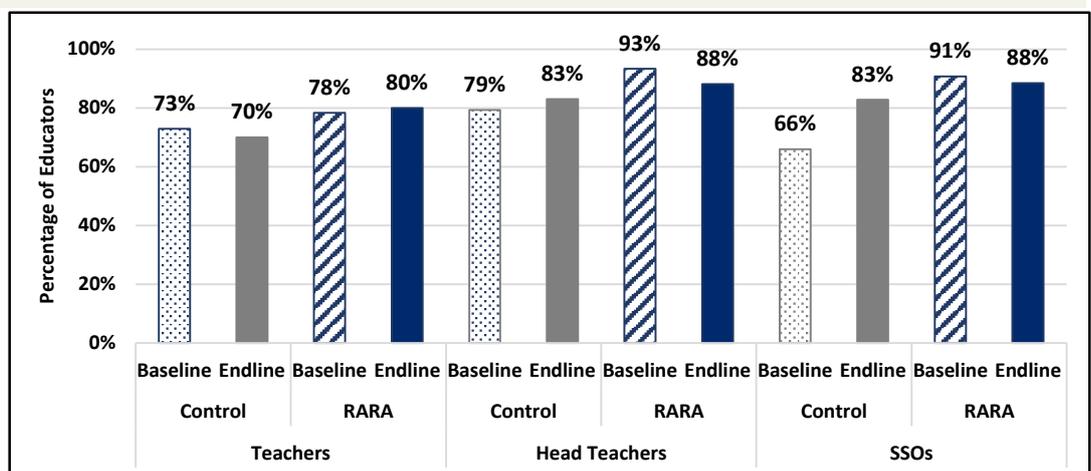


Item 3: On the transferability of literacy skills between languages:

- Statement A: "Some literacy skills in a child's first language transfer to other language literacy skills."
- Statement B: "Literacy skills in a child's first language only benefit the first language."

Finally, perhaps related to their support for mother tongue literacy, a strong majority of the educators believed that first language literacy schools transfer to second language literacy (**Figure 55**). Again, this belief remained high across groups from baseline to endline, with only minor fluctuations, and no statistically significant differences between groups.

Figure 55. Percentage of Educators Believing That L1 Literacy Skills Transfer to L2 Literacy



While the data did not indicate any shifts in beliefs on these issues statistically attributable to the RARA-developed reading approach, it is encouraging to see such strong and consistent support for these three key beliefs related to mother-tongue literacy instruction, even among the control groups.

8. KEY RESEARCH TAKEAWAYS AND CONSIDERATIONS FOR CONTINUED EFFORTS TO IMPROVE READING

The results of the RARA approach evaluation demonstrate the effectiveness of targeted efforts to improve reading outcomes. Key takeaways from the research and considerations for continued efforts to improve reading outcomes are discussed below.

8.1 KEY RESEARCH TAKEAWAYS

The RARA-developed approach to reading instruction had a considerable impact in improving teachers' instruction of Hausa literacy—and increasing the amount of time spent teaching. Hausa teachers implementing the new approach increased their implementation from an average of 4 to 10.5 out of 12 instructional practices that support beginning reading practices, overcoming the end-of-the-year “slump” in these same practices evidenced in the control schools, where teachers' implementation of reading practices was already very low. **The teachers also spent more time teaching essential literacy components;** by endline, they were devoting more than twice as much class time to direct literacy instruction compared to their control school counterparts (29.7 minutes versus 12.2 minutes).

Some of teachers' greatest improvements in practice were in the teaching of letter sounds, pupils' engagement with text, and comprehension activities. The increase in the teachers' attention to early comprehension activities such as listening comprehension, vocabulary development, and comprehension strategies is necessary for pupils' development of reading comprehension. The full effects of these activities will become more evident once the children develop automatic word recognition skills.

When encouraged and empowered, teachers can be resourceful. On their own, **the teachers implementing the RARA approach made their classrooms substantially more print-rich than the control classrooms.** Likewise, when parents see that quality instruction is taking place, they are more likely to do their part to equip their children with basic school supplies. Basic school supplies (exercise books and pens or pencils) were twice as

prevalent in treatment schools at endline as in control schools, even though these were not part of the RARA-developed package of materials.

The result of teachers' improvement in reading instruction can be seen in the **significant improvement in Hausa reading outcomes** observed among the Primary 2 children benefiting from the RARA approach. Taking into consideration changes over time and among the treatment group, **the distribution of scores across foundational reading skills improved significantly, with substantially fewer pupils scoring zero on the EGRA tasks**. For example, the percentage of pupils scoring zero for letter sound identification decreased from more than 90 percent to 68 percent, while the percentage of students scoring zero in other tasks dropped by double-digit percentages as well. The result was a significant shift in the distribution of scores, particularly for letter sound identification and oral reading fluency. **The effect sizes of the impact of the reading approach on improving reading outcomes were large**, indicating the power of the approach to bring about change.

Given the decrease in zero scores, the reading approach also realized gains in mean scores. However, in real terms, pupils' oral reading fluency, reading comprehension, and writing skills remain much too low for children in Primary 2. As teachers become better at teaching, SSOs become more skilled at supporting them, and literacy instruction expands to Primary 1, it is expected that these outcomes will improve over time.

8.2 CONSIDERATIONS FOR CONTINUED EFFORTS TO IMPROVE HAUSA READING OUTCOMES

The results of the reading research, and lessons learned during its implementation, provide insights that can help inform continued efforts to improve reading instruction.

First, **efforts to improve reading should be focused and build on teachers' existing knowledge base and instructional practices**. The RARA research shows that a targeted set of interventions can lead to significant improvement in reading over a short period of time. Providing teachers with structured lesson plans that incorporate both new and familiar practices provides them with a roadmap they can and do follow; providing pupils with a book increases the amount of time they spend reading; and providing initial training followed by ongoing pedagogical support through coach visits and school-based cluster meetings greatly strengthens teachers' ability to improve—and maintain improvement of—their teaching practices throughout the school year.

Teachers benefit greatly from ongoing support and professional development opportunities. Adopting new practices takes time, and some

practices may take longer to be adopted than others. Teacher implementing the RARA approach benefitted from being observed by a trusted mentor and having the opportunity to collaboratively discuss challenges, successes, and areas for improvement. (It is particularly helpful if follow-up with teachers takes place immediately after formal trainings to help translate new knowledge into improved instruction.) With this support, they showed incremental yet ultimately significant improvements in the implementation of the desired practices over the course of the school year. School-based cluster meetings, which brought together small groups of teachers, head teachers, and coaches (and, initially, a reading resource person, such as a master trainer or project staff) outside normal school hours, proved an effective way to facilitate experience sharing and peer-to-peer learning between formal trainings. Involving head teachers in trainings and ongoing professional development opportunities is also important, since many are responsible for teaching Hausa themselves, and can be an in-school resource for teachers. Monitoring of teacher practices is also important in that it can help to tailor cluster meetings and refresher trainings to meet teachers' specific needs.

Becoming a “reading coach” does not happen overnight, but requires time and logistical and pedagogical support. Just as teachers do not tend to improve their practices immediately following a training, coaches, too, do not become instantly expert in their role. Monitoring of coaches showed that they, too, showed progress over time in their ability to exhibit effective practices. Training of SSOs to be coaches should be scaffolded to allow them time to learn not only new reading instructional practices, but also what it means to be a coach. This includes building their understanding and skills with respect to lesson observation and teacher feedback through practice, and observing them while they support teachers and providing feedback. Periodic “coach check-in meetings” provide further opportunity for coach professional development, experience sharing, and planning for cluster meetings. Vital, too, is government support—in particular, reliable transport and fuel—to enable SSOs to travel to schools regularly.

Materials matter. The teachers' guide with structured lesson plans provided much-needed support to help teachers implement the effective instructional practices they learned during training. The read-aloud books gave the teachers material to read aloud to the pupils, as well vocabulary to highlight and comprehension questions to ask, greatly increasing their inclusion of this important practice in their lesson. The pupil textbooks facilitated getting pupils' eyes on text, as is evidenced by the increased frequency in which teachers implementing the RARA approach gave pupils sentences and passages to read. Developing these materials was facilitated by using templates from similar reading initiatives in other contexts, as well as by drawing from existing resources in Hausa.

Without more books in classrooms, children will not learn to read.

Both the RARA research and previous surveys in Bauchi and Sokoto have found a near total absence of Hausa reading material. Although the RARA-developed approach including providing one book to pupils, the scarcity of age-appropriate supplementary reading materials available in Hausa remains a serious challenge to children's reading development. Efforts must be made to increase the supply of books available to all primary age children in order for them to become fluent readers.

Improving reading outcomes for all may require targeted efforts. As indicated in this report, Hausa teachers and P2 learners in Bauchi experienced greater improvement in their instructional practices and reading outcomes than did their peers in Sokoto. Results also varied between boys and girls in each state, as well as between home language speakers of Hausa versus those who speak Fulfulde. Ensuring that reading improvement efforts benefit all children will therefore require attention to these issues. In particular, helping teachers to teach reading to children who do not speak Hausa as their home language should be explored, particularly in Bauchi where a significant minority of non-Hausa home language speakers reside.

Improving reading outcomes cannot happen if reading is not taught every day, and schools are not in session. The time allotted for teaching Hausa class—which includes more than just reading instruction—is only a few days per week, and for less than one hour a day when it is taught. Moreover, it is not uncommon for schools to be closed for a variety of reasons and for extended periods of time. All of this adds up to insufficient time for children to learn. As such, education authorities should consider ways to increase the amount of time allocated for teaching reading, as well as identify strategies for minimizing the number of days schools are closed, to ensure children have the maximum amount of time for learning.

Attention to attendance is also critical. Children cannot learn to read well if neither they nor their teachers attend school regularly. The RARA research found that a significant percentage of both students and their teachers are absent on any given day. While quality reading instruction seemed to improve teacher and student attendance in Sokoto, efforts to improve reading instruction will only be successful if efforts are taken to improve attendance.

Early and continued engagement of government and other education stakeholders in the reading improvement process is essential for successful implementation and sustainability. The involvement of a Reading Technical Working Group in all aspects of materials development built the capacity of state education officials and ensured that their voice, culture, and perspectives were infused in the materials developed. The

involvement of education officials and college of education lecturers as master trainers further built much-needed capacity around effective literacy instruction. Involvement of various government actors in research planning and implementation, as well as in the review and dissemination of results, facilitated their acceptance and led to tangible plans and actions to scale up reading improvement initiatives in the states.

The reading research outcomes clearly indicate that teachers can improve their teaching practices and pupils can become better readers in a relatively short amount of time if they have the necessary supports. Importantly, a strong foundation at the state level is now in place to sustain and continue these improvements. It is our hope that soon all the children in Northern Nigeria will benefit from the fruits of this research and will be on their way to becoming fluent readers.

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ANNEX 1. RARA READING RESEARCH SAMPLE SELECTION AND WEIGHTING

The sampling approach for the RARA reading research was designed to yield statistically valid results by state and treatment group. The selection of control and treatment schools involved a four-stage process. First, prior to the sample selection, all Local Government Authorities (LGAs) that were to participate in another reading project were eliminated from the sample frame in order to avoid potential confusion among officials and/or contamination between control and treatment groups. (This program, supported by UNICEF, was not actually implemented during the RARA timeframe.) Key characteristics of the LGAs that were to implement the other reading program were reviewed to ensure they did not have any observable characteristics that would make their exclusion potentially problematic to the research. Once these LGAs were eliminated, eight LGAs in each state were randomly selected based on the probability proportional to size (PPS) sampling methodology. The number and geographic location of LGAs were identified as feasible for RARA staff to manage given the human resources and time available. The LGAs included in the research were: In Bauchi: Bauchi, Dambam, Darazo, Gamawa, Katagum, Kirfi, Tafaw Balewa, and Warji; in Sokoto: Gada, Gwadabawa, Kware, Sabon-Birin, Sokoto North, Tambawal, Tureta, and Yabo.

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

Five schools from each EA were then selected to participate in the study. If five schools were not available within the EA, schools were selected from a neighboring EA in order to attain the desired sample size. A minimum set of criteria was established for sample school selection to enable the RARA approach, or, in the case of control schools, to allow for collection of baseline and endline data. These criteria included verification that the school was functioning (i.e., students enrolled and regularly attending) and that the school had at least 10 Primary 2 pupils attending.

Finally, at the school level, 6 boys and 6 girls (for a total of 12 pupils at each school) were randomly selected from among all Primary 2 pupils present on the day of the EGRA and school visit.²⁶ The pupil sample size for the RARA baseline and endline evaluations was determined based on an analysis of results from the previous EGRA in Nigeria to maintain a specific level of precision. The margin of error with the proposed sample size was ± 7 correct words per minute on the oral reading fluency task.

The sample pupil data were weighted to render the results representative of the population of schools and pupils within the sampling frame. Sample weights for schools were calculated as the inverse of the probability of selection.

Based on the sampling methodology (PPS), weights were applied as follows:

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

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

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

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

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

Due to the small sample size of teachers, head teachers, and SSOs (approximately 30 or fewer per state/treatment group), data for these groups were not weighted.

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

²⁶ Given the gender imbalance observed in enrollment and the potential likelihood that random sampling of pupils might result in no or few girls being selected at each school, an equal number of boys and girls was selected on the day of sampling, whenever possible, to ensure some girls were selected at every (co-ed) school.

ANNEX 2. EGRA HAUSA ASSESSOR PROTOCOL AND PUPIL QUESTIONNAIRE – ENDLINE



Nigeria Reading and Research Activity (RARA)

HAUSA Early Grade Reading Assessment (EGRA): Assessor Instructions and Protocol

General instructions

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

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

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

- **Bari in faɗa 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 zabi sunanki/ka ne domin yin wannan wasar karatu. Zan ce ki/ka karanta haruffa da kalmomi da ɗan gajeren labari a bayyane.**
- **Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai dauke ki/ka karantawa.**
- **Sam wannan ba jarabawa ba ce, kuma ba wanda zai faɗi in an yi.**
- **Haka kuma, zan yi miki/maka wasu 'yan tambayoyi game da makarantarku, da kuma gidanku.**
- **Sam - Sam, ba zan rubuta suna ba, don haka ba wanda zai san cewa amsoshinki/ka ne.**
- **Kar ki/ka manta, ba tilas ga shiga wannan wasa. Idan kuma muka fara, kika/ka ji ba ki/ka son amsa wata tambaya, shi ma wannan ba komai, sai mu wuce ta.**
- **Akwai tambaya? Kin/ka shirya, mu fara?**

Check box if verbal consent is obtained: **YES**

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

A. Date of assessment: (Example: 11 June 2015 = 11/06/2015)	Date: _____ Month: _____ Year: _____	J. Class:	<input type="checkbox"/> Primary 2
B. State:		K. School Type	<input type="checkbox"/> Government <input type="checkbox"/> Public Islamiyya
C. LGEA name:		L. Hausa Class Section	<input type="checkbox"/> Section A <input type="checkbox"/> Section B <input type="checkbox"/> Section C <input type="checkbox"/> Section D <input type="checkbox"/> Section E
D. LGEA code:		M. Pupil number:	
E. Administrator name:		N. Pupil birth date:	Mo _____ Yr _____
F. Administrator code:		O. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
G. School name:			
H. School EMIS code:		P: Start Time	_____ : _____ <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		

Task 1. LETTER SOUND IDENTIFICATION	Page 1	60 seconds																																																																																																																								
<p>☛ Ga shafi cike da bakaken Hausa. Sai ki/ka furta mini SAUTIN bakaken da duk kike/kake iya ganewa – ba wai sunansu ba, a’a, yadda ake furtasu kawai.</p> <p>Misali, sautin wannan baki [nuna “N”] shi ne /n/.</p> <p>To, bisimilla: Furta mini sautin wannan bakin [nuna “L”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baki /L/. Idan yarinya ba ta/yaro bai gano amsar ba, sai ki/ka ce: Aha, amma dai sautin wannan bakin shi ne /L/.</p> <p>To, bari mu gwada wani bakin: Furta mini sautin wannan bakin [nuna “K”]: Idan yarinya ta/yaro ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baki /k/. Idan yarinya ba ta/yaro bai gano amsar ba, sai ki/ka ce: Aha, amma dai sautin wannan bakin shi ne /k/.</p> <p>Idan na ce “Fara”, fara daga nan [nuna baki na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wane baki ki/ka kuma gaya mini sautin bakin, ki/ka kuma daga murya. Furta sautin bakaken da hanzari a hankali (amma fa a natse). Idan kin/ka zo kan bakin da ba ki/ka sani ba, sai ki/ka je a kan baki na gaba. Aza yatsanki/ka a kan bakin farko. Kin/ka shirya? To bisimilla, fara.</p>	<p>Start the timer when the child reads the first letter.</p> <p>☞ If a child hesitates or stops on a letter for <u>3</u> SECONDS, 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>																																																																																																																									
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Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

Task 2. NON-WORD READING	📖 Page 2	🕒 60 seconds																																																																		
<p>🔊 Ga wasu kagaggun kalmomi na Hausa. Ina son ki /ka karanta gwargwadon waƙanda kike/kake iya karantawa. Kada ki/ka bi baki bayan baki; a'a, ki/ka karanta su haƙe.</p> <p>Misali, wannan kagaggiyar kalma [nuna "hata"], ana faɗinta, a ce: "hata".</p> <p>To, mu gwada: Karanta wannan kalmar [nuna kalma ta gaba: "muwo"]. Idan yarinya ta/yaro ya faɗi "muwo" daidai, sai ki/ka ce: Da kyau, "muwo". Idan yarinya ba ta/yaro bai faɗi "muwo" daidai ba, sai ki/ka ce: Aha, amma dai ana faɗin wannan kagaggiyar kalma, a ce: "muwo."</p> <p>To, yanzu ga wata kalmar ta gaba: Karanta wannan kalmar [nuna kalma ta gaba: "yubi"]. Idan yarinya ta/yaro ya faɗi "yubi" daidai, sai ki/ka ce: Da kyau, "yubi." Idan yarinya ba ta/yaro bai faɗi "yubi" daidai ba, sai ki/ka ce: Aha, amma dai ana faɗin wannan kagaggiyar kalma, a ce "yubi."</p> <p>Idan na ce "fara", fara daga nan [nuna baki na farko] ki/ka ci gaba a hakan [nuna]. Nuna mini ko wace kalma, ki/ka faɗe ta ki/ka kuma daga murya. Karanta da hanzari kuma a hankali (amma fa a natse). Idan kin/ka zo kan kalmar da ba ki/ka sani ba, sai ki/ka je kan kalma ta gaba. Aza yatsanki/ka a kan kalmar farko. Kin/ka shirya? To bisimilla, fara.</p>		<p>Start the timer when the child reads the first word.</p> <p>👉 If a child hesitates or stops on a letter for 3 SECONDS, 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 (Ø) Circle self-corrections if you already marked the word incorrect. (]) Mark the final word read with a bracket</p> <p><i>Misalai:</i> hata muwo yubi</p> <table border="1" data-bbox="167 907 1284 1310"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>bumo</td> <td>zoti</td> <td>gube</td> <td>tika</td> <td>dakwa</td> <td>(5)</td> </tr> <tr> <td>sazi</td> <td>shalu</td> <td>tsatsi</td> <td>laugi</td> <td>gwaki</td> <td>(10)</td> </tr> <tr> <td>tele</td> <td>yuzi</td> <td>tsuwu</td> <td>kwaru</td> <td>tsawe</td> <td>(15)</td> </tr> <tr> <td>ƙwadi</td> <td>fegwa</td> <td>heyo</td> <td>nuki</td> <td>faje</td> <td>(20)</td> </tr> <tr> <td>wama</td> <td>josu</td> <td>baine</td> <td>defu</td> <td>deje</td> <td>(25)</td> </tr> <tr> <td>gokai</td> <td>deho</td> <td>jeko</td> <td>ɗile</td> <td>gofa</td> <td>(30)</td> </tr> <tr> <td>kwifa</td> <td>muli</td> <td>ceki</td> <td>nudi</td> <td>cuhi</td> <td>(35)</td> </tr> <tr> <td>cesho</td> <td>mawi</td> <td>ralo</td> <td>shabi</td> <td>calu</td> <td>(40)</td> </tr> <tr> <td>zauda</td> <td>moga</td> <td>kuzo</td> <td>yaufe</td> <td>tada</td> <td>(45)</td> </tr> <tr> <td>kobu</td> <td>sheku</td> <td>nuro</td> <td>gwazo</td> <td>lugi</td> <td>(50)</td> </tr> </tbody> </table>		1	2	3	4	5		bumo	zoti	gube	tika	dakwa	(5)	sazi	shalu	tsatsi	laugi	gwaki	(10)	tele	yuzi	tsuwu	kwaru	tsawe	(15)	ƙwadi	fegwa	heyo	nuki	faje	(20)	wama	josu	baine	defu	deje	(25)	gokai	deho	jeko	ɗile	gofa	(30)	kwifa	muli	ceki	nudi	cuhi	(35)	cesho	mawi	ralo	shabi	calu	(40)	zauda	moga	kuzo	yaufe	tada	(45)	kobu	sheku	nuro	gwazo	lugi	(50)	
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Da kyau, sannu da ƙoƙari! To, mu ci gaba zuwa sabon sashe.

TASK 3A. ORAL READING PASSAGE

60 seconds

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

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

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

Task 3b: READING COMPREHENSION Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "No Response" and continue to the next question. Do not repeat the question.

Yanzu zan yi miki/maka wasu 'yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi kokari ki/ka ba da amsa gwargwadon iyawarka/ki. Kina/kana iya ba da amsar tambayoyin ta kowane yare kike/kake so.

	Questions [Answers]	Correct	Incorrect	No Response
Wata rana, Binta ta tsaya wasan <u>gada</u> a hanyarta ta zuwa gida.	1. Me Binta ta yi a kan hanyarta ta zuwa gida? [ta tsaya wasan gada]			
Da ta je gida sai ba ta ga littafinta <u>ba</u>, ta fara kuka.	2. Me ta batar a hanya? [littafinta]			
Ta fada wa <u>babanta</u> yadda ta batar da littafinta.	3. Wa Binta ta gaya wa ta batar da littafinta? [babanta, ta gaya wa babanta]			
Babanta ya ce ta bar kuka zai saya mata wani <u>littafin</u>.	4. Me ya sa Binta ta bar kuka? [don babanta zai saya mata wani littafin]			
Amma ta dinga dawowa gida da zaran an tashi daga <u>makaranta</u>.	5. Me ya sa baban Binta ya gaya mata ta dawo gida da zarar an tashi daga makaranta? [don kada littafinta ya sake bata; don kada wasanni su dauke hankalinta.]			

Start the timer when the child reads the first word.

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

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

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

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

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

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

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

TASK 4. LISTENING COMPREHENSION	📖 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 kunnenki/kunnenka ki/ka saurara, kuma ki/ka yi kokari ki/ka amsa tambayoyi gwargwadon iyawarki/ka. Kina/kana iya amsa tambaya ta kowane yare kike/kake so. To, zan fara.</p>		Remove the pupil stimuli booklet from the child's view.																								
<p>Wata rana Musa ya hango mangwaro ja saman bishiya. Ya yi kokarin bugo shi da sanda amma sandar gajera ce. Sai ya yi shawarar hawa ya tsinko. Wajen sauri sai ya faɗo. Ya karye ga hannu. Baban Musa ya ɗauke shi zuwa asibiti. Musa ya yi wa babansa alkawalin ba zai kara hawan bishiya ba.</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>👉 (✓) Tick Correct, Incorrect or No Response to indicate the response provided by the pupil.</p> <table border="1" data-bbox="124 1196 1211 1666"> <thead> <tr> <th>QUESTIONS [ANSWERS]</th> <th>Correct</th> <th>Incorrect</th> <th>No response</th> </tr> </thead> <tbody> <tr> <td>1. Me Musa ya hango kan bishiya? [mangwaro]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Me ya sa Musa ya kasa bugo mangwaro? [sandar gajera ce]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Me ya sa Musa ya faɗo? [sauri yake, yan a hawa da sauri, mangwaro yake kokarin ya tsinko]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Ina baban Musa ya kai shi? [asibiti, wajen ɗauri]</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Me Musa ya gaya wa babansa? [ba zai kara hawan bishiya ba]</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	QUESTIONS [ANSWERS]	Correct	Incorrect	No response	1. Me Musa ya hango kan bishiya? [mangwaro]				2. Me ya sa Musa ya kasa bugo mangwaro? [sandar gajera ce]				3. Me ya sa Musa ya faɗo? [sauri yake, yan a hawa da sauri, mangwaro yake kokarin ya tsinko]				4. Ina baban Musa ya kai shi? [asibiti, wajen ɗauri]				5. Me Musa ya gaya wa babansa? [ba zai kara hawan bishiya ba]					
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Da kyau, sannu da kokari! To, mu ci gaba zuwa sabon sashe.

TASK 5. DICTATION: LETTER WRITING

📄 X

🗣️ X

Give the child a pencil and a lined sheet of paper from an exercise book.

🗣️ Zan fada maki/maka **SUNAN** wani harafi; sai ki/ka saurara da kyau. Bayan na fada miki/maka sunan harafin, ina son ke/kai kuma ki/ka rubuta shi a kan wannan takarda. Ki/ka na iya rubuta harafin a matsayin babban baki ko karamin baki.

To, mu gwada: Harafin da nake son ki/ka rubuta shi ne “s” kamar dai yadda yake a cikin sunan “sama”. Rubuta harafin “s”.

Idan yarinya ta/yaro ya rubuta “s” daidai, sai ki/ka ce: **Da kyau.**

Idan yarinya ba ta/yaro bai rubuta “s” daidai ba, sai ki/ka ce: **Aha amma dai, ga yadda ake rubuta shi** [sai ki/ka rubuta harafin domin daliba/dalibi ta/ya gani].

To saurara, za mu fara.

Note: When the child has finished writing all the dictation letters and words, examine his or her paper. Count as correct each letter written correctly. Count EITHER capital OR lowercase letters as correct.

Letters do not need to be formed with perfect proportions, but all the essential components of that letter (lines, circles, stems, etc.), for EITHER its capital OR lowercase version should be present. In the child’s handwriting, the letter may seem disproportionately “tall” or “fat” or slightly distorted in some way, but as long as all its components are present, count as correct.

If a letter is formed incorrectly, (missing an essential components, written backwards, facing the wrong direction, etc.), mark as incorrect. If the child does not write anything, mark as incorrect.

Instructions.
Do not allow the child to look at the letters.

Make sure the pupil knows where to write in the space provided.

Always say the letter twice and use it in a word. Before moving on to the next letter.

If a child says “I don’t know,” or writes nothing, mark that letter as incorrect.

🗣️ 1. Harafi na farko da nake son ki/ka rubuta shi ne “A” kamar dai yadda yake a cikin sunan “Amina”. Rubuta harafin “A”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]

🗣️ 2. Harafi na biyu da nake son ki/ka rubuta shi ne “M” kamar dai yadda yake a cikin sunan “Mama”. Rubuta harafin “M”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]

🗣️ 3. Harafi na uku da nake son ki/ka rubuta shi ne “K” kamar dai yadda yake a cikin sunan “Kaka”. Rubuta harafin “K”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]

🗣️ 4. Harafi na huɗu da nake son ki/ka rubuta shi ne “U” kamar dai yadda yake a cikin sunan “Ungo”. Rubuta harafin “U”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka karanta harafi na gaba.]

🗣️ 5. Harafi na biyar da nake son ki/ka rubuta shi ne “D” kamar dai yadda yake a cikin sunan “Dawa”. Rubuta harafin “D”. [Ki/ka saurara na tsawon dakika 5 kafin ki/ka ci gaba.]

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

	Correct	Incorrect	No Response
a/A			
m/M			
k/K			
u/U			
d/D			

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

TASK 6. DICTATION: WORD WRITING



Give the child a pencil and a lined sheet of paper from an exercise book.

Zan karanta maki/maka wata kalma, sai ki/ka saurara da kyau. Bayan na karanta maki/maka kalmar, zan maimaita ta sa'annan ke/kai kuma ki/ka rubuta ta a kan wannan takarda

To, mu gwada: Kalmar da nike son ki/ka rubuta ita ce "na". Rubuta kalmar "na".

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

Idan yarinya ba ta/yaro bai rubuta "na" daidai ba, sai ki/ka ce: **Aha amma dai, ga yadda ake rubuta ta** [sai ki/ka rubuta kalmar domin daliba/dalibi ta/ya gani].

To saurara, za mu fara.

Note: When the child has finished writing all the dictation words, examine his or her paper. Count as correct each letter of each word written correctly. Follow the same guidelines as for the letter dictation to judge the correctness of each letter. Then indicate whether the entire word is scored correctly. For example, if a pupil writes the word "desck," score as correct the letters d, e, s, and k, but mark as "incorrect" the complete word.

The child may mix capital and lowercase letters: count as correct either form as long as all the components of that letter (lines, stems, circles, etc.) are present. For example, for the word "eat", any of the following would earn a perfect score: EAT, eat, Eat, EaT, eaT, eAT, eAT.

In the child's handwriting, the letters may not necessarily be in perfect proportions to one another. For example, the first letter may be noticeably larger than the other letters or sit slightly higher or lower on (or off) the line. This does not matter. As long as each individual letter is recognizable and contains all its essential components, for either its capital OR lowercase version, count that letter as correct. If the child says, "I don't know," omits a letter, writes an incorrect letter, or writes nothing, mark that letter as incorrect.

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

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

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

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

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

(/) Mark any incorrect letters with a slash

(O) If all letters are correct, circle "All correct"

(Ø) Circle self-corrections if you already marked the letter incorrect

(✓) Tick Correct, Incorrect or No Response to indicate whether the entire word is written correctly

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

Instructions. Always say the word twice. Before moving to the next word, make sure the pupil knows where to write in the space provided.

Do not allow the child to look at the words.

Instructions for scoring. If the child says, "I don't know," omits a letter, or writes the wrong letter, mark as incorrect. If the child writes nothing, mark as "no response."

PUPIL QUESTIONNAIRE

Zan yi miki/maka wasu 'yan tambayoyi game da abin da kike/kake yi a makaranta, da kuma a gida. Ki/ka yi kofari ki/ka amsa tambayoyin gwargwadon iyawarki/ka. Ki/ka daga murya don in ji ki/ka. Kin/ka shirya?		
1.	Shekarunki/ka nawa ne? How old are you?	_____ Years <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
2.	Kin/Ka yi nazare (ko rabin aji) kafin ki/ka shiga aji daya? Did you go to nursery before P1?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	Ko yau kin/ka karya kumallo (cin abinci da safe) kafin ki/ka zo makaranta? Did you eat before coming to school today?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
4.	Ko kina/kana zuwa wata makaranta baya ga wannan? Do you attend any other school besides this school? <i>If NO, skip to 6</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E1.	[IF YES to Question 4] Fada mini ko wace irin makaranta ce kike/kake zuwa. Please tell me the type of school you attend. <ul style="list-style-type: none"> • Another regular government school • A Qur'anic learning center where you only participate in lessons about the Quran • A Qur'anic learning center where you also participate in lessons on subjects like maths • Another type of school 	<input type="checkbox"/> Makarantar boko (regular government school) <input type="checkbox"/> Makarantar Allo wadda ake karatun kur'ani kadai (Qur'anic learning center NO integrated lessons) <input type="checkbox"/> Makarantar Allo wadda ake karatun kur'ani da na boko a haɗe (Qur'anic learning center WITH integrated lessons) <input type="checkbox"/> Wata makarantar ta daban (Another school type) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	Ko ana koya miki/maka karatun Hausa ko na Turanci a gida? Do you take private lessons or tutoring for reading Hausa or English outside of school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7.	Ko kin/ka yi fashin zuwa wannan makaranta makon jiya? Were you absent from THIS school any day last week?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

8.	Kina/kana da littafin karatun Hausa a makaranta? Do you have a Hausa reading book at school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
9.	Kina/kana da lokacin karatu a cikin aji ko a laburaren makarantarku? Do you have time to read books in your classroom or in your school library every day?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
10.	Ko kina/kana dawowa gida da littattafai daga aji ko laburaren makaranta? Do you bring home reading books from your classroom or from the school library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
THE QUESTIONS BELOW SHOULD BE ASKED ONLY OF PUPILS WHO ATTENDING RARA SCHOOLS.		
E2.	Shin ko kina/kana zuwa da wannan littafi na RARA gida daga makaranta? Did you ever take this book [hold up RARA Pupil Book] home with you?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E3.	[If YES to Question E2] Me kike/kake yi da wannan littafi idan kin/ka tafi da shi gida? What did you do with the book when you were at home? [DO NOT READ aloud response options but tick all activities mentioned by the pupil.]	<input type="checkbox"/> Gwada yin karatu da kaina (Practiced reading words/stories to myself) <input type="checkbox"/> Gwada yin karatu wani na saurare (Practiced reading words/stories to someone else) <input type="checkbox"/> Wani ke yi mani karatun a gida (Someone at home read the words/stories to me) <input type="checkbox"/> Karanta sautukan haruffa (Practiced letter sounds) <input type="checkbox"/> Koyon rubuta haruffa da kalmomi (Practiced writing letters or words) <input type="checkbox"/> Sauransu Other (Specify): <hr style="width: 20%; margin-left: 0;"/> <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E4.	Wanne daga cikin ayukkan da kuke yi a cikin darasin HAUSA a aji kika/ka fi so sosai? Which Hausa reading activities that you do during your Hausa lessons in class, did you enjoy the MOST? [DO NOT read response options to the pupil, but tick up to 2 activities provided by the pupil.]	<input type="checkbox"/> Koyon sunayen haruffa da aikin motsin jikinsu (Learning/practicing letter sounds/letter-sound movements) <input type="checkbox"/> Koyon kalmomin Hausa da kuma amon sautin gaba (Learning/practicing Hausa words/beat the word) <input type="checkbox"/> Rubutun haruffa da kalmomi (Writing letters and words) <input type="checkbox"/> Karatun labari (Reading stories) <input type="checkbox"/> Sauraren karatun labari da malami ke yi (Listening to Hausa stories read by the teacher) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

E5.	<p>Yaya zaka/ki kimanta yawan lokacin da ka/ki gwada yin karatu ko rubutun Hausa a gida? Ban taba ba, wani lokaci, Kullum?</p> <p>How often do you practice reading or writing in Hausa at home: Never, sometimes, or every day?</p>	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	<p>Sau nawa wata/wani take/yake yi miki/maka karatu kina/kana saurara a gida? Ba a taba ba, Wani lokaci, ko Kullum?</p> <p>How often does someone read out loud to you at home? Never, sometimes, or every day?</p>	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
14.	<p>Yaushe kike/kake karatu a bayyane wani na saurare a gida? Ban taba ba, Wani lokaci, ko Kullum?</p> <p>How often do you read out loud to someone at home? Never, sometimes, or every day?</p>	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E6.	<p>[If: “SOMETIMES” OR “EVERY DAY” to Question E5 OR “SOMETIMES” OR “EVERY DAY” to Question 11 OR “SOMETIMES” OR “EVERY DAY” to Question 14 Tare da wa kike/kake gwada koyon karatu ana saurare? Who practices reading aloud with you?</p>	<input type="checkbox"/> Dan’uwana/Yar’uwata (Brother or sister) <input type="checkbox"/> Mamata (Mother) <input type="checkbox"/> Babana (Father) <input type="checkbox"/> Gwaggo ko kawu (Aunt or uncle) <input type="checkbox"/> Kakata/Kakana (Grandparent) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ba kowa (Nobody) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
12.	<p>Shin a gida akwai mai taimaka miki/maka in kin/ka koma da aiki daga makaranta?</p> <p>Does someone at home help you with your homework when you need it?</p>	<input type="checkbox"/> A’a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
13.	<p>[If YES to Question 12] Wa yake taimaka miki/maka da aikin makaranta a gida? Who helps you with your homework?</p>	<input type="checkbox"/> Dan’uwana/Yar’uwata (Brother or sister) <input type="checkbox"/> Mamata/Babana (Mother or father) <input type="checkbox"/> Kakata/Kakana (Grandparent) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>THE QUESTIONS IN THIS SECTION SHOULD BE ASKED OF ALL PUPILS</p> <p>Yanzu zan yi miki/maka ‘yan tambayoyi game da yadda kike/kake ji a makaranta da kuma a hanyarki/ka ta zuwa makaranta. Ki/ka amsa da ‘i’ in kin/ka yarda ko ‘a’a’ in ba ki/ka yarda ba.</p> <p>Now I am going to ask you a series of questions about how you feel about school or things that might happen at or on the way to school. Please answer YES if you agree or NO if you disagree.</p>		

15.	Kina/kana sha'awar zuwa makaranta? Do you look forward to going to school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
16.	Kina/kana samun kwanciyar hankali a makaranta? Do you feel safe at your school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
17.	Kina/kana samun kwanciyar hankali a hanyarki/ka ta zuwa makaranta? Do you feel safe on your way to and from school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	A watan da ya gabata, a makaranta, kin/ka samu wasu yara da suka buge ki/ka ko suka yi maki/maka rauni a jikinki/ka ko suka cutar da ke/kai? In the last month, at school, have any children beat or fought with you, pulled your hair, pinched you, twisted your ear, whipped you, or otherwise harmed you physically?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
20.	A watan da ya gabata, a makaranta, ko akwai dalibai da suka ci miki/maka zarafi kamar zagi tsawa ko kira da mugun suna ko aka bata miki/maka rai ko wani abu mai kama da haka? In the last month, while at school, have any children insulted you, shouted at you, called you names, threatened you with harm or punishment, or otherwise tried to hurt your feelings?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	A watan da ya gabata, ko akwai malamai da suka yi wa wani dalibi bulala (ko duka) a makaranta? In the last month, while at school, have any teachers whipped or beat students?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	A watan da ya gabata, a hanyarki/ka ta zuwa makaranta, ko akwai yara da suka yi miki/maka duka ko kuka yi fada ko wasu suka muzguna miki/maka? In the last month, on the way to and from school, have any children beaten or fought you, pull your hair, pinch you, twist your ear, or whip you?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
23.	A watan da ya gabata, a hanyarki/ka ta zuwa makaranta da dawowa, ko akwai dalibai da suka ci miki/maka zarafi kamar zagi tsawa ko kira da mugun suna ko aka bata miki/maka rai ko wani abu mai kama da haka? In the last month, on the way to and from school, have children ever insulted you, shouted at you, called you names, or threatened you with harm or punishment?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

24.	Shin ko malamai sun fi kiran yara maza su amsa tambayoyi fiye da yara mata? Do you think teachers often choose boys to answer questions more frequently than girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	Shin ko dalibai maza sun fi dalibai mata yin aiki a cikin aji? Do you think boys participate more in class activities than girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	Sau nawa kikan/kakan ji shakkar zuwa makaranta saboda jin tsoron wata/wani a makaranta? Ba ka taɓa ba, Sau ɗaya, Ba da yawa ba, ko Sau da yawa? How often have you wanted to stay home from school because you were afraid of someone at school? Never, once, a few times, a lot?	<input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Ba da yawa ba (A few times) <input type="checkbox"/> Sau da yawa (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/ No response)
Yanzu zan yi miki/maka 'yan tambayoyi game da gidanku. Now I'm going to ask you a few questions about your home.		
27.	Wane yare ne kika/ka fi amfani da shi a gida? What language do you speak <i>most</i> frequently at home?	<input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> Turanci (English) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E7.	[If "Hausa" is not the language most frequently spoken at home reported in Question 27] Ya za ki/ka kimanta kwarewarka/ki wajen iya magana da Hausa da fahimtarta: Kafan, dama- dama, Sosai? How much can you speak and understand Hausa: A little, some or a lot?	<input type="checkbox"/> Kafan (A little) <input type="checkbox"/> Dama-Dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	Bayan littatafan aikin makaranta, akwai wasu littattafai ko jaridu ko wasu abubuwan karatu a gidanku? Apart from your school books, are there books, newspapers or other materials for you to read at your house?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
29.	Da me aka yi dabe 'floor' na gidanku? What is the main flooring material of your house?	<input type="checkbox"/> Rairayi (earth/sand) <input type="checkbox"/> Kara (straw) <input type="checkbox"/> Leda (rubber tiles [vinyl]) <input type="checkbox"/> Tayils (tiles) <input type="checkbox"/> Daben siminti (cement) <input type="checkbox"/> Darduma (carpet rug) <input type="checkbox"/> Sauransu (other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response):

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

36.	Akwai wutar NEPA? Electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
37.	Akwai telebijin? A television?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
38.	Akwai firji? A refrigerator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
39.	Akwai keke? A bicycle?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
40.	Akwai mashin? A motorcycle or motorbike?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
41.	Akwai mota? A car or truck?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
42.	Akwai kwale-kwale? A canoe?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
43.	Akwai jirgin ruwa mai inji? A boat with a motor?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
44.	Akwai kurar daukar kaya/amalanke? An animal-drawn cart?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
45.	Akwai janareta? A generator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
46.	Akwai komfuta? A computer?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

	<p>Na gode kwari! Yanzu mun gama! Kin/ka yi kokari. Sai ki/ka koma ajinku, amma kar ki/ka fada wa sauran dalibai abin da muka yi yau.</p> <p>Thank you very much for your help. You may now return to class. Please do not tell the other children about what we have done here.</p>	
T.	Time the interview ended:	<p>_____ : _____</p> <p>HH : MM</p>

ANNEX 3. EGRA HAUSA PUPIL STIMULI – ENDLINE



Nigeria Reading and Access Research Activity (RARA)

HAUSA Early Grade Reading Assessment (EGRA)

Gwajin Karatun 'Yan Firamare a Matakin

Farko (EGRA), Najeriya

PUPIL STIMULI SHEETS

Littafin Bitar na Dalibai

ENDLINE DATA COLLECTION

JUNE 2015

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

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

Wata rana, Binta ta tsaya wasan gada a hanyarta ta zuwa gida. Da ta je gida sai ba ta ga littafinta ba, ta fara kuka. Ta fada wa babanta yadda ta batar da littafinta. Babanta ya ce ta bar kuka zai saya mata wani littafin. Amma ta dinga dawowa gida da zaran an tashi daga makaranta.

ANNEX 4. HEAD TEACHER QUESTIONNAIRE – ENDLINE



Nigeria Reading and Research Activity (RARA)

Head Teacher Interview: Nigeria RARA Endline

Head Teacher Consent

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

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

- **Dalilin gudanar da binciken EGRA, shi ne a auna fahimtar iya karatun dalibai. Shi kuma binciken SSME ana gudanar da shi ne don tattara bayanai game da makarantu da ma'aikatansu domin fahimtar yanayin yadda aikinsu, yake gudana don sanin irin tasirinsa ga koyon karatun dalibai.**

The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect children's reading abilities.

- **An tsamo wannan makarantar ne, ta hanyar mai rabo ka dauka.** This school was randomly selected for participation in this survey.
- **Shigarki/ka cikin wannan aiki tana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka.** Your participation is very important, but you do not have to participate if you do not wish to.
- **Idan kin/ka amince ki/ka shiga, zan yi maka wasu 'yan tambayoyi game da ayyukanki/ka a makaranta. Wannan tambayoyi zai dauki kimanin awa ɗaya. Bayan mun gama, zan maka wasu 'yan tambayoyi game da koyar da karatu. Wannan takardar za ta nemi ka ba da amsar wasu tambayoyi dangane da dabarun koyar da karatu a matakan farko. Amsa tambayoyin wannan takarda ba zai dauki fiye da awa ɗaya ba, za ka gama.**

If you agree to participate, I will ask you some questions regarding your normal activities at school. My questions for you will take approximately 1 hour. After, I will ask you some questions regarding reading. This survey will ask for your feedback on a number of issues relating to early grade reading instruction. This survey will take approximately one hour to complete.

- **Sam, sunanka/ki ba zai fito a takardar ba, kuma ba wani wuri da zai fito a rahoton binciken. Bayan tattara bayanan sakamakon binciken EGRA da aka samu daga makarantu, za a aika shi zuwa ga hukumomin Aikin Binciken Karatu Da Samun Gurbi na (RARA), da na SUBEB, da kuma Ma'aikatar Ilimi, da kuma sauran masu ruwa da tsaki kan harkokin ilmi, domin a gano inda ake bukatar tallafi wajen haɓaka dabarun koyar da karatu a tsakanin 'yan azuzuwan farko. Sakamakon bayanan malaman da aka samu daga makarantu, za a kammala shi guri ɗaya, cikin sirri.**

Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA surveys conducted in many schools will be shared with the Reading and Access Research Activity (RARA), SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided will be anonymous and will not be reported by school, but will be combined with results from many other schools.

- **Mun yi imani cewa ba wani lahani da zai same ki/ka, saboda shiga wannan bincike.**

We believe there is no risk to you in participating in this research.

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

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

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

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

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

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

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

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

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

SCHOOL PROFILE DATA		
A.	Assessor name:	
B.	Assessor code:	
C.	Date of school visit: _____ / _____ / _____ DD MM YYYY	
D.	State: <input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto	
E.	LGEA:	
F.	Education Area:	
G.	Cluster (1-10):	
H.	School name:	
I.	School EMIS code:	
J.	This school participated in RARA activities: <input type="checkbox"/> Yes <input type="checkbox"/> No	
K.	Is the Head Teacher present at the school today? If no, [Note this question will appear ahead of the consent in tablets.] <input type="checkbox"/> No <input type="checkbox"/> Yes	
L.	Is the Daily Timetable posted? <input type="checkbox"/> No <input type="checkbox"/> Yes	
M.	Check the Daily Timetable. Does the school have a P2 Hausa Lesson scheduled for today? If no, ask the Head Teacher if a class could be organized during your visit. <input type="checkbox"/> No <input type="checkbox"/> Yes	
N.	1) How many <u>classes per week</u> are included in the school timetable for teaching Hausa in P2 for any one P2 Hausa arm or class? 2) How many <u>minutes per class</u> are allocated in the school timetable for teaching Hausa in P2? (Check the Daily Timetable and verify with the Head Teacher.)	1) Number of classes per week: _____ 2) Minutes per class: _____
O.	How many different teachers teach P2 Hausa at this school? If more than one, randomly sample 1 teacher to observe and interview. (See teacher selection protocol.)	_____
P.	In how many shifts or sessions is P2 taught at this school?	_____
Q.	In what shift is this exercise being conducted?	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon
R.	Time the interview started:	_____ : _____ HH : MM

INSTRUCTIONS TO ASSESSOR

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

1.	Head Teacher's gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
2.	Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka? What is your highest professional teaching qualification?	<input type="checkbox"/> None (Babu) <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other (Saurasu) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E1	Shekaru nawa ne kika/ka yi kina/kana matsayin shugaban makaranta a wannan makarantar? For how many years have you been serving as a Head Teacher AT THIS SCHOOL?	Adadin shekaru (Years): <input type="text"/> [Enter 0 if less than one year] Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/> [Enter the number of years in total, not just at this school. If less than one year, enter 0 for years.]
E2	[If "0" reported for Question E1:] A cikin wane zangon karatu ne ka zama shugaban makaranta? During which term did you become the Head Teacher?	<input type="checkbox"/> Zango na ɗaya (Term 1) <input type="checkbox"/> Zango na biyu (Term 2) <input type="checkbox"/> Zango na ukku (Term 3) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	Shekaru nawa ne kika/ka yi kina/kana matsayin shugaban makaranta, tun lokacin da kika/ka fara aikin koyarwa? For how many years have you been serving as a Head Teacher throughout your teaching career?	Adadin shekaru (Years): <input type="text"/> [Enter 0 if less than one year] Ban sani ba/Ba amsa (Do not know/No response): <input type="checkbox"/> [Enter the number of years in total, not just at this school. If less than one year, enter 0 for years.]
E3	Shekaru nawa ne gaba ɗaya kika/ka yi kina/kana aikin malanta kafin ki/ka zama shugaban makaranta? For how many years did you serve as a classroom teacher, in total, before becoming a Head Teacher?	_____ Adadin shekaru (Years) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
4.	Ko kina/kana koyar da 'yan aji biyu darasin HAUSA a wannan makarantar akai-akai? Do you regularly teach P2 Hausa lessons at this school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

5.	<p>Shin makarantarki/ka tana da isassun kayan koyar da karatun HAUSA a azuzuwan matakin farko? Does your school have adequate teaching and learning materials for teaching reading in Hausa in the early grades?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	<p>Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malamai wajen dabarun koyar da Hausa? Have you ever received specific training on how to support teachers to provide instruction in Hausa?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7.	<p>Ɗalibai nawa ne suka iya karatun Hausa tare da fahimta a aji biyu? Duk ɗaliban sun iya, ko Sama da rabin ɗaliban, ko Rabin ɗaliban, ko Kasa da rabin ɗaliban, ko Ba ɗalibi ko ɗaya? How many pupils in your P2 class can read and comprehend well in HAUSA: All, more than half, half, less than half or none?</p>	<input type="checkbox"/> Duk ɗaliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin ɗaliban (More than half of pupils) <input type="checkbox"/> Rabin ɗaliban (Half of pupils) <input type="checkbox"/> Kasa da rabin ɗaliban (Less than half of pupils) <input type="checkbox"/> Ba ɗalibi ko ɗaya (No pupils) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
8.	<p>Wa ke da alhakin duba abin da ke gudana a makaranta da kuma tallafa wa malamai da ke da bukata a sha'anin koyarwa? Whose responsibility is it to provide <u>school-based</u> supervision and support to teachers?</p>	<p><i>Do NOT Read response options. Tick all that apply.</i></p> <input type="checkbox"/> Babu wanda aka dora wa alhakin yin haka (There is no school-based support) <input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant HT <input type="checkbox"/> Department Head <input type="checkbox"/> Senior or peer teacher in the School <input type="checkbox"/> SBMC Member or Chair <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba /ba amsa (Don't Know/ Refuse)
9.	<p>A watan da ya wuce, sau nawa ki/ka duba ko kika/ka yi bayani ko kuma kika/ka taimaka wa malaman Hausa na aji biyu? In the last month, approximately how frequently did you observe or provide feedback/support to your P2 teachers' Hausa reading/language lesson?</p>	<p><i>Do not read the options. Select the response option that most closely matches the response provided by the Head Teacher.</i></p> <input type="checkbox"/> Kowace rana (Daily) <input type="checkbox"/> Kowane mako (Weekly) <input type="checkbox"/> Kowane wata (Monthly) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	<p>A wannan shekarar karatun, sau nawa kika/ka yi bitar tsarin darasi na koyar da Hausa a aji biyu? During this academic year, how frequently have you reviewed lesson plans for P2 Hausa lessons?</p>	<input type="checkbox"/> Kowace rana (Daily) <input type="checkbox"/> Kowane mako (Weekly) <input type="checkbox"/> Kowane wata (Monthly) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
12.	<p>A wannan zangon karatu da muke ciki, sau nawa malamin Hausa na aji biyu ya sami taimako</p>	<input type="checkbox"/> Kowace rana (Daily) <input type="checkbox"/> Kowane mako (Weekly)

	<p>daga jami'an dake sa ido kan gudanar da makarantu ko tallafa wa malami a kan koyarwa?</p> <p>During this current term, how frequently have your P2 teachers received supervisory or support visits from the AEO/School Supervisor/School Support Officer?</p>	<input type="checkbox"/> Kowane wata (Monthly) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>QUESTIONS FOR HEAD TEACHERS WHO PARTICIPATED IN RARA ACTIVITIES ONLY</p> <p>Now I'd like to ask you some questions about your participation in the RARA activities designed to improve Hausa reading instruction. Your feedback will remain anonymous and will be very helpful in future efforts to improve reading.</p> <p>Yanzu zan yi maka wasu 'yan tambayoyi game da shigarka aikin RARA don inganta aikin koyar da karatun Hausa. Duk abin da muka tattauna a nan ba wanda zai san cewa amsoshinki/amsoshinka ne kuma hakan zai taimaka wajen inganta karatu a nan gaba.</p>		
E4.	<p>Baki ɗaya, yaya za ki/ka auna amfanin littataffan RARA wajen taimaka miki/maka gudanar da darasin koyar da karatun Hausa: Da kyau sosai, da kyau, Akwai bukaratar ingantawa?</p> <p>Overall, how would you rate the RARA MATERIALS in terms of helping teachers to better teach Hausa reading: Excellent, good or need improvement?</p>	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukaratar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E5.	<p>Shin ko kin/ka taɓa amfani da jagoran malami na RARA domin koyar da darasin Hausa?</p> <p>Did you ever use the RARA Teacher's Guide to teach a Hausa reading lesson?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E6.	<p>Me kike/kake ganin za ki/ka canza a cikin jagoran malami idan aka ba ki/ka dama?</p> <p>If you could change the <u>Teacher's Guide</u> in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Kara yawan darussa (Provide more lessons) <input type="checkbox"/> Rage yawan darussa 'yan kaɗan (Provide fewer lessons) <input type="checkbox"/> Kara yawan umurni ga malami (Provide more scripting/instructions) <input type="checkbox"/> Rage yawan umurni ga malami (Provide less scripting/instructions) <input type="checkbox"/> Rage tsawon darasi (Make the lessons shorter) <input type="checkbox"/> Kara tsawon darasi (Make the lessons longer) <input type="checkbox"/> Canza wasu ayukkan darasi ta wata hanya: _____ (Change/modify activities in some way) (Specify): _____ <input type="checkbox"/> Kara bayanai da kuma shawara ga malamai tare da samar da kayan aiki garesu (Add more "tips" for teachers, "do more" suggestions, or other supplemental material) <input type="checkbox"/> Gyara akan kalmomi da kuma wasu abubuwa da suke da alka da harshe (Modify/correct words, language, dialect - anything related to language, text or content) <input type="checkbox"/> Canza hotuna da kuma kalolin da suke cikin littataffan aikin koyarwa (Modify formatting, size or color - anything related to visual appearance)

		<input type="checkbox"/> Canza takardar da aka yi amfani da ita a jagoran malami da kuma yada aka shirya shi (Modify paper type, binding - anything related to physical aspects of the Teacher's Guide) <input type="checkbox"/> Wata hanyar ta daban (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E7.	<p>Baki daya, yaya za ki/ka kwatanta horon da RARA ta ba ki/ka a kan koyar da Hausa da kuma yin amfani da littataffai: Da kyau sosai, da kyau, akwai bukatar ingantawa?</p> <p>Overall, how would you rate the RARA TRAINING you received in Hausa reading instruction and use of the materials: Excellent, good or need improvement?</p>	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukatar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E8.	<p>Me kike/kake ganin za ki/ka canza a cikin horon da aka yi maku idan an ba ki/ka dama?</p> <p>If you could change the TRAINING in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Tsawaita lokacin taron horarwa (Make the training longer) <input type="checkbox"/> Tsakaita lokacin taron horarwa (Make the training shorter) <input type="checkbox"/> Kara yawan daidaiƙun ayukkan taron horarwa (Increase the number of training sessions) <input type="checkbox"/> Kara wani sabon darasi a cikin horarwa, ko kuma karin lokaci akan daidaiƙun ayukka (Add a topic not previously covered/spend more time on certain topics) <input type="checkbox"/> Canza salon bayar da horo (Change/improve facilitation) <input type="checkbox"/> Canza wurin gudanar da horo (Change the venue of the training sessions) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E9.	<p>Baki daya, ya za ki/ka kwatanta taimakon da kika/ka samu daga aikin mai tallafa wa malamai (wato SSO) wurin duba gudanar da darasin ki/ka na Hausa da kuma yabawa da bayar da korafin gyara da yake yi a gare ki/ka: Yakan taimaka sosai, Yakan dan taimaka, Ba ya da amfani?</p> <p>In your opinion, how helpful are school supervisors' observations and visits with Hausa teachers in improving their instruction: Very helpful, somewhat helpful, or not helpful?</p>	<input type="checkbox"/> Yakan taimaka sosai (Very helpful) <input type="checkbox"/> Yakan dan taimaka (Somewhat helpful) <input type="checkbox"/> Ba ya da amfani (Not helpful) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E10.	<p>Idan kika/ka samu damar canza wani abu da ke cikin aikin mai tallafa wa malami, me kike/kake ganin za ki/ka canza don inganta aikin?</p> <p>If you could change the support provided to Hausa teachers by a school support officer/school supervisor in any way, what would you suggest?</p>	<input type="checkbox"/> Kara yawan lokutan da SSO ke ziyartar malami (Increase the number of SSO visits) <input type="checkbox"/> Rage yawan lokutan da SSO ke ziyartar malami (Decrease the number of SSO visits) <input type="checkbox"/> Kara yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Increase the length of time of each visit)

	<p>[DO NOT READ response options. Tick all responses provided.]</p>	<p><input type="checkbox"/> Rage yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Decrease the length of time of each visit)</p> <p><input type="checkbox"/> Samar da karin horo zuwa ga SSO akan bada sakamako ga malami a cikin abinda ya shafi koyarwa da kuma bincike (Improve SSO's ability to provide feedback on aspects of teaching, learning assessment, etc.)</p> <p><input type="checkbox"/> Karfafa kyakkyawar hulɗa tsakanin SSO da malami (Improve rapport between SSO and teacher)</p> <p><input type="checkbox"/> Bayar da damar duba malami ga wani mutun na daban domin bada tallafi (Have someone else besides SSO observe teacher and provide feedback)</p> <p><input type="checkbox"/> Canza wani abu da ke cikin aikin kulawa da bada tallafi na SSO (Change anything related to the content of the visit)</p> <p><input type="checkbox"/> Sauransu (Other - Specify): _____</p> <p><input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)</p>
E11.	<p>Idan ki/ka samu damar ki/ka canza wani abu daga cikin aikin tallafa wa malami a kan inganta koyar da darasin Hausa, me kike/kake ganin za ki/ka canza don samun nasara?</p> <p>If you could change anything about how pedagogical support is provided to Hausa teachers, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<p><input type="checkbox"/> Inganta horon malamai na farko (Improve initial teacher training)</p> <p><input type="checkbox"/> Inganta horo na cikin aiki (Improve in-service teacher training)</p> <p><input type="checkbox"/> Inganta littataffan da aka tanadar wa malamai (Improve materials provided to teachers)</p> <p><input type="checkbox"/> Inganta irin tallafin da shugaban makaranta ke bayawa (Improve support provided by head teachers)</p> <p><input type="checkbox"/> Inganta irin tallafin da SSO ke bayarwa (Improve support provided by SSOs)</p> <p><input type="checkbox"/> Sauransu (Other - Specify): _____</p> <p><input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)</p>
E12.	<p>A kan abinda ya shafi littataffan RARA da horo da kuma irin tallafin da ta bayar, me kika/ka amfana da shi ta hanyar samun ci gaba a cikin aikin ki/ka na koyar da Hausa? Faɗa min duk abin da kika/ka amfana da shi.</p> <p>With respect to the RARA materials, training and support activities, what did you find useful to you in helping you to support teachers to teach Hausa reading? Please tell me everything you found useful. (DO NOT READ potential responses. Tick all responses provided by the teacher.)</p>	<p><input type="checkbox"/> Littataffai (Materials)</p> <p><input type="checkbox"/> Horo (Training)</p> <p><input type="checkbox"/> Tallafi ta hanyar ziyarta ta a makaranta (School support officer/supervisor visits)</p> <p><input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support)</p> <p><input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings)</p> <p><input type="checkbox"/> Sauransu (Other)</p> <p><input type="checkbox"/> Babu (None)</p> <p><input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)</p>
E13.	<p>Cikin wadannan abubuwan da kika/ka lissafa, mene ne ya fi amfanar da ke/kai?</p> <p>With respect to the items you just mentioned, what did you find <u>MOST</u> useful?</p>	<p><input type="checkbox"/> Littataffai (Materials)</p> <p><input type="checkbox"/> Horo (Teacher training)</p> <p><input type="checkbox"/> Tallafi ta hanyar ziyarta ta a makaranta (School support officer/supervisor visits)</p> <p><input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support)</p>

	[DO NOT READ potential responses. Ask the Head Teacher to identify one item that s/he found MOST useful.]	<input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Babu (None) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
	Na gode da amsa tambayoyin da kika/ka yi. Yanzu sai mu je zuwa tambayoyi na gaba da suka shafi abubuwan da kuke da su a makaranta. Thanks for sharing this information. Now let's move on to the next set of questions about school infrastructure.	
13.	Ko wannan makaranta na da dakin karatu? Does this school have a library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
14.	Ko wannan makaranta na da lantarki? Does this school have electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
15.	Ko wannan makaranta na da ruwan sha don yara? Does this school have drinking water for pupils?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
16.	Ko wannan makaranta na da makewayi na yara maza da mata daban daban? Does this school have functioning separate toilets for boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
17.	Shin akwai tsarin ciyar da dalibai maza da mata a makarantarka/ki? Does the school offer a school feeding program to boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba. Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.		
18.	Ya kamata a bambanta wajen kulatsa-kanin mata da maza a makarantu wajen bayar da ilimi. Girls and boys should be treated differently in the school in terms of their academic participation.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu. School is a safe place for girls to learn.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
20.	Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza. Girls can be as successful in school as boys.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

21.	<p>Akwai tsaro ga dalibai maza a hanyarsu ta zuwa da dawowa daga makaranta.</p> <p>It is safe for boys to get to and from school.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	<p>Akwai tsaro ga dalibai mata a hanyarsuta zuwa da dawowa daga makaranta.</p> <p>It is safe for girls to get to and from school.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
23.	<p>Hakkin makaranta ne ta tabbatar da tsaro ga dalibai.</p> <p>It is the school's responsibility to keep pupils safe.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No response)
24.	<p>Malamai mata kan samu natsuwa domin koyarwa a makaranta.</p> <p>School is a safe place for women to teach.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
25.	<p>Idan har dalibai ba su kula da karatu, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu.</p> <p>If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical means to get their attention.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	<p>Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu.</p> <p>If children are misbehaving, teachers should rap their knuckles, cane the pupils, or use other physical means to correct their behavior.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
27.	<p>Wannan tambayar ta kunshi amsar "I" ko "A'a". A shekarar da ta wuce, an taba rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin kabilanci?</p> <p>This last question requires a Yes/No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence ? [If NO, skip to Question 29]</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

28.	[If YES to Question 27] Kwanaki nawa makarantar ta kasance a rufe? How many days was the school affected due to one of these incidents?	_____ Days
29.	A shekarar da ta wuce, wane tsawon lokaci malamai suka taɓa ɗauka ba su zo aiki ba domin rashin tsaro? Ba su taɓa ba, ko Sau ɗaya, ko kaɗan, ko da yawa? In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times, a lot?	<input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
30.	Shin an taɓa yin irin wannan tattaunawa da kai a watan Nuwanba da ya gabata? Did you participate in an interview similar to this one last November?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
R.	Time the interview ended: Lokacin da aka gama tambayoyin.	_____ : _____ HH.....: MM

ANNEX 5. TEACHER QUESTIONNAIRE – ENDLINE



Nigeria Reading and Research Activity (RARA)

Teacher Interview: Nigeria RARA Endline Teacher Consent Form

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

- **Dalilin gudanar da binciken EGRA shi ne a auna iya karatu daga ɓangaren dalibai. Muna kuma tattara bayanai game da makarantu da ma'aikatan makarantun domin mu fahimci yanayin aiki da kuma yadda a ke aikin, waɗanda suke iya yin tasiri ga koyon karatu.** The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect pupils' reading abilities.
- **An tsamo wannan makarantar ne, ta hanyar mai rabo ka ɗauka, sakamakon binciken da aka gudanar. Shiga cikin wannan aiki na da muhimmancin gaske. Sai dai ki/ka na da zabin shiga ko akasin haka.** This school was randomly selected for participation in this survey. Your participation is very important, but you do not have to participate if you do not wish to.
- **Shigarki/ka cikin wannan aiki tana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka.** Your participation is very important, but you do not have to participate if you do not wish to.
- **Idan kin/ka amince shiga wannan tsarin, ni da abokin/abokiyar aiki na zamu bukaci duba yadda kake/kike koyar da darasin Hausa a cikin aji. Bayan ka/kin gama gabatar da darasin, zan bukaci mintuna 5 don yi wa dalibai wasu 'yan tambayoyi game da kayan koyarwar da kika/ka yi amfani da su a aji. Zan kuma yi miki/maka tambayoyi dangane da ajinki/ka da kuma makaranta da kuma matsalolin da suka shafi koyar da karatu a matakin farko. Wannan tambayoyi zai ɗauki kimanin awa ɗaya da rabi .** If you agree to participate, my colleague and I would like to observe you in the classroom as you teach your Hausa language lesson. When the class is finished, I would like to take 5 minutes to ask your pupils some questions about the materials they use in class. I will then ask you some questions about your classroom and school, as well as issues related to early grade reading instruction. The interview will take approximately an hour and a half.
- **Sam, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alkaluman binciken. Za a samar da kwafin binciken da aka gudanar a makarantu da bayanai daga jami'an kula da makarantu ga hukumomin Aikin Binciken Karatu Da Samun Gurbi na (RARA), da na SUBEB, da kuma Ma'aikatar Ilimi, domin a gano inda ake neman tallafin habaka iya karatu a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don hakikance kwazon dalibanki/ka a fannin iya karatu. Za a sirranta sakamakon da aka samu ta hanyar tambayoyin malamai, sannan sai a haɗe shi tare da sakamakon sauran makarantu.** Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA and SSME surveys conducted in many schools will be shared with the Reading and Access Research Activity (RARA), SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools. The results of the observation, interview or survey will be completely anonymous and have no bearing on your performance evaluation.

- **Mun yi imani cewa ba wani lahani da zai same ki/ka saboda shiga wannan bincike.** We believe there is no risk to you in participating in this research.
- **Ba wani ladan kuɗi da za ki/ka samu saboda yarda a gana da ke/kai. Duk da haka, za a yi amfani da amsoshinki/ka wajen taimakawa a tallafa wa yunkurin habaka koyon karatu a Najeriya.** You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading in Nigeria.
- **Idan kina/kana da wata tambaya game da wannan bincike, to sai ki/ka tuntubi:** If you have any questions regarding this study, please feel free to contact:

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

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

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

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

TEACHER / CLASSROOM DEMOGRAPHIC DATA

A.	Assessor name:	
B.	Assessor code:	
C.	Date of school visit:	_____ / _____ / _____ DD MM YYYY
D.	State:	<input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
E.	LGEA:	
F.	Education Area:	
G.	Cluster (1-10):	
H.	School name:	
I.	School EMIS code:	
J.	Name of the SSO/coach responsible for this teacher [Verify with teacher]	
K.	This school participated in RARA activities:	<input type="checkbox"/> Yes <input type="checkbox"/> No
L.	Teacher's gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male
M.	Time the interview started:	_____ : _____ HH : MM

INSTRUCTIONS TO ENUMERATOR

- **Teachers selected for this interview MUST be the same teachers observed. Do NOT survey teachers if they were not observed.**
- The Teacher Interview is to be completed after the lesson is finished with only the teacher present. If the classroom is being used, ask the teacher if there is another room to that is available and quiet.
- Ask the teacher whether he/she has time to participate in an interview. It should not take more than 1 hour. If the teacher is not free at this time, set a time to come back when he/she is free.
- Ask the teacher each question verbally, as in an interview. Text to read to teachers is in BOLD.
- DO NOT READ THE ANSWER OPTIONS TO THE TEACHER UNLESS INDICATED TO DO SO.
- Wait for the teacher to respond to each question, then tick the box (✓) that corresponds to his or her response.
- Only one response is permitted, except where indicated otherwise.

Na gode da ki/ka ba ni lokacinki/ka don samun bayanai game da abubuwan da kuke fuskanta wajen koyarwa. Yanzu bari mu fara da tambayoyin.

Thank you for taking the time to speak with me about your teaching experiences. Let's begin the interview.

31.	<p>Wadanne darussa kike/kake koyarwa a wannan makarantar? What subjects do you teach at this school?</p>	<p><input type="checkbox"/> Do not know/No response <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Arabic <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Social Studies <input type="checkbox"/> Life Skills <input type="checkbox"/> Arts <input type="checkbox"/> Other</p>
32.	<p>Wadanne azuzuwa kike/kake koyarwa a wannan makarantar? Which classes do you currently teach at this school?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i> <input type="checkbox"/> Pre-Primary</p> <p><input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Primary 5 <input type="checkbox"/> Primary 6 <input type="checkbox"/> Other</p>
33.	<p>Wadanne bangaren aji biyu kake/kike koyarwa a wannan makarantar? Which sections of Primary 2 do you teach at this school?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Other</p>
34.	<p>Game da ajin nan da na duba, ko akwai wani darasi na musamman da ake koyarwa na Hausa bayan tsarin darussan makaranta?</p>	<p><input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

	For the class I observed, do you or the school offer supplemental Hausa language lessons for P2 pupils? [If NO, skip to Question 7]	
5.	To, su wa ke halarta? Dukkan dalibai ko waƙanda ba su fahimta sosai ba ko waƙanda suka buƙaci zuwa ko kuma waƙansu ne na daban? If yes, who attends	Read aloud response options to Teacher. Ask teacher to choose only one option. <input type="checkbox"/> Dukkan dalibai (All pupils) <input type="checkbox"/> Waƙanda ba su fahimta sosai ba (Only those who are lagging behind) <input type="checkbox"/> Waƙanda suka buƙaci zuwa (Only those who ask to attend) <input type="checkbox"/> Waƙansu na daban (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
6.	Sau nawa ake gabatar da irin wannan darasin a mako? How many supplemental lessons are offered in a week?	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) _____ Number of Lessons per Week
7.	Gaba ɗaya shekaru nawa ka/kika yi kina/kana koyarwa? (Gaba ɗaya bawai a wannan makarantar kawai ba) How many years of teaching experience do you have? (In total, not just at this school)	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) _____ Number of Years
8.	Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka? What is your highest professional teaching qualification?	<input type="checkbox"/> None <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
9.	Wane fanni ne kika/ka karanta a lokacin horon shiga aikin malanta? What was your specialization during <u>pre-service</u> training?	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i> <input type="checkbox"/> Primary Education Studies <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Arabic <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Other
10.	Ko kin/ka sami wani horo a kan koyar da karatun Hausa a kananan azuzuwa kafin ki/ka fara aikin koyarwa? Have you received specific instruction on how to teach <u>Hausa</u> for pupils in early primary during your <u>pre-service</u> training?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

11.	<p>Ko kin/ka sami wani horo akan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake cikin aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>Hausa</u> for pupils in early primary during your <u>in-service</u> training?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
12.	<p>Wane harshe kika/ka fi fahimta sannan kika/ka fi magana da shi?</p> <p>What language do you speak and understand <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
13.	<p>Wane harshe kika/ka fi kwarewa wajen karatu da rubutu da shi?</p> <p>What language do you read and write <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E1	<p>A ra'ayinka/ki ya za ki/ka kimanta kwarewar ka/ki wajen iya magana da Hausa da fahim-tarta: Dan kadan, dama- dama, Sosai</p> <p>[If "Hausa" is not the language the teacher reports speaking and understanding best in Question 13]</p> <p>In your opinion, how much can you speak and understand Hausa: A little, Some, or A lot?</p>	<input type="checkbox"/> Dan kadan (A little) <input type="checkbox"/> Dama-dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
14.	<p>Ko kina/kana da wadattatun kayan koyarwa a ajinki/ka don koyar da karatun Hausa?</p> <p>Do you have adequate materials in your classroom for teaching and learning Hausa?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
15.	<p>Yaya za ki/ka kimanta adadin dalibanki/ka na aji biyu da suka iya karatun Hausa da fahimtar sa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko daya?</p> <p>How many pupils in your P2 class can read and comprehend well in HAUSA?: All, more than half, half, less than half or none.</p>	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils)
16.	<p>Shin ko kin/ka yi fashin zuwa makaranta ko da sau daya ne a makon da ya gabata?</p> <p>Were you absent from school any day last week?</p> <p>[If NO, skip to #18.</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
17.	<p>[IF YES to Question 16]</p> <p>Mene ne dalilin fashin zuwan na ka/ki aikin?</p> <p>Why were you absent?</p>	<input type="checkbox"/> A'a, ban yi fashin zuwa makaranta ba satin da ya gabata (No, was not absent from school last week)

		<input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response) <i>TICK ALL RESPONSES PROVIDED AS APPROPRIATE</i> <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)
20.	<p>Idan a ka ba ki/ka zaɓi ɗaya, wurin wa za ki/ka je idan kina/kana da buƙatar karin bayani dangane da darasinki/ka na Hausa?</p> <p>If you had only one choice, who would you go to first when you need help or advice with your Hausa language teaching?</p>	<p><i>Do NOT read response options. Select only one response.</i></p> <input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant Head Teacher <input type="checkbox"/> Senior or Peer teacher <input type="checkbox"/> Department Head <input type="checkbox"/> Class Master <input type="checkbox"/> Mentor Teachers <input type="checkbox"/> Mentor Supervisors <input type="checkbox"/> School Supervisor/SSO <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	<p>A wannan shekarar , ko za ki/ka kimanta min adadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Hausa?</p> <p>In the current academic year, how frequently did the head teacher observe you teaching a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <input type="checkbox"/> Ko wace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

22.	<p>A wannan shekarar, yaya za ka/ki kimanta adadin zuwan jami'i mai kula da makarantu ko jami'i mai tallafa wa malamai a makarantar nan domin ya ga yadda kake/kike koyar da Hausa?</p> <p>In the current academic year, how frequently did the AEO/ LGEA supervisor observe you teaching a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ko wace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>QUESTIONS FOR TEACHERS WHO PARTICIPATED IN RARA ACTIVITIES ONLY</p> <p>Yanzu zan yi maka/miki wasu 'yan tambayoyi game da shigarka/ki aikin RARA don inganta aikin koyarwa. Duk abin da muka tattauna a nan ba wanda zai san amsoshinka/ki ne kuma hakan zai taimaka wajen inganta karatu a nan gaba.</p> <p>Now I'd like to ask you some questions about your participation in the RARA activities designed to improve Hausa reading instruction. Your feedback will remain anonymous and will be very helpful in future efforts to improve reading.</p>		
E2	<p>Baki ɗaya, yaya za ki/ka auna amfanin littatafan RARA wajen taimaka wa malamai gudanar da darasin koyar da karatun Hausa: Da kyau sosai, da kyau, akwai bukatar ingantawa?</p> <p>Overall, how would you rate the RARA MATERIALS in terms of helping you to better teach Hausa reading: Excellent, good or need improvement?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukatar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E3	<p>Yaya za ki/ka kwatanta tsarin gabatar da darasi da ke cikin jagoran malami na kowace rana, kamar tarin bayanai da suke ciki: Shin bayanan sun yi yawa, babu cikakken bayani, bayanan sun gamsar?</p> <p>How would you describe the daily lessons in the <u>Teacher's Guide</u> in terms of the <i>amount of text and detail</i>? Were they: too detailed, not detailed enough, or just right?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bayanan sun yi yawa (Too detailed) <input type="checkbox"/> Babu cikakken bayani (Not detailed enough) <input type="checkbox"/> Bayanan sun gamsar (Just right) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E4	<p>Yaya za ki/ka kwatanta adadin lokacin da aka tanadar a cikin jagoran malami domin gabatar da darasi? Shin: An tsawaita sosai, An takaita sosai, Lokacin ya isa?</p> <p>How would you describe the <i>length of the lessons</i> provided in the <u>Teacher's Guide</u>? Were they: Too long, too short, or just right?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An tsawaita sosai (Too long) <input type="checkbox"/> An takaita sosai (Too short) <input type="checkbox"/> Lokacin ya isa (Just right) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E5	<p>Me ki/ka ke ganin za ki/ka canza a cikin jagoran malami idan aka baki/ka dama?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Kara yawan darussa (Provide more lessons) <input type="checkbox"/> Rage yawan darusa (Provide fewer lessons) <input type="checkbox"/> Kara yawan umurni ga malami (Provide more scripting/instructions)

	<p>If you could change the <u>Teacher's Guide</u> in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Rage yawan umurni ga malami (Provide less scripting/instructions) <input type="checkbox"/> Rage tsawon darasi (Make the lessons shorter) <input type="checkbox"/> Kara tsawon darasi (Make the lessons longer) <input type="checkbox"/> Canza wasu ayukkan darasi ta wata hanya: _____ (Change/modify activities in some way) (Specify): _____ <input type="checkbox"/> Kara bayanai da kuma shawara ga malamai tare da samar da kayan aiki garesu (Add more "tips" for teachers, "do more" suggestions, or other supplemental material) <input type="checkbox"/> Gyara akan kalmomi da kuma wasu abubuwa da suke da alka da Harshe (Modify/correct words, language, dialect - anything related to language, text or content) <input type="checkbox"/> Canza hotuna da kuma kalolin da suke cikin littataffan aikin koyarwa (Modify formatting, size or color - anything related to visual appearance) <input type="checkbox"/> Canza takardar da aka yi amfani da ita a jagoran malami da kuma yada aka shirya shi (Modify paper type, binding - anything related to physical aspects of the Teacher's Guide) <input type="checkbox"/> Wata hanyar ta daban (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E6	<p>Yaya za ki/ka kwatanta littafin karatun labari a bayyane da kuma abinda ya kunsu: Da kyau sosai, da kyau, Akwai bukatar ingantawa?</p> <p>How would you rate the <u>Story Read Aloud</u> book in terms of the content: Excellent, good or need improvement?</p>	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukatar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E7	<p>Yaya za ki/ka kwatanta littafin karatun dalibai da kuma abinda ya kunsu: Da kyau sosai, da kyau, Akwai bukatar ingantawa?</p> <p>How would you rate the <u>Pupil Book</u> in terms of the content: Excellent, good or need improvement?</p>	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukatar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E8	<p>A ganinki/ka akalla sau nawa ne dalibai ke zuwa gida tare da Littafin Karatunsu: Kowace rana, Ranaku kadan a sati, Sau daya a sati, Ba su taɓa ba?</p> <p>On average, how frequently did your learners take home the Pupil Book: Every day, a few times a week, once a week or never?</p>	<input type="checkbox"/> Kowace rana (Every day) <input type="checkbox"/> Ranaku kadan a sati (A few times a week) <input type="checkbox"/> Sau daya a sati (Once a week) <input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E9	<p>Wadanne bangarori ne daga cikin ayyukan koyar da karatu ke yi miki/maka wahalar koyarwa?</p>	<input type="checkbox"/> Sautukan haruffa (Letter sounds) <input type="checkbox"/> Karatu kalma (Word reading)

	<p>What skills did you find the MOST difficult to teach?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Rубutun kalmomi da haruffa (Letter/word writing) <input type="checkbox"/> Fahimta (Comprehension) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E10	<p>Wadanne bangarori ne daga cikin ayyukan koyar da karatu ki/ka ke jin daɗin koyarwa?</p> <p>What skills/activities did you enjoy teaching the most?</p>	<input type="checkbox"/> Sautin harafi da motsin jikin da ake dantantawa da shi (Letter sounds/letter sound movements) <input type="checkbox"/> Waka (Song) <input type="checkbox"/> Amon sautin gaba (Beat the word) <input type="checkbox"/> Karatu kalma (Word reading) <input type="checkbox"/> Karatun a bayyane (Story read alouds) <input type="checkbox"/> Karatun labari (Passage reading) <input type="checkbox"/> Fahimtar labarin da aka karanta wa daɓibai (Reading comprehension) <input type="checkbox"/> Rубutun haruffa da kalmomi (Letter or word tracing/writing) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E11	<p>Wadanne bangarorine daga cikin ayukkan koyarwa wadda ke/kai da daɓibanki/ka ku ka fi jin daɗi sosai?</p> <p>What activities did you and your pupils enjoy the most?</p>	<input type="checkbox"/> Sautin harafi da motsin jikin da ake dantantawa da shi (Letter sounds/letter sound movements) <input type="checkbox"/> Waka (Song) <input type="checkbox"/> Amon sautin gaba (Beat the word) <input type="checkbox"/> Karatu kalma (Word reading) <input type="checkbox"/> Karatun a bayyane (Story read alouds) <input type="checkbox"/> Karatun labari (Passage reading) <input type="checkbox"/> Fahimtar labarin da aka karanta wa daɓibai (Reading comprehension) <input type="checkbox"/> Rубutun haruffa da kalmomi (Letter or word tracing/writing) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E12	<p>Baki ɗaya, yaya za ki/ka kwatanta horon da RARA ta baka akan koyar da Hausa da kuma yin amfani da littataffai: Da kyau sosai, da kyau, Akwai buƙatar ingantawa?</p> <p>Overall, how would you rate the RARA TRAINING you received in Hausa reading instruction and use of the materials: Excellent, good or need improvement?</p>	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai buƙatar ingantawa (Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E13	<p>Me ki/ka ke ganin za ki/ka canza a cikin tsarin horan da aka yi maku?</p> <p>If you could change the TRAINING in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Tsawaita lokacin taron horarwa (Make the training longer) <input type="checkbox"/> Tsakaita lokacin taron horarwa (Make the training shorter) <input type="checkbox"/> Kara yawan daɗaɗaikun ayukkan taron horarwa (Increase the number of training sessions) <input type="checkbox"/> Kara wani sabon darasi a cikin horarwa, ko kuma karin lokaci akan daɗaɗaikun ayukka

		<p>(Add a topic not previously covered/spend more time on certain topics)</p> <input type="checkbox"/> Canza salon bayar da horo (Change/improve facilitation)
		<input type="checkbox"/> Canza wurin gudanar da horo (Change the venue of the training sessions)
		<input type="checkbox"/> Sauransu (Other - Specify): _____
		<input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E14	<p>Baki ɗaya, ya za ki/ka kwatanta taimakon da kika/ ka samu daga aikin mai tallafawa wa malamai wato (SSO) wurin duba gudanar da darasin ki/ka na Hausa da kuma yabawa da bayar da korafin gyara da ya ke yi a gare ki/ka: Ya kan taimaka sosai, Ya kan ɗan taimaka, Ba ya da amfani?</p> <p>Overall, how would you describe your experience having a school support officer/school supervisor observe your Hausa class instruction and provide feedback: Very helpful, somewhat helpful or not helpful?</p>	<input type="checkbox"/> Ya kan taimaka sosai (Very helpful)
		<input type="checkbox"/> Ya kan ɗan taimaka (Somewhat helpful)
		<input type="checkbox"/> Ba ya da amfani (Not helpful)
		<input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E15	<p>Idan za ki/ka samu damar ka canza wani abu da ke cikin aikin mai tallafawa malamai, me ki/ka ke ganin za ki/ka canza don inganta aikin?</p> <p>If you could change the support provided to you by a school support officer/school supervisor in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Kara yawan lokutan da SSO ke ziyartar malami (Increase the number of SSO visits)
		<input type="checkbox"/> Rage yawan lokutan da SSO ke ziyartar malami (Decrease the number of SSO visits)
		<input type="checkbox"/> Kara yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Increase the length of time of each visit)
		<input type="checkbox"/> Rage yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Decrease the length of time of each visit)
		<input type="checkbox"/> Samarda karin horo zuwa ga SSO akan bada sakamako ga malami a cikin abinda ya shafi koyarwa da kuma bincike (Improve SSO's ability to provide feedback on aspects of teaching, learning assessment, etc.)
		<input type="checkbox"/> Karfafa kyakkyawar hulɗa tsakanin SSO da malami (Improve rapport between SSO and teacher)
		<input type="checkbox"/> Bayar da damar duba malami ga wani mutun na daban domin bada tallafi (Have someone else besides SSO observe teacher and provide feedback)
		<input type="checkbox"/> Canza wani abu da ke cikin aikin kulawa da bada tallafi na SSO (Change anything related to the content of the visit)
		<input type="checkbox"/> Sauransu (Other - Specify): _____
		<input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E16	<p>Idan ki/ka samu damar canza wani abu daga cikin aikin tallafawa malami akan inganta koyar da darasin Hausa, me ki/ka ke ganin za ki/ka canza don samun nasara?</p>	<input type="checkbox"/> Inganta horon malamai na farko (Improve initial teacher training)
		<input type="checkbox"/> Inganta horo na cikin aiki (Improve in-service teacher training)

	<p>If you could change anything about how pedagogical support is provided to Hausa teachers, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<input type="checkbox"/> Inganta littataffan da aka tanadar wa mala-mai (Improve materials provided to teachers) <input type="checkbox"/> Inganta irin tallafin da shugaban makaranta ke bayarwa (Improve support provided by head teachers) <input type="checkbox"/> Inganta irin tallafin da SSO ke bayarwa (Improve support provided by SSOs) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E17	<p>A kan abin da ya shafi littataffan RARA da horo da kuma irin tallafin da ta bayar, me kika/ka amfana da shi ta hanyar samun ci gaba a cikin aikin ki/ka na koyar da Hausa? Gaya min duk abinda kika/ka amfana da shi.</p> <p>With respect to the RARA materials, training and support activities, what did you find useful to you in terms of helping to improve your teaching of Hausa? Please tell me everything you found useful.</p> <p>[DO NOT READ potential responses. Tick all responses provided by the teacher.]</p>	<input type="checkbox"/> Littataffai (Materials) <input type="checkbox"/> Horo (Training) <input type="checkbox"/> Tallafi ta hanyar ziyartar makaranta (School support officer/supervisor visits) <input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support) <input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Babu (None) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E18	<p>Cikin waɗannan abubuwan ka lissafa, mene ne ya fi amfanar da kai?</p> <p>With respect to the items you just mentioned, what did you find <u>MOST</u> useful?</p> <p>[DO NOT READ potential responses. Ask the teacher to identify one item that s/he found MOST useful.]</p>	<input type="checkbox"/> Littataffai (Materials) <input type="checkbox"/> Horo (Teacher training) <input type="checkbox"/> Tallafi ta hanyar ziyartar makaranta (School support officer/supervisor visits) <input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support) <input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Babu (None) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
	<p>Mun gode da amsoshinki/ka! Bari mu ci gaba zuwa wani sabon sashe na tambayoyin...</p> <p>Thanks for your feedback! Let's move on to the next part of the interview....</p>	

Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba.

Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.

24.	<p>Ya kamata a bambanta wajen kulatsakanin mata da maza a makarantu wajen bayar da ilimi.</p> <p>Girls and boys should be treated differently in the school in terms of academic participation.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	<p>Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu.</p> <p>School is a safe place for girls to learn.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	<p>Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza.</p> <p>Girls can be as successful in schools as boys.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
27.	<p>Akwai tsaro ga dalibai maza a hanyarsu ta zuwa da dawowa daga makaranta.</p> <p>It is safe for boys to get to and from school.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
28.	<p>Akwai tsaro ga dalibai mata a hanyarsuta zuwa da dawowa daga makaranta.</p> <p>It is safe for girls to get to and from school.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
29.	<p>Hakkin makaranta ne ta tabbatar da tsaro ga dalibai.</p> <p>It is the school's responsibility to keep pupils safe.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No response)
30.	<p>Malamai mata kan samu natsuwa domin koyarwa a makaranta.</p> <p>School is a safe place for women to teach.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)

31.	<p>Idan har dalibai ba su kula da karatu, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu.</p> <p>If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical means to get their attention.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
32.	<p>Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu.</p> <p>If children are misbehaving, teachers should rap their knuckles, cane the pupils, or use other physical means to correct their behavior.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
33.	<p>Wannan tambayar ta kunshi amsar I ko A'a. A shekarar da ta wuce, an taɓa rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin kabilanci?</p> <p>This last question requires a Yes/No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence? [If NO, skip to 35 below]</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
34.	<p>Idan amsar 'I' ce, kwanaki nawa makarantar ta kasance a rufe?</p> <p>If yes, how many days was the school affected due to one of these incidents?</p>	<p>_____</p> <p>Days</p>
35.	<p>A shekarar da ta wuce, wane tsawon lokaci malamai suka taɓa ɗauka basu zo aiki ba domin rashin tsaro? Basu taɓa ba, ko Sau ɗaya, ko kaɗan, ko da yawa?</p> <p>In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times, a lot?</p>	<input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E19	<p>Shin an taɓa yin irin wannan tattaunawa da kai a watan Nuwanba da ya gabata?</p> <p>Did you participate in an interview similar to this one last November?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)

K.		<p>_____ : _____</p> <p>HH : MM</p>
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ANNEX 6. SCHOOL SUPERVISOR (SSO) QUESTIONNAIRE - ENDLINE



Nigeria Reading and Research Activity (RARA)

LGEA Supervisor (SSO) Questionnaire: Nigeria RARA 2015 Endline

SSO Consent

Sannu Malam/Malama, Sunana.... Muna aiki tare da Hukumar ba da Ilimin Bai ɗaya (SUBEB), da Ma'aikatar Ilimi, da Manyan Kwalejojin Horon Malamai, domin gudanar da bincike game da Iya Karatu da Hausa. A cikin wannan aikin, muna karɓar bayanai game da makarantu da tsarin koyarwa da Auna Iya karatun ɗalibai. Kuma muna tambayoyi wa Jami'an da ke sa Ido da kula da makarantu don gano yadda tsarin aikinsu ya ke. Hello, my name is _____.

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

- **Dalilin gudanar da binciken EGRA shi ne a auna iya karatu daga bangaren ɗalibai. Muna kuma tattara bayanai game da makarantu da ma'aikatan makarantun domin mu fahimci yanayin aiki da kuma yadda a ke aikin, waɗanda suke iya yin tasiri ga koyon karatu.** The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect pupils' reading abilities.
- **Shigarki/ka cikin wannan aiki yana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka. / Your participation is very important, but you do not have to participate if you do not wish to.**
- **Idan kin/ka amince ki/ka shiga, zan yi miki/maka wasu 'yan tambayoyi game da harkokin aikin ki/ka na sa Ido da kula da makarantu da tallafa wa malamai musamman game da yadda suke koyar da Iya karatu. Lokacin da zan ɗauka wajen yi miki/ maka tambayoyin ba zai wuce awa ɗaya (1) ba.** If you agree to participate, I will ask you some questions regarding your normal activities supervising schools and supporting teachers, particularly with regards to reading instruction. My questions for you will take approximately 1 hour.
- **SAM, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alkaluman binciken. Za a samar da kwafin sakamakon binciken da aka gudanar a makarantu da bayanai daga Jami'an kula da makarantu ga hukumomin Aikin Binciken Karatu Da Samun Gurbi na (RARA), da SUBEB, da kuma Ma'aikatar Ilimi, domin a gano inda ake neman tallafin haɓaka iya karatun Hausa a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don 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 all the information collected from schools and supervisors will be shared with the Nigeria Reading and Access Research Activity, or RARA, SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools.
- **Mun yi imani cewa ba wani lahani da zai same ki/ka saboda shiga wannan bincike.** We believe there is no risk to you in participating in this research.
- **Ba wani ladan kuɗi da za ki/ka samu saboda yarda a gana da ke/kai. Duk da haka, za a yi amfani da amsoshinki/ka wajen taimakawa a tallafa wa yunkurin haɓaka koyon karatun Hausa a Najeriya.** You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade reading in Nigeria.
- **Idan kana/kina da wata tambaya game da wannan bincike, to sai ki/ka tuntubi:**

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

Bauchi: Yahaya A. Umar, SUBEB Bauchi, 0703-292-1016 / Sokoto: Ahmad A. Umar, SUBEB Sokoto, 0803-579-9512

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

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

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

INSTRUCTIONS TO ASSESSOR

- Ask the SSO each question verbally, as in an interview.
- DO NOT READ THE ANSWER OPTIONS TO THE SSO UNLESS INDICATED TO DO SO.
- Wait for the SSO to respond to each question, then tick the box () that corresponds to his or her response.
- Only one response is permitted, except where indicated otherwise.
- Make sure the SSO is interviewed only once during the end line survey. Before you continue with the survey, ask him/her this question whether s/he was interviewed by another RARA data collectors this week. In Bauchi, verify that the SSO is NOT the SSO responsible for Arabic.

DEMOGRAPHIC DATA

A.	Assessor name:	
B.	Assessor code:	
C.	Interview date	_____ / _____ / _____ DD MM YYYY
D.	State:	
E.	LGEA:	
F.	Education Area:	
G.	Cluster (1-10):	
H.	Location of SSO interview:	<input type="checkbox"/> School <input type="checkbox"/> LGEA office <input type="checkbox"/> RARA office <input type="checkbox"/> Other
I.	SSO's gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
J.	Time the interview started:	_____ : _____ HH : MM

LGEA CHARACTERISTICS

1.	Shin ko wannan sashen ilimin karamar hukumar na da abubuwan hawa kamar babura ko motoci domin ziyarar makarantu? Does this LGEA have any functioning motorbikes or dedicated transport for school visits? [If NO, skip to Question 5.]	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
2.	Shin akan samu man-fetur a cikin baburan ko motocin a duk lokacin da Jami'in kula da makarantu ke bukaratar	<input type="checkbox"/> Sam babu (Never) <input type="checkbox"/> Wani Lokaci (Sometimes)

	<p>ziyarar makarantu: Sam Babu, Wani lokaci akwai, Yawanci akwai, ko Kowane lokaci akwai?</p> <p>How regularly is fuel available for these vehicles when a school supervisor wishes to visit a school: Never, sometimes, usually, or always?</p>	<input type="checkbox"/> Yawanci akwai (Usually) <input type="checkbox"/> Kowane lokaci akwai (Always) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E1.	<p>Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka?</p> <p>What is your highest professional teaching qualification?</p>	<input type="checkbox"/> Babu ko ɗaya (None) <input type="checkbox"/> Diploma <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
3.	<p>Kimanin shekaru nawa kika/ka yi kina/kana jami'in duba makarantu?</p> <p>For how many years have you been serving as an SSO throughout your career?</p>	<p>_____</p> <p>Years</p> <input type="checkbox"/> .Ban sani ba/Ba amsa (Do not know/No response)
4.	<p>Shekaru nawa gaba ɗaya kika/ka yi kina/kana aikin malanta kafin ki/ka zama mai kula da sa ido a kan makarantu?</p> <p>For how many years did you serve as a classroom teacher, in total, before becoming a school supervisor?</p>	<p>_____</p> <p>Years</p> <input type="checkbox"/> .Ban sani ba/Ba amsa (Do not know/No response)
5.	<p>Shekaru nawa gaba ɗaya kika/ka yi kina/kana aikin shugaban makaranta kafin ki/ka zama mai kula da sa ido a kan makarantu?</p> <p>For how many years did you serve as a Head Teacher, in total, before becoming a school supervisor?</p>	<p>_____</p> <p>Years</p> <input type="checkbox"/> .Ban sani ba/Ba amsa (Do not know/No response)
6.	<p>Shin aikin ki/ka yana bukatar ka rika ziyartar makarantun wannan karamar hukumar a-kai-a-kai?</p> <p>Do your duties as SSO require you to regularly visit schools in this LGEA? [If NO, skip to Question #18]</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7.	<p>Kimanin makarantu nawa ne a karkashinki/ka?</p> <p>How many schools in your Area are you responsible for visiting?</p>	<p>_____</p> <p>Schools</p>
8.	<p>Sau nawa kike/kake ziyartar makarantun da suke karkashinki/ka?</p>	<input type="checkbox"/> Fiye da sau ɗaya a wata (More than once per month) <input type="checkbox"/> Sau ɗaya a wata (Once per month)

	<p>For the schools you are responsible for visiting, how often do you normally visit each school?</p> <p>[DO NOT read aloud the possible responses. Tick the response that most closely matches the SSO's response.]</p>	<input type="checkbox"/> Sau ɗaya kowane zango (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Sau ɗaya a shekaru biyu (Less than once per year) <input type="checkbox"/> Ba na zuwa (I do not routinely visit my schools) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
9.	<p>Shin akan samu wani lokacin da ba ka/ki samun daman ko sha'awar ziyartar makaranta kamar yadda ya kamata a kan lokaci?</p> <p>Has there ever been a time when you could not, or did not want to, visit one of your schools regularly?</p> <p>[If NO, skip to #17.]</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
10.	<p>Mene ne babban dalilinki/ka na rashin ziyartar makaranta a-kai-a-kai kamar yadda ya kamata?</p> <p>Please tell me the most common reasons you were unable to regularly visit schools.</p> <p>[DO NOT read aloud the possible responses. Tick the responses that most closely match the SSO's response.]</p>	<input type="checkbox"/> Rashin abin hawa (Vehicle/transportation not available) <input type="checkbox"/> Rashin kyakkyawan yanayin abin hawa (Vehicle/transportation broken/not functioning) <input type="checkbox"/> Rashin mai a cikin abin hawa (No or insufficient fuel) <input type="checkbox"/> Rashin samun wani kudi na musanman wanda zai taimaka min wajen tafiyar da aikin wannan ranar. (Do not receive per diem to cover the day's expenses) <input type="checkbox"/> Makaranta ta yi nisa sosai (School(s) is/are too far away) <input type="checkbox"/> Rashin kyakkyawar hanya da kuma yanayi na damina (School(s) is/are difficult to get to (no road or in bad condition, rains prevent visit, etc.) <input type="checkbox"/> Rashin kyakkyawan yanayin tsaro (Safety or security concern) <input type="checkbox"/> Shugaban makaranta da malamai ba su son ana ziyartar su (Head Teacher/teachers do not want a visit) <input type="checkbox"/> Ba wani abin a zo a gani a makarantar (Do not see a need to visit the school/lack of motivation) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	<p>Idan ka ziyarci makaranta, wadanne abubuwa kike/kake gudanarwa?</p> <p>When you conduct a routine school visit, what are your typical activities?</p> <p>[DO NOT read aloud; tick all that apply.]</p>	<input type="checkbox"/> Duba gine-gine da suka dace da bukatar ingataccen yanayi na karatu. (Inspect school's facilities for child-friendliness, compliance.) <input type="checkbox"/> Duba shugaban makaranta da muhimman bayanai (da suka shafi dalibai da malamai da makamantasu. (Inspect head teacher and

		<p>school records [pupil/teacher & class ratios, etc].)</p> <p><input type="checkbox"/> Duba malamai yayin da suke koyarwa da ba su shawarwari. (Observe teachers in the classroom and provide feedback.)</p> <p><input type="checkbox"/> Duba tsarin darasi. (Check lesson plans.)</p> <p><input type="checkbox"/> Duba ayyukan dalibai da yanayin zuwansu makaranta. (Check pupils' work and attendance.)</p> <p><input type="checkbox"/> Taimaka wa wajen karantarwa da kuma sauran ayyakan makaranta [kamar wasanni, gasa, da sauransu). (Support curricular and extra-curricular activities [sports, competitions, etc].)</p> <p><input type="checkbox"/> Taimaka wa kwamitin SBMC da kungiyar malamai da iyayen yara (PTA) da kuma dangantakar makaranta da al'umma. (Support SBMC or PTA or other school-community relations.)</p> <p><input type="checkbox"/> Sauransu (Other)</p>
15.	<p>Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malamai wajen dabarun koyar da Hausa ko lya karatun Hausa?</p> <p>Have you ever received specific training on how to support teachers to teach Hausa language/reading?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>QUESTIONS FOR SUPERVISORS WHO PARTICIPATED IN RARA ACTIVITIES ONLY</p> <p>Now I'd like to ask you some questions about your participation in the RARA activities designed to improve Hausa reading instruction. Your feedback will remain anonymous and will be very helpful in future efforts to improve reading.</p>		
E2.	<p>Baki daya, yaya za ki/ka auna amfanin lit-tataffan RARA wajen taimaka wa malamai gudanar da darasin koyar da karatun Hausa: Da kyau sosai, da kyau, da Akwai buƙatar ingantawa?</p> <p>Overall, how would you rate the RARA MATERIALS in terms of helping teachers to better teach Hausa reading: Excellent, good or need improvement?</p>	<p><input type="checkbox"/> Da kyau sosai (Excellent)</p> <p><input type="checkbox"/> Da kyau (Good)</p> <p><input type="checkbox"/> Akwai buƙatar ingantawa (Need improvement)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
E3.	<p>Me kike/kake ganin za ki/ka canza a cikin jagoran malami idan aka ba ki/ka dama?</p> <p>If you could change the <u>Teacher's Guide</u> in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<p><input type="checkbox"/> Kara yawan darussa (Provide more lessons)</p> <p><input type="checkbox"/> Rage yawan darussa (Provide fewer lessons)</p> <p><input type="checkbox"/> Kara yawan umurni ga malami (Provide more scripting/instructions)</p> <p><input type="checkbox"/> Rage yawan umurni ga malami (Provide less scripting/instructions)</p> <p><input type="checkbox"/> Rage tsawon darasi (Make the lessons shorter)</p> <p><input type="checkbox"/> Kara tsawon darasi (Make the lessons longer)</p> <p><input type="checkbox"/> Canza wasu ayukkan darasi ta wata hanya:_____ (Change/modify activities in some way) (Specify): _____</p>

		<input type="checkbox"/> Kara bayanai da kuma shawara ga malamai tare da samar da kayan aiki garesu (Add more “tips” for teachers, “do more” suggestions, or other supplemental material) <input type="checkbox"/> Gyara a kan kalmomi da kuma wasu abubuwa da suke da alaka da harshe (Modify/correct words, language, dialect - anything related to language, text or content) <input type="checkbox"/> Canza hotuna da kuma kalolin da suke cikin littataffan aikin koyarwa (Modify formatting, size or color - anything related to visual appearance) <input type="checkbox"/> Canza takardar da aka yi amfani da ita a jagoran malami da kuma yada aka shirya shi (Modify paper type, binding - anything related to physical aspects of the Teacher’s Guide) <input type="checkbox"/> Wata hanyar ta daban (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E4.	Baki ɗaya, yaya za ki/ka kwatanta horon da RARA ta ba ki/ka a kan koyar da Hausa da kuma yin amfani da littataffai: Da kyau sosai, da kyau, da Akwai buƙatar ingantawa? Overall, how would you rate the RARA TRAINING you received in Hausa reading instruction and use of the materials: Excellent, good or need improvement?	<input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai buƙatar ingantawa(Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E5.	Me kike/kake ganin za ki/ka canza a cikin horan da aka yi maku? If you could change the TRAINING in any way, what would you suggest? [DO NOT READ response options. Tick all responses provided.]	<input type="checkbox"/> Tsawaita lokacin taron horarwa (Make the training longer) <input type="checkbox"/> Tsakaita lokacin taron horarwa (Make the training shorter) <input type="checkbox"/> Kara yawan daidaiƙun ayukkan taron horarwa (Increase the number of training sessions) <input type="checkbox"/> Kara wani sabon darasi a cikin horarwa, ko kuma ƙarin lokaci akan daidaiƙun ayukka (Add a topic not previously covered/spend more time on certain topics) <input type="checkbox"/> Canza salon bayar da horo (Change/improve facilitation) <input type="checkbox"/> Canza wurin gudanar da horo (Change the venue of the training sessions) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)

E6.	<p>Baki ɗaya, ya za ki/ka kwatanta gudummar da RARA ta ba ki/ka don inganta aikin ki/ka na tallafa wa malaman Hausa su gudanar da aikin su: Ya taimaka sosai, ya ɗan taimaka, ba ya da wani amfani?</p> <p>Overall, how would you describe the support provided to you by RARA to help you carry out your coaching duties to Hausa teachers: Very helpful, somewhat helpful or not helpful?</p>	<input type="checkbox"/> Ya kan taimaka sosai (Very helpful) <input type="checkbox"/> Ya kan ɗan taimaka (Somewhat helpful) <input type="checkbox"/> Ba ya da amfani (Not helpful) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E7.	<p>A kan abin da ya shafi littataffan RARA da horo da kuma irin tallafin da ta bayar, me kika/ka amfana da shi ta hanyar samun ci gaba a cikin aikin ki/ka na tallafawa malaman da ke koyar da Hausa? Gaya min duk abin da kika/ka amfana da shi.</p> <p>With respect to the RARA materials, training and support activities, what did you find useful in helping you to support Hausa teachers? Please tell me everything you found useful.</p> <p>[DO NOT READ potential responses. Tick all responses provided by the teacher.]</p>	<input type="checkbox"/> Littataffai (Materials) <input type="checkbox"/> Horo (Training) <input type="checkbox"/> Tallafi ta hanyar ziyartar makaranta (School support officer/supervisor visits) <input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support) <input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Babu (None) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E8.	<p>Cikin waɗannan abubuwan da kika/ka lissafa, mene ne ya fi amfanar da ke/kai?</p> <p>With respect to the items you just mentioned, what did you find <u>MOST</u> useful?</p> <p>[DO NOT READ potential responses. Ask the SSO to identify one item that s/he found MOST useful.]</p>	<input type="checkbox"/> Littataffai (Materials) <input type="checkbox"/> Horo (Teacher training) <input type="checkbox"/> Tallafi ta hanyar ziyartar makaranta (School support officer/supervisor visits) <input type="checkbox"/> Tallafi daga shugaban makaranta (Head Teacher support) <input type="checkbox"/> Karamin taron horarwa na makaranta (Cluster meetings) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Babu (None) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E9.	<p>A ganin ki/ka, mene nemuhimmancin aikin mai tallafa wa malami wato (SSO) wurin duba gudanar da darasin Hausa da kuma ziyartar makaranta domin karfafa wa malamai gwiwar koyar da Hausa: Yakan taimaka sosai ko Yakan ɗan taimaka ko Ba ya da amfani?</p> <p>In your opinion, how helpful are school supervisors' observations and visits with Hausa teachers in improving their instruction: Very helpful, somewhat helpful or not helpful?</p>	<input type="checkbox"/> Yakan taimaka sosai (Very helpful) <input type="checkbox"/> Yakan ɗan taimaka (Somewhat helpful) <input type="checkbox"/> Ba ya da amfani (Not helpful) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
E10.	<p>Idan kika/ka sami damar ki/ka canza wani abu a kan tallafa wa malamin Hausa da</p>	<input type="checkbox"/> Kara yawan lokutan da SSO ke ziyartar malami (Increase the number of SSO visits)

	<p>SSO ke yi, me kike/kake ganin za ki/ka canza don inganta aikin?</p> <p>If you could change anything about the support provided to Hausa teachers <u>by a school support officer/school supervisor</u> in any way, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rage yawan lokutan da SSO ke ziyartar malami (Decrease the number of SSO visits) <input type="checkbox"/> Kara yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Increase the length of time of each visit) <input type="checkbox"/> Rage yawan tsawon lokacin da SSO ke yi tare da malami a makaranta (Decrease the length of time of each visit) <input type="checkbox"/> Samarda karin horo zuwa ga SSO akan bada sakamako ga malami a cikin abinda ya shafi koyarwa da kuma bincike (Improve SSO's ability to provide feedback on aspects of teaching, learning assessment, etc.) <input type="checkbox"/> Karfafa kyakkyawar hulda tsakanin SSO da malami (Improve rapport between SSO and teacher) <input type="checkbox"/> Bayar da damar duba malami ga wani mutun na daban domin bada tallafi (Have someone else besides SSO observe teacher and provide feedback) <input type="checkbox"/> Canza wani abu da ke cikin aikin kulawa da bada tallafi na SSO (Change anything related to the content of the visit) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
<p>E11.</p>	<p>Idan ki/ka sami damar canza wani abu daga cikin aikin tallafa wa malami a kan inganta koyar da darasin Hausa, me kike/kake ganin za ki/ka canza don ci gaba?</p> <p>If you could change anything about how pedagogical support is provided to Hausa teachers, what would you suggest?</p> <p>[DO NOT READ response options. Tick all responses provided.]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inganta horon malamai na farko (Improve initial teacher training) <input type="checkbox"/> Inganta horo na cikin aiki (Improve in-service teacher training) <input type="checkbox"/> Inganta littataffan da aka tanadar wa malamai (Improve materials provided to teachers) <input type="checkbox"/> Inganta irin tallafin da shugaban makaranta ke bayawa (Improve support provided by head teachers) <input type="checkbox"/> Inganta irin tallafin da SSO ke bayarwa (Improve support provided by SSOs) <input type="checkbox"/> Sauransu (Other - Specify): _____ <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
<p>E12.</p>	<p>Baki daya, ya za ki/ka kwatanta aikin tallafa wa malamai da kike/ka ke yi domin koyar da darasin Hausa: Da kyau sosai, ko Da kyau , ko Akwai bukatar ingantawa?</p> <p>Overall, how would you describe your experience supporting teachers to teach Hausa: Excellent, good or Need improvement?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Da kyau sosai (Excellent) <input type="checkbox"/> Da kyau (Good) <input type="checkbox"/> Akwai bukatar ingantawa(Need improvement) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

	<p>Yanzu zan karanta miki/maka wasu jawabai. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓen guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba.</p> <p>Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement.</p>	
20.	<p>Ya kamata a bambanta wajen kulatsakanin mata da maza a makarantu wajen bayar da ilimi.</p> <p>Girls and boys should be treated differently in schools in terms of academic participation.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
21.	<p>Babu haɗari a yawancin makarantun wannan karamar hukumar wajen ba da ilimi ga ‘ya’ya mata.</p> <p>Most schools in my LGEA are safe places for girls to learn.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	<p>Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza.</p> <p>Girls can be as successful in school as boys.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
23.	<p>Akwai tsaro ga dalibai maza a hanyarsu ta zuwa da dawowa daga makaranta a wannan karamar hukumar ilimi.</p> <p>It is safe for boys to get to and from schools in my LGEA.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
24.	<p>Akwai tsaro ga dalibai mata a hanyarsu ta zuwa da dawowa daga makaranta a wannan karamar hukumar ilimi. It is safe for girls to get to and from schools in my LGEA.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	<p>Hakkin makaranta ne ta tabbatar da tsaro ga dalibai. It is the school’s responsibility to keep pupils safe.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

26.	<p>Malamai mata ba su fuskantar wata barazana a yawancin makarantun wannan karamar hukuma.</p> <p>Most schools in my LGEA are safe places for women to teach.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
27.	<p>Idan har dalibi ba ya kula da karatu, ya kamata malami ya rankwashe shi ko ya zane shi ko ya yi masa wani horo mai tsanani don ya jawo hankalinsa.</p> <p>If a child is not paying attention, the teacher should rap their knuckles, cane the students, or use other physical means to get their attention.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	<p>Idan har dalibi yana taurin kai, ya kamata malami ya rankwashe shi ko ya zane shi ko ya yi masa wani horo mai tsanani don ya jawo hankalinsa.</p> <p>If a child is misbehaving, the teacher should rap their knuckles, cane the students, or use other physical means to correct their behavior.</p>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E13.	<p>Shin an taɓa yin irin wannan tattaunawa da kai a watan Nuwanba da ya gabata?</p> <p>Did you participate in an interview similar to this one last November/start of Term 1?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No response)
L.	Time the interview ended:	<p style="text-align: center;">_____ : _____</p> <p style="text-align: center;">HH : MM</p>

ANNEX 7. READING KNOWLEDGE, SKILLS, AND ATTITUDES (KSA) ASSESSMENT



Nigeria Reading and Access Research Activity (RARA)

READING KNOWLEDGE, SKILLS AND ATTITUDES (KSA) ASSESSMENT

SECTION A

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

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

Section A1. Sanin sautukan harshe / Phonological Awareness

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

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

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

S/N	Word	No. of Syllables	Correct/Incorrect
1.	DAWA	2 syllables (DA-WA)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
2.	MAGANA	3 syllables (MA-GA-NA)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
3.	MAI	1 syllable (MAI)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)
4.	MAKARANTA	4 syllables (MA-KA-RAN-TA)	<input type="checkbox"/> Dai-dai (Correct) <input type="checkbox"/> Ba dai-dai ba (Incorrect) <input type="checkbox"/> Ban sani ba/Ba amsa (Don’t Know/No response)

Section A2. Karanta Takaitaccen Labari/Brief Passage Comprehension

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

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

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

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

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

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

For paper-based administration:

Use your watch or cell phone to monitor time. Give the respondent 2 minutes to read the passage.

(/) Mark any incorrect words with a slash

(Ø) Circle self-corrections if you already marked the letter incorrect

(]) Mark the final word read with a bracket

An ga wata a gari. Jama'a na farin ciki. Mama tana shirya abincin Sallah.

Yara sun kosa su sa sababbin tufafinsu.

Tick if participant declined to read the passage: Refused

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

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

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

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

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

5. An ga wata a gari. Jama'a na farin ciki. Mama tana shirya abincin Sallah. Yara sun kosa su sa sababbin tufafinsu. The moon has been sighted. People are excited. The mother is preparing a special feast. The children are eager to wear new clothes.

Takaita Labari Passage summary	✓ Zabi amsa da ta fi dacewa Tick best answer
Lokacin girbi ya kusa. Harvest season is approaching.	<input type="checkbox"/>
Lokacin zaɓe na tafe. Elections are coming.	<input type="checkbox"/>
Sallah ta kusa. The Eid is approaching.	<input type="checkbox"/>
Makarantu na buɗewa bayan hutu. Schools are opening.	<input type="checkbox"/>
Ban sani ba/Ba amsa Do not know/No response	<input type="checkbox"/>

SECTION B

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

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

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

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

S/N	COLUMN A	✓	COLUMN B	✓
6.	Rashin kaifin basira ne kadai dalilin da zai sa ya yi wa yaro/yarinya wahalar iya karatu. If a child is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.	<input type="checkbox"/>	Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya. Many factors may cause a child to struggle to learn to read.	<input type="checkbox"/>
7.	Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta. Reading words correctly indicates if a child understands the text.	<input type="checkbox"/>	Karatu tare da nuna yanayi shi ke nuna dalibai sun fahimci abin da suka karanta. Reading with expression indicates if a child understands the text.	<input type="checkbox"/>
8.	Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba. Illiterate parents cannot assist their children to learn to read.	<input type="checkbox"/>	Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu. Illiterate parents can play an important role in helping their children learn to read.	<input type="checkbox"/>
9.	Kwarewa a karatu da yaren da yaro/yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare. Some literacy skills in a child’s first language transfer to other language literacy skills.	<input type="checkbox"/>	Kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai. Literacy skills in a child’s first language only benefit the first language.	<input type="checkbox"/>

10.	<p>Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koya wa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar. <input type="checkbox"/></p> <p>To teach pupils to learn to read a new word, it is best to show them how to break</p>	<p>Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai kalmar sannan a umurce su da su maimaita furta kalmar. <input type="checkbox"/></p> <p>To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.</p>
11.	<p>Aikin malamai shi ne koya wa dalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu. <input type="checkbox"/></p> <p>The teacher's role is to teach pupils all the words they need to know and they will become good readers.</p>	<p>Aikin malamai shi ne koya wa dalibai dabarun da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu. <input type="checkbox"/></p> <p>The teacher's role is to teach skills pupils need so they can learn words independently and they become good readers.</p>
12.	<p>Dalibai za su kware wajen karatu idan daya bayan daya suna karatu a bayyane a cikin aji. <input type="checkbox"/></p> <p>Pupils will learn to read well if they read out loud by taking turns in the classroom.</p>	<p>Yana da muhimmanci malamai su riƙa ɗaukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane. <input type="checkbox"/></p> <p>It is important for the teacher to take time to model good reading through read aloud stories.</p>
13.	<p>Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano buƙatun dalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai. <input type="checkbox"/></p> <p>Formative assessment will help me build on a pupil's needs, interests and strengths.</p>	<p>Gwajin bi-da-gyara da ake yi wa dalibai na taimaka wa wajen gano matakin da daliban suke a aji. <input type="checkbox"/></p> <p>Formative assessment helps to determine a pupil's placement/rank.</p>
14.	<p>Ya dace dukkan dalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare? <input type="checkbox"/></p> <p>All pupils should learn how to read in English first, regardless of their local language.</p>	<p>Ya dace dukkan dalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa)? <input type="checkbox"/></p> <p>All pupils should learn how to read in their local language (e.g. Hausa) first.</p>

SECTION C

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

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

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

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

	Statements related to reading Bayanai da suka shafi lamarin karatu	Check only one appropriate answer per line Zaɓi amsa ɗaya tak a kowane layi			
15.	Karanta wani abu sau biyu a jere zai iya inganta kwarewar ɗalibai ta hanyar: Reading something two times in a row will most likely lead to pupils' improvements in:	saurin karatu reading speed <input type="checkbox"/>	inganta lafazi proper accent <input type="checkbox"/>	iya amsa tam-bayoyi answering comprehension questions <input type="checkbox"/>	Ban sani ba/Ba amsa Do not know/no response <input type="checkbox"/>
16.	Zagaye "baki" a cikin waɗannan haruffa. Circle the letter that is a consonant.	A <input type="checkbox"/>	M <input type="checkbox"/>	O <input type="checkbox"/>	Ban sani ba/Ba amsa Do not know/no response <input type="checkbox"/>
17.	Zagaye "wasali" a cikin waɗannan haruffa. Circle the letter that is a vowel.	T <input type="checkbox"/>	F <input type="checkbox"/>	E <input type="checkbox"/>	R <input type="checkbox"/> Ban sani ba/Ba amsa <input type="checkbox"/>
18.	Ka umurci ɗalibai da su yi tunanin kalmar da ke da amon sauti irin na fara. Wace kalma ke da amon sauti irin na fara? You ask your pupils to think of a word that rhymes with <i>fara</i> . Which word rhymes with <i>fara</i> ?	dara laugh <input type="checkbox"/>	dama right <input type="checkbox"/>	rama vegetable <input type="checkbox"/>	Ban sani ba/Ba amsa Do not know/No response <input type="checkbox"/>
19.	Nuna harafin farko a kalma tare da karfafa fitar da sautin harafin zai iya taimaka wa ɗalibai: Pointing to the first letter of a word and emphasizing the sound the first letter makes is likely to teach pupils:	sanin kalmomi masu gabobi da yawa awareness of multi-syllable words	iya rarrabe sautuka a cikin kalmomi the ability to isolate individual sounds in words	kwarewa wajen fayyace tsarin rubutu skills to analyze the structure of texts.	Ban sani ba/Ba amsa Do not know/No response

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<p>Iya rarrabe sautuka na da muhimmanci ga: The ability to segment sounds is important for:</p>	<p>ma'anar kalma word meaning</p>	<p>Gina kalma decoding</p>	<p>karatun jimla sentence reading</p>	<p>Ban sani ba/Bamsa Do not know/No response</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<p>Daya daga cikin daliban ki/ka ya fadi harruffan da ke cikin kalmar rakumi a matsayin r-k-m. Ya za ki/ka yi? One of your pupils spells the word <i>rakumi</i> as <i>r-k-m</i>. What is your reaction?</p>	<p>Abin mamaki. Ya kamata a ce dalibai sun san wannan kalmar. Surprise. Pupils usually know this word.</p>	<p>(Karfafa gwiwa. Duk haruffan uku na cikin kalmar. Hope/encouragement. All three sounds are in the word.</p>	<p>Cikin damuwa. Dama a ce dalibi ya tambaye ni yadda ake furta haruffa daidai a cikin kalma. Frustration. The child could have asked you how to spell the word correctly.</p>	<p>Ban sani ba/Bamsa Do not know/No response</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<p>Ka/kin rubuta sunayen abubuwa a cikin aji da Hausa. Wannan zai iya taimakawa wajen: You label objects in the classroom in Hausa. This will likely help:</p>	<p>sanin sababin kalmomi don dalibai za su rika tunawa da kalmomin sannan su rika amfani da su wajen yin magana. pupils to develop their vocabulary, as they can be reminded of the words and use them when speaking</p>	<p>sa dalibai su iya rubutu don suna ganin yadda ake rubuta haruffa. pupils to develop their handwriting, as they will see the correct letter formation</p>	<p>dalibai su iya haɗa haruffa don suna ganin yadda ake rubuta kalmomi. pupils to develop decoding skills, as they will see how words are spelled</p>	<p>Ban sani ba/Bamsa Do not know/No response</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<p>Kafin ki/ka karanta labarin Hausa kin/ka tambayi dalibai "Me kuke tsammanin zai faru a cikin labarin"? Wannan zai: Before you read a story in Hausa you ask your pupils "What might happen in this story?" This will:</p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa kadai. Help pupils make predictions only in Hausa.</p>	<p>taimaka wa dalibai wajen iya hasashe a Hausa da kuma wasu harsunan. Help pupils learn to make predictions in Hausa and other languages too.</p>	<p>bata lokacin koyarwa ne. Ya fi dacewa a karanta labari sannan a yi tambayoyi dangane da labarin. Waste instructional time. It is better to read the story and ask the questions about the story afterwards</p>	<p>Ban sani ba/Bamsa Do not know/No response</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24.	<p>Ki/ka ɗauki tsawon kwana huɗu kina/kana koyar da sabon harafi. Rana ta biyar, hamsin daga cikin ɗari na ɗalibanki/ka kawai kan iya gane suna da sautin harafin, me za ki/ka yi?</p> <p>You spent four days teaching a new letter. On the fifth day, only half (50%) of your pupils can identify the sound and the name of the letter. What can you do?</p>	<p>Sake koyar da darasin ga duk ajin a wannan ranar. Ma fi yawancin ɗaliban zasu iya harafin.</p> <p>Reteach it to the entire class that day. A larger percentage of the class should learn the letter.</p> <p><input type="checkbox"/></p>	<p>Tsamo ɗaliban da ba su iya harafin ba domin sake koyar da su.</p> <p>Note the pupils who did not learn the letter. Reteach the letter to those pupils in small groups.</p> <p><input type="checkbox"/></p>	<p>Tsallake shi. Domin ya zama dole ka gama manhajarka a cikin lokaci.</p> <p>Skip it. You have to remain on track to complete the syllabus on time.</p> <p><input type="checkbox"/></p>	<p>Ban sani ba/Ba amsa Do not know/No response</p> <p><input type="checkbox"/></p>
25.	<p>Ɗalibanki/ka na fuskantar matsalar amsa tambayoyin da ba su cikin labari. Me za ki/ka yi?</p> <p>Your pupils are having difficulty with questions where the answer is not found in the text. What do you do?</p>	<p>Barin yin irin waɗannan tambayoyi domin babu takamammar amsa.</p> <p>Stop asking those type of questions because there is no right or wrong answer.</p> <p><input type="checkbox"/></p>	<p>Canza tambaya domin ta bayar da damar amsar ‘daidai’ ko ‘ba daidai ba’.</p> <p>Change the question to make it have a right or wrong answer.</p> <p><input type="checkbox"/></p>	<p>Ɗauki lokaci wajen gina irin wannan tambaya domin takan taimaka wa ɗalibai yin zurfin tunani.</p> <p>Spend time modelling how to answer this type of question because it develops critical thinking.</p> <p><input type="checkbox"/></p>	<p>Ban sani ba/Ba amsa Do not know/No response</p> <p><input type="checkbox"/></p>
26.	<p>Gwaji...</p> <p>Classroom assessment...</p>	<p>ana yin sa a karshen zango.</p> <p>Should be conducted only at the end of the term.</p> <p><input type="checkbox"/></p>	<p>ana yin sa ko da yaushe.</p> <p>Should be conducted on an ongoing, informal basis.</p> <p><input type="checkbox"/></p>	<p>ana yi don sanin matakin ilimin ɗalibai.</p> <p>Should be conducted to rank/order pupils.</p> <p><input type="checkbox"/></p>	<p>Ban sani ba/Ba amsa Do not know/No response</p> <p><input type="checkbox"/></p>

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

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

ANNEX 8. TIMED CLASSROOM OBSERVATION



Nigeria Reading and Access Research Activity (RARA)

TIMED CLASSROOM OBSERVATION

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

Instructions for Administering the Timed Observation Form.

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

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

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

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

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

Lesson End Time:

		3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
Section A. Lesson Content (What is the focus or intent of the lesson?) Mark <u>only one</u> box every three minutes; at the 3-minute mark, tick the most applicable item.																
1. Reading Skills	1.1 Letter sounds															
	1.2 Syllables (reading or decoding)															
	1.3 Words (sounding out words, decoding, rhyming)															
	1.4 Passage/story reading															
2. Writing Skills (requires pupils writing)	2.1 Copying or tracing															
	2.2 Dictation															
	2.3 Creative writing/drawing															
3. Vocabulary & Comprehension Skills	3.1 Vocabulary (explaining word meaning)															
	3.2 Reading comprehension															
	3.3 Image interpretation															
4. Oral Language	4.1 Singing/chanting															
	4.2 Role playing/drama/games															
5. Other	5.1 None of the above															
Section B. Lesson Delivery (How is the teacher delivering the lesson?) Mark <u>only one</u> box every three minutes; at the 3-minute mark, tick the most applicable action.																
6. Whole Class - teacher presenting/explaining to whole class																
7. Teacher having pupils independently work alone or in small groups/pairs																
8. Other																

Guidance and tips for observation items:

Section A. Lesson Content	
1.1 Letter sounds	Includes pupils or teachers identifying <i>letter sounds only</i> – emphasis or intent is to teach letter sounds (not just letter names). If letter names only, check “5.0 Other.”
1.2 Syllables (reading or decoding)	Pupils or teachers reading or sounding out syllables, identifying number of syllables in words (e.g., clapping or beating syllables), decoding syllables (taking them apart or putting them together).
1.3 Words (decoding, rhyming)	Pupils or teachers reading whole words, decoding whole words (putting them together or taking them apart), sounding out words, identifying rhyming words, using chalkboard, books or other print media.
1.4 Passage/story reading	Teachers or pupils reading aloud passages (connected sentences, paragraphs, stories); include reading from chalkboard, books or other print media. Pupils could be reading chorally, in small groups or independently.
2.1 Copying or tracing	Pupils copying or tracing letters, copying words, sentences or passages from chalkboard, book or other print media, writing in the air
2.2 Dictation	Pupils writing letters, words, sentences or passages dictated by teacher.
2.3 Creative writing/drawing	Pupils free writing letters, words, sentences or passages, or drawing pictures; could include creative sentence or story writing or illustrating.
3.1 Vocabulary	Pupils or teachers explaining word meaning; could include: role playing/acting, translating, synonyms, definitions, or using materials/resources in the environment.
3.2 Reading comprehension	Pupils answering questions about sentences, stories or passages; could include answering explicit (literal) questions or implicit, inferential or predictive questions.
3.3 Image interpretation	Pupils or teachers discussing or interpreting images, drawings, illustrations, etc.
4.1 Singing/chanting	Pupils singing or chanting in chorus, either repeating/echoing the teacher or pupil, or singing songs. Tick only if the children are not reading or following any text while singing or chanting.
4.2 Role playing/drama/games	Teachers or pupils acting, role playing, or playing games. If role playing is used for explaining word or passage meanings, tick 3.1 or 3.2.
5.0 Other	Teacher out of classroom; grammar or other lesson being conducted, etc.

Section B. Lesson Delivery	
6.0 Whole class	Teacher is engaging whole class: could include setting task, speaking or reading aloud instructions, or reading aloud stories, using chalkboard or learning aides; Pupils responding (chorally or individually [orally or on chalkboard]) in front of class, or asking the teacher questions in front of the whole class.
7.0 Independently work alone or in small groups/pairs	Teacher tasks activities to small groups or to individuals to work alone or in small groups. Teacher monitors and provides feedback to pupils in small group or individual-work task setting.
8.0 Other	Teacher out of the classroom; no tasks provided to pupils.

ANNEX 9. NON-TIMED CLASSROOM OBSERVATION



Nigeria Reading and Access Research Activity (RARA)

NON-TIMED CLASSROOM OBSERVATION

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

Instructions for Administering the Non-Timed Classroom Observation

Part 1: Teacher Instructional Practices

Part 2: Classroom Inventory

At the beginning of the Lesson. Be sure to have at least two pencils with working erasers and a desk to write on. Turn off your mobile phone. Write the name of the school and the date on the form.

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

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

After the Lesson. Remind the teacher that you'd like to ask the pupils a few questions as a group. Proceed to Part 2: Classroom Inventory. After you have recorded information about the pupils, complete the information about other materials in the classroom and input the data collected into the tablet before leaving the school. Remember to save the information in the tablet. Keep the hard copy of the form in your possession and give it to the Team Leader at the end of each day.

PART 1: TEACHER INSTRUCTIONAL PRACTICES

School Name: _____ Date: _____

RARA Lesson Number Teacher is teaching TODAY:

Term: _____ 1 2 3 Lesson Number: _____

Last RARA Lesson Teacher has ever taught:

Term: _____ 1 2 3 Lesson Number: _____

Section A. Lesson content (What is the teacher teaching? Place a check in the box if observed/not observed)		
Before the lesson, ...		
Teacher Preparedness	1. Does the teacher have the required materials necessary to teach today's lesson? (at least a lesson plan is prepared; may also have the following: a teacher's guide, Hausa pupil readers, pupil exercise books, and/or supplementary books)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Does the teacher provide an introduction to the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the lesson, ...		
Phonemic Awareness Alphabetic Principle	3. Does the teacher present letter <u>names</u>?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Does the teacher present letter <u>sounds</u>?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Do the <u>pupils</u> practice letter <u>sounds</u>? This could include one of the following teacher actions: <ul style="list-style-type: none"> • Using songs or actions to practice or explain • Having pupils repeat the sounds • Teaching the movement/action that is related to the letter sound • Having pupils practice as a class • Having pupils read the letters from their pupils book • Varying the activity by using alternative letter sounds, letter names, or action. 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Decoding	6. Does the teacher introduce syllables or sounds (word parts) to form or break apart whole words, or blend letters together to make sounds? The teacher could do at least one of the following during this activity: <ul style="list-style-type: none"> • Having pupils read from their pupil book the syllables/word sounds • Writing the syllables on the chalkboard; pointing to each letter and slowly saying each letter sound in the syllables • Introducing syllables with new letter sounds (phonemes), in lower and upper case on the board • Running the finger under the syllable from left to right and reading the syllable faster • Blending consonants and vowels • Forming words from sounds 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sentence Reading	7. Does the teacher provide sentences for pupils to read (are pupils' eyes on the text)? This could include: <ul style="list-style-type: none"> • Writing the decodable sentence on the chalkboard (sentences that contain the decodable words from "decoding" above) • Pointing to and reading the sight words • Pupils reading from their pupil book aloud or independently or in groups/pairs 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Passage Reading (short-paragraph, simple sentences)	8. Does the teacher read a passage out loud to all the pupils? This could involve: <ul style="list-style-type: none"> Writing the passage on the chalkboard, reading it by running the finger under each word Selecting a passage from the pupil book to read aloud 	<input type="checkbox"/> Yes <input type="checkbox"/> No
	9. Does the teacher allow the pupils to read the passage aloud or independently? This could include echo reading, independent reading, paired reading, etc. <ul style="list-style-type: none"> Pupils reading from the board Pupils reading from their pupil books or textbooks 	<input type="checkbox"/> Yes <input type="checkbox"/> No
	[IF YES TO QUESTION #8] 10. Does the teacher ask the pupils comprehension questions about the passage? This could include: <ul style="list-style-type: none"> Teaching vocabulary words: saying the word and teaching the action or picture Asking them to look at the picture and guess what the story will be about Asking a question where the answer can be found in the text Asking an inferential question where the answer is in the text and “in the mind” 	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handwriting	11. Does the teacher task the pupils to write letters or words? This could include: <ul style="list-style-type: none"> Asking pupils to use their finger to trace the letter and write the letter Assessing pupils’ posture, grip, starting point of formation, etc. Asking pupils to copy letters or words from their books or from the blackboard Asking pupils to draw or trace with their pencil or in the air 	<input type="checkbox"/> Yes <input type="checkbox"/> No
At the end of the lesson, ...		
Lesson Closure and practice	12. Does the teacher summarise the lesson of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	13. Does the teacher task the pupils to read their books at home or outside the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section B. Pupil engagement, feedback and support		
14.	Does the teacher balance opportunities given to boys and girls to speak? (Not applicable [N/A] if not a co-ed classroom.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15.	Does the teacher engage pupils from all parts of the classroom (not just the front row)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.	Does the teacher nominate pupils to speak who have NOT volunteered or raised their hands?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.	Are the majority of pupils’ eyes on text (in a book or similar material, not just the board) as they read individually or in a group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.	If a pupil responded incorrectly, did the teacher: [Do not tick if the action was not observed]	
	19.1 Supply the correct answer?	<input type="checkbox"/> Yes
	19.2 Scold, belittle, or punish the pupil?	<input type="checkbox"/> Yes
	19.3 Ask another pupil?	<input type="checkbox"/> Yes
	19.4 Ask the pupil to try again/repeat the question?	<input type="checkbox"/> Yes

19.5	Ask a clarifying question, cue the pupil, or break down the task as appropriate?	<input type="checkbox"/> Yes
20.	Teaching Methods: Over the course of the lesson, did the teacher: [Do not tick if the action was not observed]	
20.1	Ask pupils questions about the lesson?	<input type="checkbox"/> Yes
20.2	Provide explanation if the pupils didn't understand or make errors?	<input type="checkbox"/> Yes
20.3	Direct the pupils to apply and practice the lesson further on their own, that is, individually, in pairs, or in small groups, during the class period? (This could be reading to one other, practicing questions in pairs, doing a practice exercise similar to but not exactly the same as the one presented, practicing their handwriting with a focus on mastering the form, etc. Just copying the lesson from the board does not count.)	<input type="checkbox"/> Yes
20.4	Check pupils' progress during individual and group activities?	<input type="checkbox"/> Yes
20.5	Praise or compliment pupils?	<input type="checkbox"/> Yes

PART 2: CLASSROOM INVENTORY

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

15.	How many girls are present in this classroom at the time of the observation? (Ask all the girls to stand and count them.)	_____
		Number of Girls
16.	How many boys are present in this classroom at the time of the observation? (Ask all the boys to stand and count them.)	_____
		Number of Boys
17.	How many pupils have a Hausa language pupil book/ primer? (Ask pupils to hold their Hausa pupil books up in the air. If necessary, ask that the books be removed from cupboard and distributed as normal to pupils.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
18.	How many pupils have an exercise book for Hausa language? (Ask pupils to hold their Hausa language exercise books up in the air.)	Total number _____
		<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
19.	How many pupils have a pen/pencil? (Ask pupils to hold their pen/pencils up in the air.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
20.	Are there sufficient seats and desks available for all pupils?	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	Does the teacher have a: (Check as many as apply)	
	<input type="checkbox"/> chalkboard <input type="checkbox"/> chalk for chalkboard <input type="checkbox"/> pen/pencil <input type="checkbox"/> notebook/exercise book <input type="checkbox"/> reference book or teacher's guide for Hausa language <input type="checkbox"/> whiteboard and markers <input type="checkbox"/> reflection journal <input type="checkbox"/> SUBEB Hausa curriculum <input type="checkbox"/> Lesson plan for the current day's lesson (could be a daily or weekly lesson plan or scheme of work document)	
	Indicate which of the following learning resources you observed in the class. Specify the language(s) of materials if applicable:	
22.	Alphabet chart displayed	<input type="checkbox"/> None

		<input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
23.	Letter/word cards available	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
24.	Posters about language/literacy displayed on the wall	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
25.	Teacher-made displays/resources about language/literacy visible	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
26.	Pupils' work displayed on the walls	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
27.	Reading materials besides textbooks available for pupils to read inside the classroom (this could be a reading corner, classroom library or simply a collection of books on a shelf)	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both
28.	Any other items the teacher uses to help teach reading (such as paper, newspapers, string, chalk, flashcards, etc.)	<input type="checkbox"/> None <input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Both

ANNEX 10. SCHOOL INVENTORY OF PUPIL ATTENDANCE, DROPOUT, AND TEACHER ABSENTEEISM



Nigeria Reading and Access Research Activity (RARA)

School Inventory of Pupil Attendance, Dropout and Teacher Absenteeism

Umurni: A duba rijistar daukar dalibai, rijistar aji da ta malamai. A cika wannan bangaren a gaban shugaban makaranta.

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

GPS Coordinates for this school: _____

Enrollment, Transfers and Drop-outs for the Current Academic Year (2014-2015)		
E1.	What was the total number of PRIMARY 2 pupils enrolled at the BEGINNING of the current school year (2014-2015)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
E2.	Check the admissions/enrollment record. What is the total number of P2 pupils who TRANSFERRED IN to this school after the start of the current school year (2014-2015)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
E3.	Check the admissions/enrollment record. What is the total number of P2 pupils who DROPPED OUT or left the school, for <u>any reason</u> , this current school year (2014-2015)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
E4.	What is the total number of <u>PRIMARY 2</u> pupils CURRENTLY enrolled?	GIRLS: _____ BOYS: _____ <input type="checkbox"/> Not available
E5.	What is the total number of P2 repeaters enrolled in P2 this current year (2014-2015)?	GIRLS: _____ BOYS: _____ <input type="checkbox"/> Not available
P2 Pupil Attendance for the Current Academic Year (2014-2015)		
E6.	Does the school have a record of pupil attendance (attendance register) by term for the CURRENT academic year (2014-2015)? <i>If NO, skip to #E10.</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
E7.	Is the pupil attendance record for the CURRENT academic year (2014-2015) complete? <i>If Attendance Record is NOT complete, skip to Question E9.</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
E8.	What is the total number of pupil attendance days, from the beginning of the school year through the day of this visit? Calculate the total pupil attendance days for the CURRENT academic year (2014-2015) by summing the total number of days pupils attended for morning and afternoon for all three terms.	Term 1: _____ Term 2: _____ Term 3: _____
E9.	How many days has the school been open and in session from the beginning of the school year through (including) today?	Term 1: _____ Term 2: _____ Term 3: _____
Teacher Attendance for the Current Academic Year (2014-2015)		
E10.	Is a staff movement register (or staff time book) for the current (2014-2015) school year available? <i>If NO, end interview.</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)

E11.	Does it contain a complete and up-to-date record of all P2 teachers' days absent?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
15.	Count how many days the P2 teachers are logged or noted as absent <u>for each term</u> . How many total absent days were counted for all P2 teachers? Instructions: For each teacher, first count the number of days absent in each term. Then sum the number of days for all P2 teachers.	Term 1: _____ Term 2: _____ Term 3: _____ <input type="checkbox"/> Not available
E12.	How many teachers teach P2 <u>Hausa</u> ?	_____
E13.	For the P2 Hausa teachers ONLY: How many total absent days were counted for all P2 HAUSA teachers?	Term 1: _____ Term 2: _____ Term 3: _____ <input type="checkbox"/> Not available

**ANNEX 11. HAUSA LESSON
COACH OBSERVATION AND
FEEDBACK TOOL**



Nigeria Reading and Research Activity (RARA)

Hausa Lesson Coach Observation and Feedback Tool

The purpose of this Observation Tool is to learn about the implementation of the RARA Hausa reading program in P2 classrooms in 60 Schools in Sokoto & Bauchi States.

Observation Protocol

BEFORE YOU ARRIVE AT THE SCHOOL

1. Read the lesson plan, story read aloud and pupil book for that week before you arrive at the school.
2. Make sure your tablet is charged and working properly.
3. Plan to arrive at the school at least 30 minutes before the lesson begins to meet with the P2 Teacher and Head Teacher.

BEFORE YOU OBSERVE THE LESSON

1. Meet with the P2 Teacher before the lesson begins. Explain the purpose of your visit is to:
 - Observe the teaching of reading and writing in Hausa.
 - Help you and the teacher learn more on how you can both improve the literacy and reading skills of our learners.
 - Help you both to identify areas for improving teacher support and training
 - Identify ways in which the RARA materials and approach could be improved for future use.
2. Emphasize that the observation will not have any impact on the teacher's or school's formal performance evaluation. We are primarily interested in learning about the effectiveness of RARA and the school's experience implementing the reading approach.
3. Complete the Part 1: General Information in the Hausa lesson observation form. Record the information on the paper instrument.
4. Take a seat in a discrete place in the classroom prior to the start of the lesson.

DURING THE OBSERVATION

1. Observe the entire lesson (do not interrupt your observation for any reason).
2. Record your observations in Part 2: RARA Hausa Lesson Observation Checklist. Write on the paper instrument during the lesson.
3. Do not interrupt the teacher for any reason. (If the teacher is not following the proscribed lesson, continue observing and provide feedback later.)

AFTER THE LESSON OBSERVATION

1. Administer the Learner Assessment Tool (LAT) (see specific directions in the instrument).
2. Enter information recorded in Part 1 and Part 2 of the Coach Observation paper instrument into the tablet. Do this prior to your meeting with the teacher.

3. Review the feedback generated on the tablet.
4. Complete the Teacher-Coach Post-Observation Conference Summary based on your observation and the feedback provided by the tablet.
5. Conduct the post-observation conference with the teacher and head teacher. Provide constructive feedback to the teacher (coaching). During the post-observation conference, be friendly and supportive, allowing the teacher to contribute and ask questions.
6. As part of the post-observation conference, review and discuss with the teacher his/her entries from the teacher reflection journal. Record highlights from the teacher's reflection journal in the Teacher Reflection Journal Summary (see specific instructions in the form).
7. Ask the teacher and head teacher to sign both the Teacher-Coach Feedback Session Summary.
8. Leave a copy of the RARA Hausa Lesson Observation Checklist and the Teacher-Coach Feedback Session Summary with the teacher. The teacher should keep these for future reference when preparing to teach the next lesson, as well as for reference during cluster meetings. Ask the teacher to save it for your next observation visit as well.

BEFORE YOU LEAVE

- Thank the teacher and Head Teacher for their time. Remind them again that the observation was to learn about RARA, and not to evaluate the teacher or the school.
- Sign the school's visitor's book if offered to you.

Part 1: General Information

Date: |__|__|__|__|20|__|

Example: 15 December 2014 should be entered as follows:

|__1_|_5_|1__|_2_|20|__14_|

Coach name: _____

School Name/EMIS #: _____

State: Bauchi Sokoto

LGEA: _____

Education Area: _____

Amount of time it took you to arrive at the school today (minutes): |__|__|

Term: |__| Lesson No the teacher is teaching (cumulative): |__|__|

Teacher's Surname: _____

Teacher's First Name: _____

Gender: Male |__| Female |__|

RARA 2014-2015 Trainings Attended – Indicate which trainings the teacher attended)

Initial Training:	Yes	No
Refresher Training:	Yes	No

Classroom Type: Multigrade |__| Monograde |__|

Class Gender Composition:

Unisex - Girls |__| Unisex - Boys |__| Mixed (boys & girls) |__|

Shift: Morning |__| Afternoon |__| Full day |__|

Part 2: Classroom Observation Check-List

Date: |__|__|__|__|20|__|

Number of pupils attending class today: Boys: |__|__| Girls: |__|__|

If fewer than 10 pupils are in class today, write a 0 before the number. Example: 06

Lesson Start Time of Hausa Lesson: |__|__|: |__|__| am/pm

Activity	Tick "YES" or "NO" to indicate whether the following activities/actions were observed.		
	Before the Lesson		
Teacher Preparedness	29. How well prepared is the teacher for the lesson? The teacher:		
	a. Referenced the Lesson Plan for that day	YES	NO
	b. Had the Story Read Aloud available and ready	YES	NO
	c. Distributed pupil books (or had them distributed by other pupils)	YES	NO
	d. Wrote song on chalkboard or displayed on chart paper	YES	NO
	e. Provided an introduction to the lesson	YES	NO
	During the Lesson		
Phonological Awareness (PA)	30. What phonological awareness activities were modelled? The teacher:		
	a. Used actions to model the song and has pupils sing the song	YES	NO
	b. 'Beats the words' or claps the syllables	YES	NO
	31. During the PA activity, the teacher:		
	a. Used the I do/We do/You do approach	YES	NO
Alphabetic Principle	32. What Alphabetical Principle activities were modelled (letter sounds and letter names)? The teacher:		
	a. Wrote letters on the board and pointed to them	YES	NO
	b. Said the letter sound	YES	NO
	c. Taught the letter sound movement/action	YES	NO
	33. During the Alphabetic Principle activity, the teacher:		
	a. Pronounced the letter sounds correctly	YES	NO
	b. Used the I do/ We do/ You do approach	YES	NO
	c. Directed the pupils to decode the letters in their pupil book.	YES	NO
Decoding	34. What decoding activities were modelled (syllables and words)? The teacher:		
	a. Wrote the <u>syllables</u> on the chalkboard; pointed to each letter and slowly said each sound in the syllables.	YES	NO
	b. Ran a finger under the <u>syllable</u> from left to right and read the syllable faster	YES	NO
	c. Wrote the decodable <u>words</u> on the chalkboard; pointed to each letter and slowly pronounced each sound in the words	YES	NO
	d. Ran a finger under the <u>word</u> from left to right and read the word faster.	YES	NO
	e. Directed the pupils to decode the syllable in their pupil book.	YES	NO
	35. During the Decoding activity, the teacher:		
	a. Pronounced the syllables sounds correctly	YES	NO
	b. Pronounced/read the words correctly	YES	NO
	c. Took apart, put together or changed sounds correctly	YES	NO
	d. Used the I do/We do/You do approach	YES	NO
	e. Directed pupils to decode the words in their pupil book.	YES	NO
Sentence Reading	36. What sentence decoding/reading activities were modelled? The teacher:		

	a. Wrote the decodable sentence on the chalkboard	YES	NO
	b. Pointed to and read the sight words	YES	NO
	c. Ran a finger under each word as the sentence was read	YES	NO
	37. During the sentence reading activity, the teacher:	YES	NO
	a. Read/decoded the sentence correctly	YES	NO
	b. Used the I do/We do/You do approach	YES	NO
	c. Directed pupils to read the sentence in their pupil book.	YES	NO
Pupil Book Passage Reading and Reading Fluency	38. What passage reading activities were modelled? The teacher:		
	a. Told the pupils the theme for the week	YES	NO
	b. Asked pupils to look at the picture and describe the image(s)	YES	NO
	c. Wrote the story on the chalkboard	YES	NO
	d. Fluently read the passage	YES	NO
	39. What fluency instructional activities were modelled during this passage reading?		
	a. Whole class reading (echo/choral)	YES	NO
	b. Individual	YES	NO
	c. Children finger-pointed words as they read	YES	NO
	d. Teacher walked around classroom as pupils read	YES	NO
	40. During the passage reading activity, the teacher:		
	a. Read the passage correctly	YES	NO
b. Used the I do/We do/You do approach	YES	NO	
c. Directed pupils to read the passage in their pupil book.	YES	NO	
Story Read Aloud, Vocabulary and Comprehension	41. What comprehension activities were modelled before the story? The teacher:		
	a. Read the title of the story	YES	NO
	b. Showed a picture if possible	YES	NO
	c. Asked the pupils to predict what might happen in the story	YES	NO
	42. What vocabulary activities were modelled? The teacher:		
	a. Taught at least two vocabulary words	YES	NO
	b. Used action to explain the words	YES	NO
	c. Used pictures or pointed to objects to explain the words	YES	NO
	d. Used synonyms (in Hausa or English) to explain the words	YES	NO
	e. Gave the definition or used the words in a sentence	YES	NO
	43. What reading aloud activities were modelled during the story? The teacher:		
	a. Read the story correctly		
	b. Read the story with expression (used voice, dramatic pause, emotion, etc.)	YES	NO
	c. Engaged the pupils and kept their attention	YES	NO
	d. Prompted pupils to recognize vocabulary words (thumbs up/thumbs down)	YES	NO
	44. What comprehension activities were modelled after the story? The teacher:		
a. Asked the pupils to return to their predictions	YES	NO	
b. Asked a literal question with an answer found in the text	YES	NO	
c. Asked an inferential question with an answer found "in the mind"	YES	NO	
d. Asked a critical or value-judgment question with an answer found "beyond the text"			
e. Asked children to retell the story	YES	NO	
Handwriting	45. What handwriting activities were modelled? The teacher:		
	a. Asked pupils to observe the writing of the letter on the chalkboard	YES	NO
	b. Asked pupils to use their finger to trace the letter	YES	NO
	c. Assessed pupils' hand position, grip, starting point of formation, etc.	YES	NO
	46. During the handwriting activity, the teacher:	YES	NO

	a. Correctly wrote the letters on the board	YES	NO
	b. Used the I do/We do/You do approach	YES	NO
Lesson Closure and Practice	47. At the end of the lesson, the teacher:		
	a. Directed pupils to practice writing the letter and words from the day's lesson in their exercise books.	YES	NO
	b. Directed pupils to practice reading outside class (at home with family members)	YES	NO
	c. Managed to stay on task and on time through the course of the lesson	YES	NO
End time of Hausa lesson: __ __ : __ __ am/pm			
Total time spent delivering lesson content: __ __ minutes			
Pedagogic Practice: Assessment & Feedback	48. Reflecting on the overall lesson, indicate whether the teacher demonstrated the following assessment and feedback practices. The teacher:		
	a. Monitored pupils' learning by providing corrective feedback (telling them parts they got wrong and then helping them get the correct answer)	YES	NO
	b. Walked through the room to attend to small groups or individuals while other pupils practiced what was modelled	YES	NO
	c. Praised or complimented learners, or was generally encouraging	YES	NO
	49. Reflecting on the overall lesson, indicate whether the teacher demonstrated the following inclusive pedagogic practices. The teacher:	YES	NO
	a. Balanced opportunities given to boys and girls to speak (If single-sex classroom, tick Not Applicable)	Yes	No Not Applicable
	b. Engaged children from all parts of the classroom (not just the front row)	YES	NO
	c. Nominated children to speak who had not volunteered or raised their hands	YES	NO
Classroom Environment			
Supplemental Learning Aides and Materials	50. In the classroom, which of the following supplemental materials are available and functional?		
	a. Chalkboard	YES	NO
	b. Reading materials besides textbooks available for pupils to read inside the classroom (this could be a reading corner, classroom library or simply a collection of books on a shelf)	YES	NO
	c. Hausa alphabet chart <u>displayed</u>	YES	NO
	d. Hausa letter/word cards <u>displayed</u>	YES	NO
	e. Any other items the teacher uses to help teach reading (such as paper, newspapers, string, chalk, flashcards, etc.)	YES	NO
Teaching and Learning Materials	51. In the classroom, pupils and teachers have the following materials:		
	a. RARA Teacher's Guide	YES	NO
	b. RARA Teacher Read Aloud Book	YES	NO
	c. RARA Pupil books – in pupils' hands: Ask pupils to hold up their books and count them. Record the number here.		
	d. RARA Pupil books – in storage: Record the number of pupil books on the teacher's desk, on a shelf, or in a cupboard.		
	Condition of pupil books: Indicate the condition of MOST of the books:	<input type="checkbox"/> Excellent (like new) <input type="checkbox"/> Good (a few torn or missing pages, but overall usable) <input type="checkbox"/> Poor (many torn or missing pages, broken)	

		binding, etc.; books not very usable)	
	e. SUBEB Hausa Curriculum	YES	NO
	f. Notebooks/exercise books (all or most pupils)	YES	NO
	g. Pencils (all or most pupils)	YES	NO

Record GPS coordinates. Do this from a location outside of the school building and not under a tree or other structure.

Name of Coach:	
Name of Teacher:	
Action Plan for Improvement	1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

Coach signature: _____ Teacher signature: _____ Head Teacher signature: _____

ANNEX 12. RARA COACH MONITORING TOOL



Nigeria Reading and Research Activity (RARA)

RARA Coach Monitoring Tool

GENERAL INFORMATION		
A.	Coach name:	
B.	Coach gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
C.	Date of school visit:	_____ / _____ / _____ DD MM YYYY
D.	State:	<input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
E.	School name/EMIS code:	
F.	LGEA:	
G.	Education Area:	
H.	Term:	<input type="checkbox"/> Term 1 <input type="checkbox"/> Term 2 <input type="checkbox"/> Term 3
I.	Time the interview started:	_____ : _____ HH : MM

INSTRUCTIONS

Record your observations from the coach visit below.

PRIOR TO THE LESSON OBSERVATION		
10.	Did the coach arrive prior to the start of the Hausa lesson?	<input type="checkbox"/> No <input type="checkbox"/> Yes
11.	Did the coach bring his/her copy of the following RARA materials?	<input type="checkbox"/> Teacher Guide <input type="checkbox"/> Pupil Book <input type="checkbox"/> Story Read Aloud <input type="checkbox"/> Coach observation form <input type="checkbox"/> LAT pupil stimuli sheets <input type="checkbox"/> Tablet
12.	Did the coach sit in an appropriate location in the classroom? For example, in a place where s/he could see all pupils and the teacher well, and that did not disrupt instruction and learning.	<input type="checkbox"/> No <input type="checkbox"/> Yes
13.	Did the coach prepare the workspace appropriately? For example, silenced mobile phone, set tablet aside, cleared desk of all unnecessary papers or materials.	<input type="checkbox"/> No <input type="checkbox"/> Yes
DURING THE LESSON OBSERVATION		
14.	How focused was the coach on observing the classroom?	<input type="checkbox"/> Completely focused on the lesson observation <input type="checkbox"/> Mostly focused on the lesson observation <input type="checkbox"/> Not focused on the lesson observation
15.	If the coach was not completely focused on the lesson observation, please indicate why:	<input type="checkbox"/> Went outside the classroom <input type="checkbox"/> Used mobile phone (talking or texting) <input type="checkbox"/> Fell asleep <input type="checkbox"/> Working/reading materials not related to observation <input type="checkbox"/> Other [specify] _____
16.	Did the coach interrupt the teacher at any time during the lesson?	<input type="checkbox"/> No <input type="checkbox"/> Yes
AFTER THE LESSON OBSERVATION		
17.	Did the coach input classroom observation information into the tablet prior to meeting with the teacher?	<input type="checkbox"/> No <input type="checkbox"/> Yes
18.	How much time did the coach use to transfer observation information from paper to the tablet?	__ __ <input type="checkbox"/> Did not transfer data to the tablet during the school visit
19.	Did the coach meet with the teacher to talk about the lesson?	<input type="checkbox"/> No <input type="checkbox"/> Yes
20.	Did the coach provide an opportunity for the teacher to reflect upon and provide his/her thoughts on lesson delivery (strengths and areas for improvement)?	<input type="checkbox"/> No <input type="checkbox"/> Yes
21.	Did the coach fill out the Teacher-Coach Feedback summary sheet?	<input type="checkbox"/> No <input type="checkbox"/> Yes

22.	Did anyone attend the Teacher-Coach Feedback session besides the coach and teacher?	<input type="checkbox"/> No <input type="checkbox"/> Yes, the Head Teacher <input type="checkbox"/> Yes, another Hausa Teacher <input type="checkbox"/> Yes, another school supervisor <input type="checkbox"/> Yes, OTHER
23.	Indicate any POSITIVE aspects regarding the interaction between the Coach and the Teacher. Tick all that apply.	<input type="checkbox"/> No positive interactions observed <input type="checkbox"/> Coach treats teacher in a friendly or respectful manner (e.g. is not harsh, bossy, insulting, etc.). <input type="checkbox"/> Coach asks teacher for input and does not do all the talking. <input type="checkbox"/> Coach listens to the teacher and values what teacher has to say. <input type="checkbox"/> Coach balances feedback on what the teacher did well and what needs to be improved. <input type="checkbox"/> Coach provides helpful feedback to the teacher (constructive criticism). <input type="checkbox"/> Coach is comfortable offering feedback. <input type="checkbox"/> Teacher is comfortable in the coach's presence. (e.g., does not seem shy, nervous, or fearful, but engages in useful discussion). <input type="checkbox"/> Teacher shows respect for the coach. <input type="checkbox"/> Teacher listens to the coach's feedback. <input type="checkbox"/> Teacher asks questions or provides input. <input type="checkbox"/> Other (specify)
24.	Indicate any NEGATIVE aspects regarding the interaction between the Coach and the Teacher. Tick all that apply.	<input type="checkbox"/> No negative interactions observed <input type="checkbox"/> Coach treats teacher in a disrespectful or unfriendly manner (e.g., is harsh, bossy, insulting, etc.). <input type="checkbox"/> Coach does all or most of the talking, without asking for any input from the teacher. <input type="checkbox"/> Coach does not listen to the teacher or disregards what the teacher says. <input type="checkbox"/> Coach is excessively critical, only pointing out what teacher did "wrong," with no or very little mention of any positive aspects. <input type="checkbox"/> Coach only points out what teacher did "right," seemingly hesitant to offer constructive criticism or areas of potential improvement. <input type="checkbox"/> Coach appears uncomfortable offering feedback at all, either positive or negative. <input type="checkbox"/> Teacher appears uncomfortable in the coach's presence (e.g., seems shy, excessively nervous, fearful, or annoyed, etc.) <input type="checkbox"/> Teacher behaves rudely toward the coach or appears to lack respect for the coach. <input type="checkbox"/> Teacher does not listen to the coach or is seems indifferent to what the coach says. <input type="checkbox"/> Teacher seems hesitant to ask questions or give own input. <input type="checkbox"/> Other (specify)
25.	Did the coach's feedback to the teacher focus on the key areas for observation (lesson content, methodology, materials use, etc.)?	<input type="checkbox"/> No <input type="checkbox"/> Yes

26.	Rate the coach's feedback in terms of the teacher strengths:	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
27.	Rate the coach's feedback in terms of areas for improvement:	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
28.	Did the coach provide any support to the teacher, such as demonstrations or other advice?	<input type="checkbox"/> No <input type="checkbox"/> Yes
29.	Did the coach and the teacher discuss an action plan for improvement?	<input type="checkbox"/> No <input type="checkbox"/> Yes
30.	Indicate areas of LESSON CONTENT improvement the coach discussed with the teacher:	<input type="checkbox"/> None <input type="checkbox"/> Phonological awareness (i.e., beat the words) <input type="checkbox"/> Alphabetic principle (i.e., letter sounds) <input type="checkbox"/> Decoding (i.e., syllables) <input type="checkbox"/> Sentence reading <input type="checkbox"/> Pupil book passage reading/reading fluency <input type="checkbox"/> Story read aloud, vocabulary and/or comprehension <input type="checkbox"/> Handwriting <input type="checkbox"/> Other [describe] _____
31.	Indicate OTHER AREAS for improvement the coach discussed with the teacher:	<input type="checkbox"/> Teacher preparedness <input type="checkbox"/> I do/We do/You do methodology <input type="checkbox"/> Formative assessment <input type="checkbox"/> Teaching and learning materials use/maintenance <input type="checkbox"/> Supplemental learning aides and materials (i.e., creating a print-rich environment) <input type="checkbox"/> Classroom management (i.e., record keeping, materials distribution, discipline, etc.) <input type="checkbox"/> Parent-community/SBMC involvement <input type="checkbox"/> Other [describe] _____
32.	Was the coach sufficiently knowledgeable about the areas for teacher improvement that were discussed?	<input type="checkbox"/> No <input type="checkbox"/> Yes
33.	Was the coach familiar and at-ease with the RARA materials and lesson content discussed?	<input type="checkbox"/> No <input type="checkbox"/> Yes
34.	Did the coach and teacher discuss or review previous plans for improvement, or progress that has been made since the last observation?	<input type="checkbox"/> No <input type="checkbox"/> Yes
35.	How much time did the coach use to complete the Teacher-Coach Feedback Summary?	__ __ <input type="checkbox"/> Did not complete
36.	How much time did the coach use to review the teacher's reflection journal?	__ __ <input type="checkbox"/> Did not review journal
LITERACY ASSESSMENT TOOL		

37.	Did the coach administer the Learner Assessment Tool (LAT) after the lesson?	<input type="checkbox"/> No <input type="checkbox"/> Yes
38.	[If YES] Did the coach administer the Learner Assessment Tool (LAT) with 4 pupils?	<input type="checkbox"/> No <input type="checkbox"/> Yes
39.	[If YES] Did the coach select pupils according to the established protocol?	<input type="checkbox"/> No <input type="checkbox"/> Yes
40.	Rate the coach's rapport with pupils:	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
41.	Rate the coach's ability to accurately record pupil responses:	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
42.	[If FAIR OR POOR] Indicate any problems the coach had recording pupil responses accurately:	<input type="checkbox"/> Was not familiar with tasks <input type="checkbox"/> Did not read directions verbatim <input type="checkbox"/> Does not know correct/incorrect responses on some/all sub-tasks <input type="checkbox"/> Did not have pupil stimuli <input type="checkbox"/> Unable to use tablet well <input type="checkbox"/> Other [specify] _____
43.	How much time did the coach use to administer the LAT to all pupils assessed on this day?	__ __
OTHER		
44.	Did the coach review the teacher and pupil attendance records?	<input type="checkbox"/> No <input type="checkbox"/> Yes
45.	Rate the coach's ability to use the tablet.	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Unable to use tablet at all (coach forgot it, not charged, broken, etc.)
46.	Overall, how would you rate this coach's ability to observe and provide feedback to the teacher?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor/Unable

47.	Indicate areas for coach improvement. Tick all that apply.	<input type="checkbox"/> Preparedness (arriving on time, bringing all materials to school, etc.) <input type="checkbox"/> Ability to accurately record observations <input type="checkbox"/> Knowledge of reading skills/principles (i.e., phonological awareness, letter sounds, etc.) <input type="checkbox"/> Knowledge of instructional approaches in RARA materials (i.e., beat the word, letter-sound gestures, story read aloud, etc.) <input type="checkbox"/> Synthesizing observation and providing feedback to teacher <input type="checkbox"/> Rapport with teacher or other school personnel <input type="checkbox"/> Tablet use <input type="checkbox"/> LAT administration <input type="checkbox"/> Conducting all school visit activities in a timely manner <input type="checkbox"/> Other [specify] _____
48.	Describe any other aspects of the coach observation and school visit you think will help inform cluster meetings, teacher and coach training, and the program overall.	

Q.	Time the interview ended:	_____ : _____ HH.....: MM
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ANNEX 13. EGRA RESULTS—BAUCHI

Table 13-1. Change and Impact of the Reading Approach on EGRA Zero Scores, by Subtask, Group, and Time – Bauchi

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-in-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean	SE	p-value	Sample size (n)	Percentage point decrease	p-value	Effect Size
Letter Sound Identification***	Control	81%	0.04	0.042	352	92%	0.03	0.000	361	-45	0.000	-1.24
	Treatment	94%	0.02		360	59%	0.04		323			
Non-Word Decoding***	Control	87%	0.04	0.014	352	93%	0.03	0.130	361	-24	0.009	-0.79
	Treatment	99%	0.00		360	81%	0.07		323			
Oral Reading Fluency (ORF)***	Control	87%	0.04	0.014	352	94%	0.03	0.044	361	-27	0.002	-0.86
	Treatment	98%	0.01		360	78%	0.06		323			
Reading Comprehension***	Control	88%	0.04	0.024	352	97%	0.02	0.072	361	-26	0.006	-0.98
	Treatment	99%	0.00		360	82%	0.07		323			
Listening Comprehension	Control	26%	0.04	0.708	352	8%	0.02	0.059	361	-4	0.444	-0.12
	Treatment	24%	0.03		360	2%	0.01		323			
Letter Dictation**	Control	67%	0.05	0.589	352	64%	0.05	0.002	362	-27	0.033	-0.53
	Treatment	62%	0.06		360	32%	0.04		324			
Word Dictation**	Control	89%	0.05	0.167	351	89%	0.04	0.080	362	-18	0.023	-0.53
	Treatment	97%	0.01		360	78%	0.04		324			

Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 13-1. Change in Percentage of Pupils Scoring Zero, by Skill, Group, and Time – Bauchi

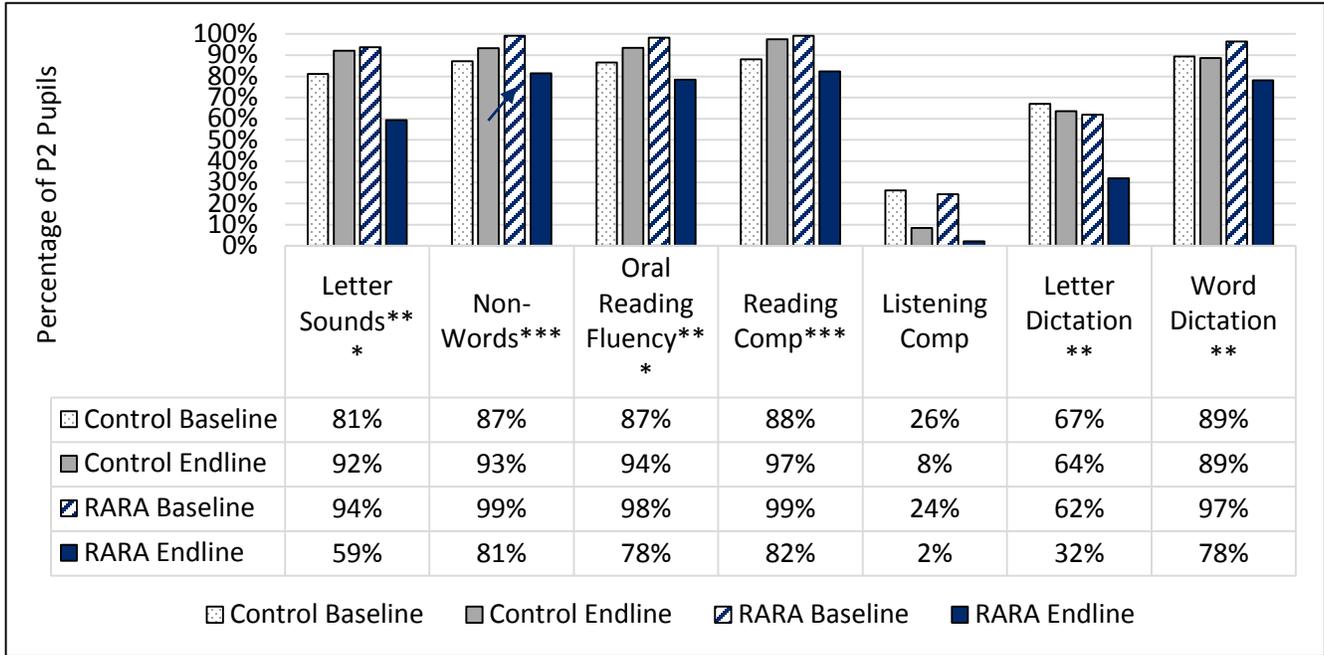


Figure 13-2. RARA Impact: Decrease in Zero Scores, by Skill – Bauchi

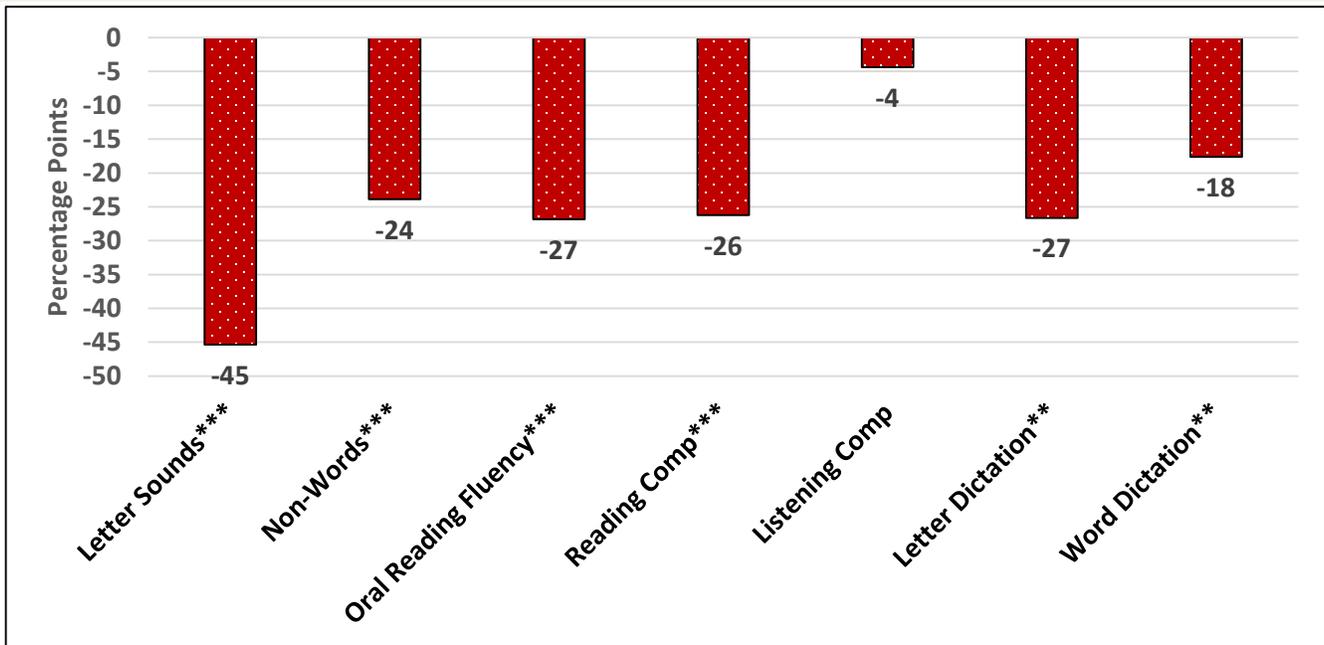


Table 13-2. Change and RARA Impact on EGRA Mean Scores, by Subtask, Group, and Time – Bauchi

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Differences)		
		Mean	SE	p-value	Sample Size (n)	Mean - Endline	SE	p-value	Sample Size (n)	Impact	P-value	Effect Size
Letter Sound Identification (clspm)***	Control	3.7	1.12		352	1.4	1.10		361			
	Treatment	0.5	0.21	0.027	360	7.7	2.44	0.043	323	9.5	0.004	0.93
Non-Word Decoding (cnwpm)*	Control	1.7	0.60		352	1.1	0.91		361			
	Treatment	0.1	0.07	0.034	360	3.1	1.62	0.295	323	3.6	0.075	0.61
Oral Reading Fluency (cwpm)**	Control	2.8	1.02		352	1.5	1.20		361			
	Treatment	0.3	0.17	0.046	360	6.5	2.91	0.146	323	7.5	0.035	0.75
Reading Comprehension (# out of 5)**	Control	0.2	0.09		352	0.1	0.09		361			
	Treatment	0.0	0.01	0.038	360	0.5	0.23	0.154	323	0.6	0.031	0.75
Reading Comprehension (% out of 5) **	Control	0.0	0.02		352	0.0	0.02		361			
	Treatment	0.0	0.00	0.038	360	0.1	0.05	0.154	323	0.1	0.031	0.75
Reading Comprehension (% reading with 80% comprehension)	Control	0.0	0.00		352	0.0	0.02		361			
	Treatment	0.0	0.00	0.327	360	0.0	0.04	0.530	323	0.0	0.461	0.21

**Table 13-2. Change and RARA Impact on EGRA Mean Scores, by Subtask, Group, and Time –
Bauchi**

Listening Comprehension (# out of 5)*	Control	2.3	0.20		352	2.9	0.14		361			
	Treatment	2.4	0.16	0.895	360	3.6	0.18	0.031	323	0.7	0.062	0.38
Listening Comprehension (% out of 5)*	Control	0.5	0.04		352	0.6	0.03		361			
	Treatment	0.5	0.03	0.895	360	0.7	0.04	0.031	323	0.1	0.062	0.38
Letter Dictation (# out of 5)***	Control	0.8	0.20		352	0.9	0.20		362			
	Treatment	0.7	0.10	0.626	360	1.8	0.15	0.009	324	1.1	0.010	0.69
Letter Dictation (% out of 5)***	Control	0.2	0.04		352	0.2	0.04		362			
	Treatment	0.1	0.02	0.626	360	0.4	0.03	0.009	324	0.2	0.010	0.69
Word Dictation (# out of 5)	Control	0.3	0.15		351	0.3	0.13		362			
	Treatment	0.1	0.02	0.223	360	0.4	0.07	0.340	324	0.4	0.119	0.38
Word Dictation (% out of 5)	Control	0.1	0.03		351	0.1	0.03		362			
	Treatment	0.0	0.00	0.223	360	0.1	0.01	0.340	324	0.1	0.119	0.38

Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 13-3. Change in EGRA Mean Scores from Baseline to Endline, by Skill and Group – Bauchi

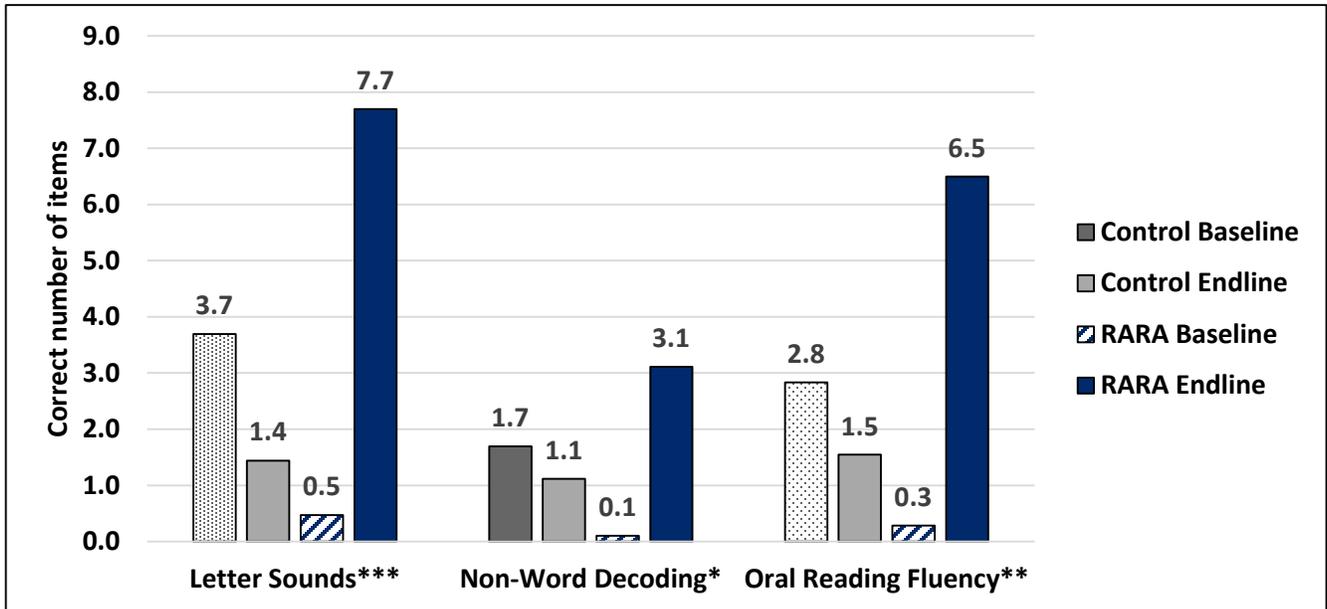
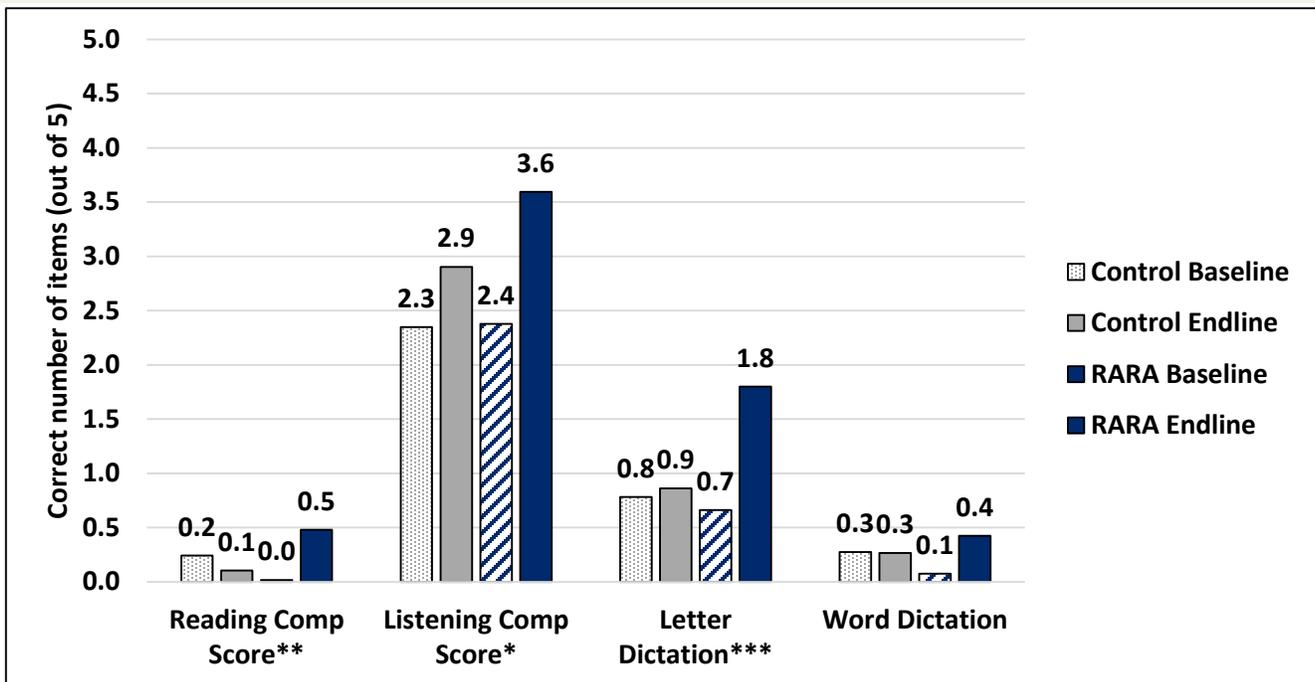
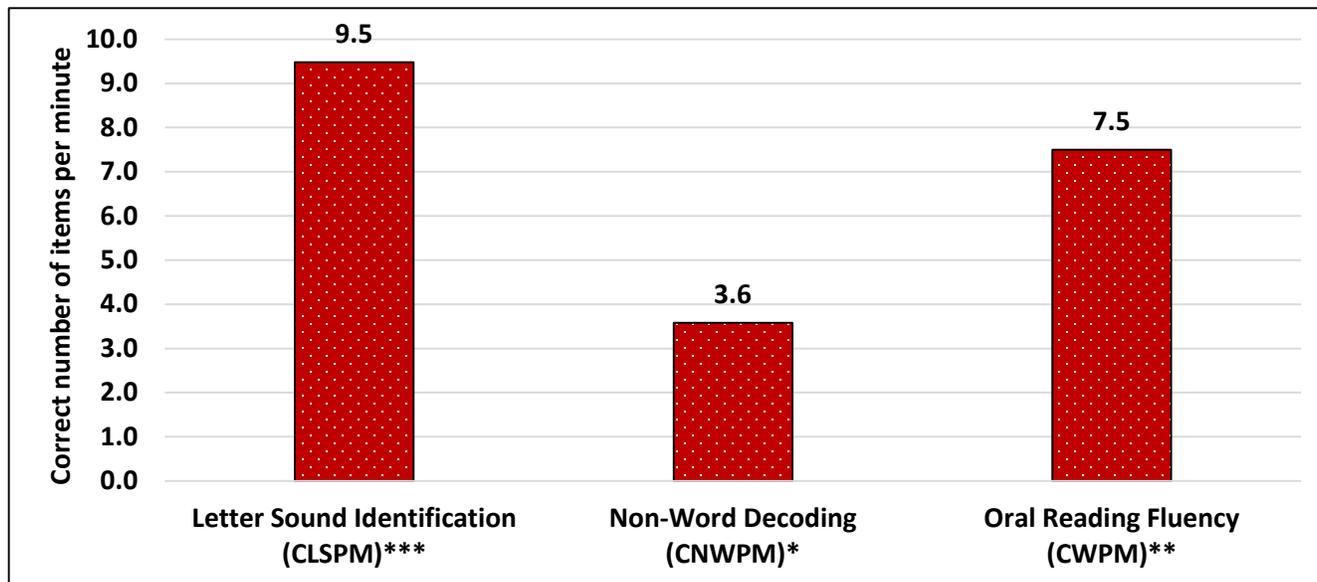


Figure 13-4. Change in EGRA Mean Scores from Baseline to Endline, by Subtask and Group – Bauchi



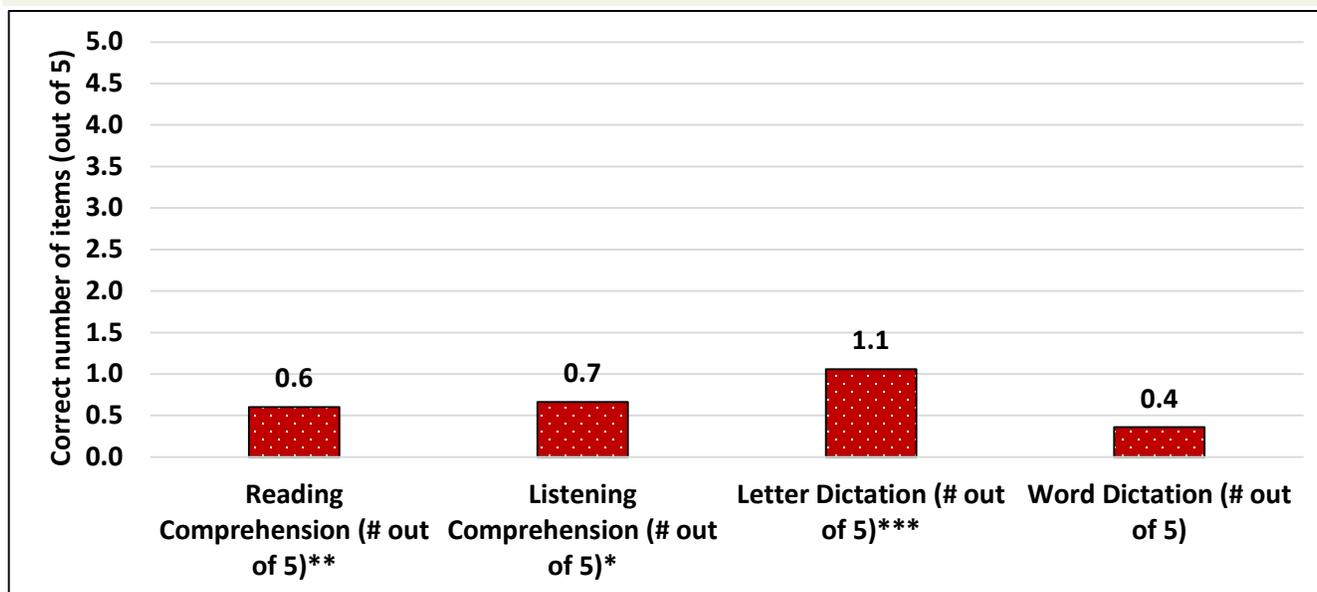
Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 13-5. Impact of RARA on EGRA Mean Scores, by Skill, Group, and Time – Bauchi



Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 13-6. Impact of RARA on EGRA Mean Scores, by Skill, Group, and Time – Bauchi



Statistical significance of impact: ***p<.01, **p<.05, *p<.10

**Figure 13-7. RARA Baseline and Endline Zero Scores, by Gender –
Bauchi**

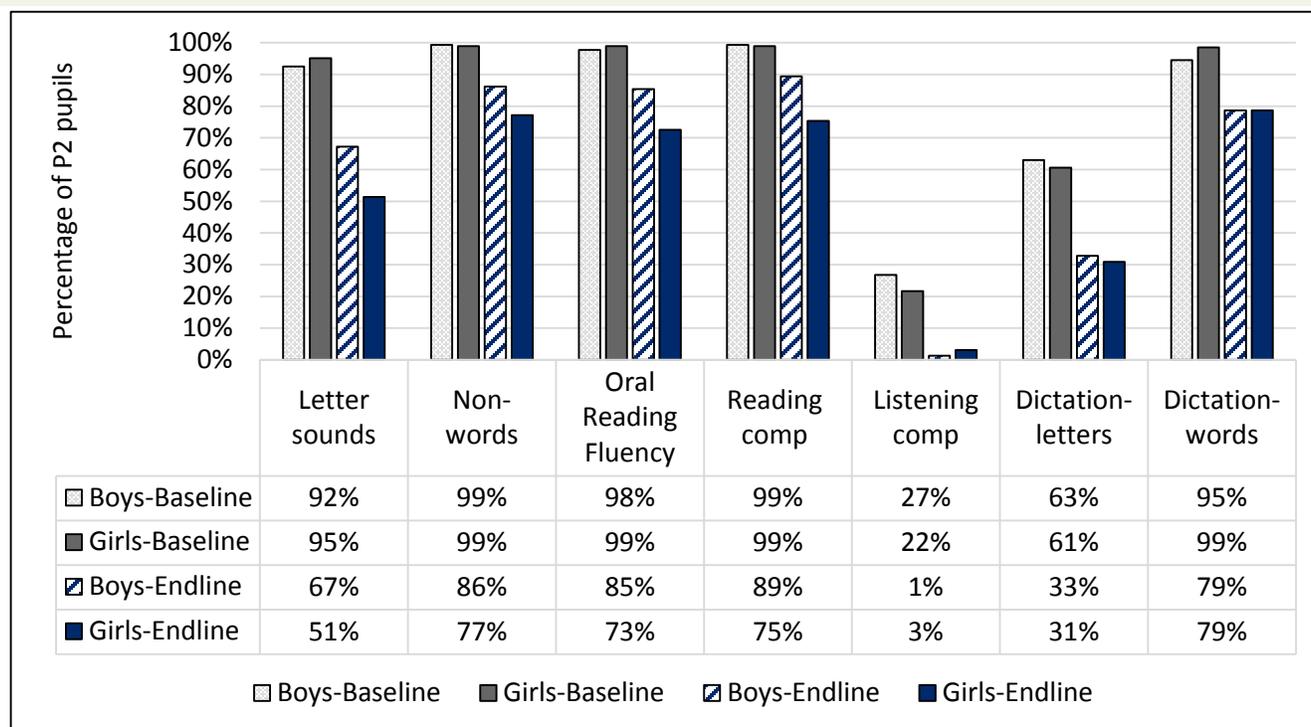


Table 13-3. EGRA Mean Scores, by Gender, Subtask, Group, and Time – Bauchi

Subtask	Gender	Group	Baseline							Endline					Impact Of Reading Approach (Difference-in-Differences)		
			Mean	SE	p-Value	Sample Size (n)	Mean - Endline	SE	p-value	Sample Size (n)	Impact	p-Value	Effect Size				
Letter Sound Identification	boy	Control	3.4	1.26		183	0.8	0.74		171							
	boy	Treatment	0.6	0.30	0.068	184	5.0	1.09	0.016	152	7.0	0.002	0.79				
	girl	Control	4.0	1.19		169	0.1	0.08		166							
	girl	Treatment	0.3	0.15	0.020	176	10.5	4.55	0.056	159	14.1	0.010	1.50				
Non-Word Decoding	boy	Control	1.7	0.72		183	0.5	0.33		171							
	boy	Treatment	0.1	0.11	0.053	184	2.5	1.10	0.111	152	3.7	0.015	0.75				
	girl	Control	1.6	0.58		169	0.0	0.02		166							
	girl	Treatment	0.1	0.08	0.044	176	3.7	2.42	0.174	159	5.2	0.056	1.24				
Oral Reading Fluency	boy	Control	3.1	1.26		183	0.8	0.53		171							
	boy	Treatment	0.2	0.17	0.051	184	4.4	1.89	0.106	152	6.5	0.013	0.79				
	girl	Control	2.5	0.86		169	0.0	0.02		166							
	girl	Treatment	0.4	0.29	0.079	176	8.5	4.35	0.092	159	10.6	0.033	1.23				
Reading Comprehension	boy	Control	0.2	0.09		183	0.0	0.04		171							
	boy	Treatment	0.0	0.01	0.061	184	0.4	0.16	0.093	152	0.5	0.015	0.81				
	girl	Control	0.3	0.09		169	0.0	0.00		166							
	girl	Treatment	0.0	0.02	0.038	176	0.6	0.32	0.096	159	0.9	0.021	1.21				
	boy	Control	2.2	0.21		183	3.1	0.14		171							

Table 13-3. EGRA Mean Scores, by Gender, Subtask, Group, and Time – Bauchi

Listening Comprehension	boy	Treatment	2.3	0.22	0.731	184	3.7	0.24	0.083	152	0.6	0.163	0.33
	girl	Control	2.5	0.20		169	2.8	0.19		166			
	girl	Treatment	2.4	0.13	0.872	176	3.4	0.20	0.073	159	0.7	0.088	0.40
Letter Dictation	boy	Control	0.8	0.24		183	1.0	0.14		172			
	boy	Treatment	0.8	0.12	0.867	184	1.7	0.27	0.079	152	0.7	0.109	0.49
	girl	Control	0.8	0.19		169	0.5	0.15		166			
	girl	Treatment	0.6	0.10	0.441	176	1.9	0.20	0.001	160	1.5	0.001	1.14
Word Dictation	boy	Control	0.3	0.22		182	0.3	0.07		172			
	boy	Treatment	0.1	0.04	0.370	184	0.4	0.15	0.307	152	0.4	0.176	0.41
	girl	Control	0.2	0.09		169	0.0	0.02		166			
	girl	Treatment	0.0	0.02	0.109	176	0.4	0.08	0.004	160	0.5	0.001	0.86

Statistical significance of impact: ***p<.01, **p<.05, *p<.10

ANNEX 14. EGRA RESULTS— SOKOTO

Table 14-1. Change and RARA Impact on EGRA Zero Scores, by Subtask, Group, and Time – Sokoto

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean - Endline	SE	p-value	Sample size (n)	Impact	p-value	Effect Size
Letter Sound Identification (CLSPM)***	Control	0.1	0.10	0.465	334	0.5	0.28	0.018	359	2.0	0.007	0.48
	Treatment	0.0	0.02		347	2.5	0.60		360			
Non-Word Decoding (CNWPM)*	Control	0.0	0.00	0.369	334	0.1	0.06	0.046	358	0.8	0.079	0.39
	Treatment	0.1	0.16		347	1.1	0.39		360			
Oral Reading Fluency (CWPM)*	Control	0.0	0.03	0.388	335	0.4	0.15	0.054	358	1.7	0.054	0.44
	Treatment	0.2	0.14		348	2.2	0.76		360			
Reading Comprehension (# out of 5)*	Control	0.0	0.00	0.528	335	0.0	0.01	0.064	359	0.0	0.096	0.18
	Treatment	0.0	0.01		348	0.1	0.02		360			
Reading Comprehension (% out of 5)*	Control	0.0	0.00	0.528	335	0.0	0.00	0.064	359	0.0	0.096	0.18
	Treatment	0.0	0.00		348	0.0	0.00		360			
Reading Comprehension (% reading with 80% comprehension)	Control	0.0	0.00	0.574	335	0.0	0.00	0.186	359	0.0	0.334	0.10
	Treatment	0.0	0.00		348	0.0	0.00		360			
Listening Comprehension (# out of 5)	Control	1.8	0.25	0.832	335	2.3	0.14	0.088	359	0.4	0.298	0.26
	Treatment	1.9	0.16		348	2.8	0.18		359			
Listening Comprehension (% out of 5)	Control	0.4	0.05	0.832	335	0.5	0.03	0.088	359	0.1	0.298	0.26
	Treatment	0.4	0.03		348	0.6	0.04		359			
Letter Dictation (# out of 5)*	Control	0.8	0.16	0.453	335	1.3	0.24	0.101	359	1.0	0.061	0.69
	Treatment	0.6	0.15		348	2.1	0.31		360			

Table 14-1. Change and RARA Impact on EGRA Zero Scores, by Subtask, Group, and Time – Sokoto

Subtask	Group	Baseline				Endline				Impact Of Reading Approach (Difference-In-Difference)		
		Mean	SE	p-value	Sample size (n)	Mean - Endline	SE	p-value	Sample size (n)	Impact	p-value	Effect Size
Letter Dictation (% out of 5)*	Control	0.2	0.03	0.453	335	0.3	0.05	0.101	359	0.2	0.061	0.69
	Treatment	0.1	0.03		348	0.4	0.06		360			
Word Dictation (# out of 5)**	Control	0.1	0.06	0.417	334	0.1	0.03	0.041	359	0.4	0.021	0.53
	Treatment	0.1	0.04		348	0.5	0.15		360			
Word Dictation (% out of 5)**	Control	0.0	0.01	0.417	334	0.0	0.01	0.041	359	0.1	0.021	0.53
	Treatment	0.0	0.01		348	0.1	0.03		360			

Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 14-1. Change in Percentage of Pupils Scoring Zero, by Skill, Group and Time – Sokoto

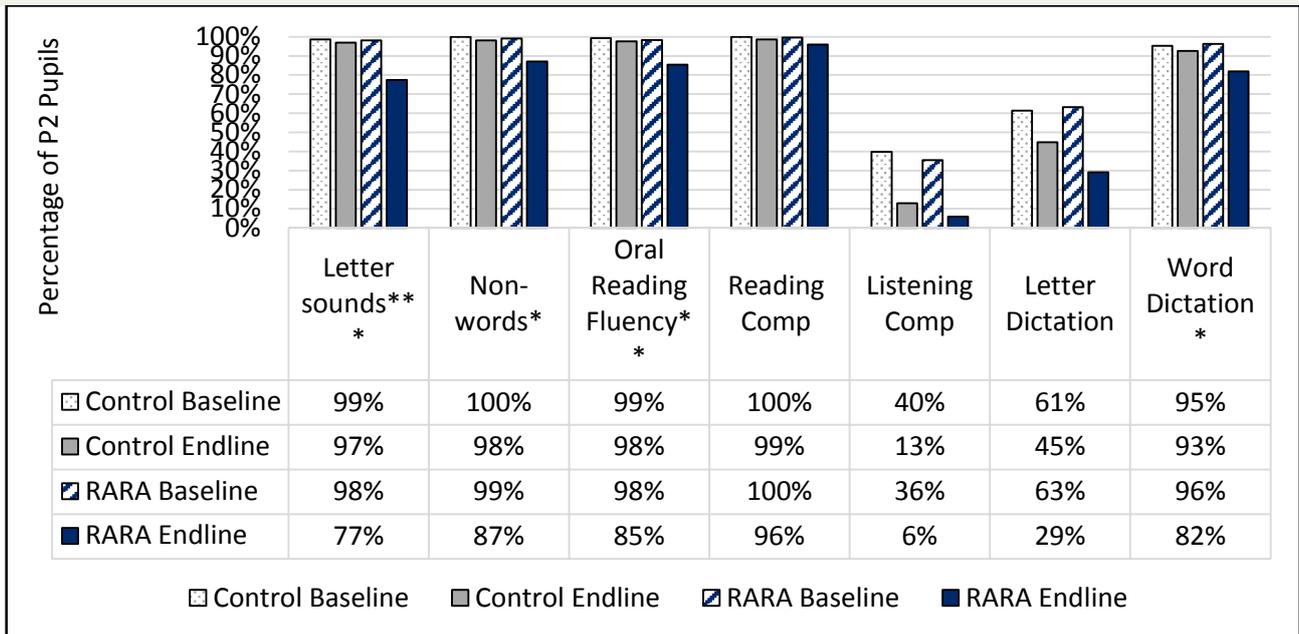
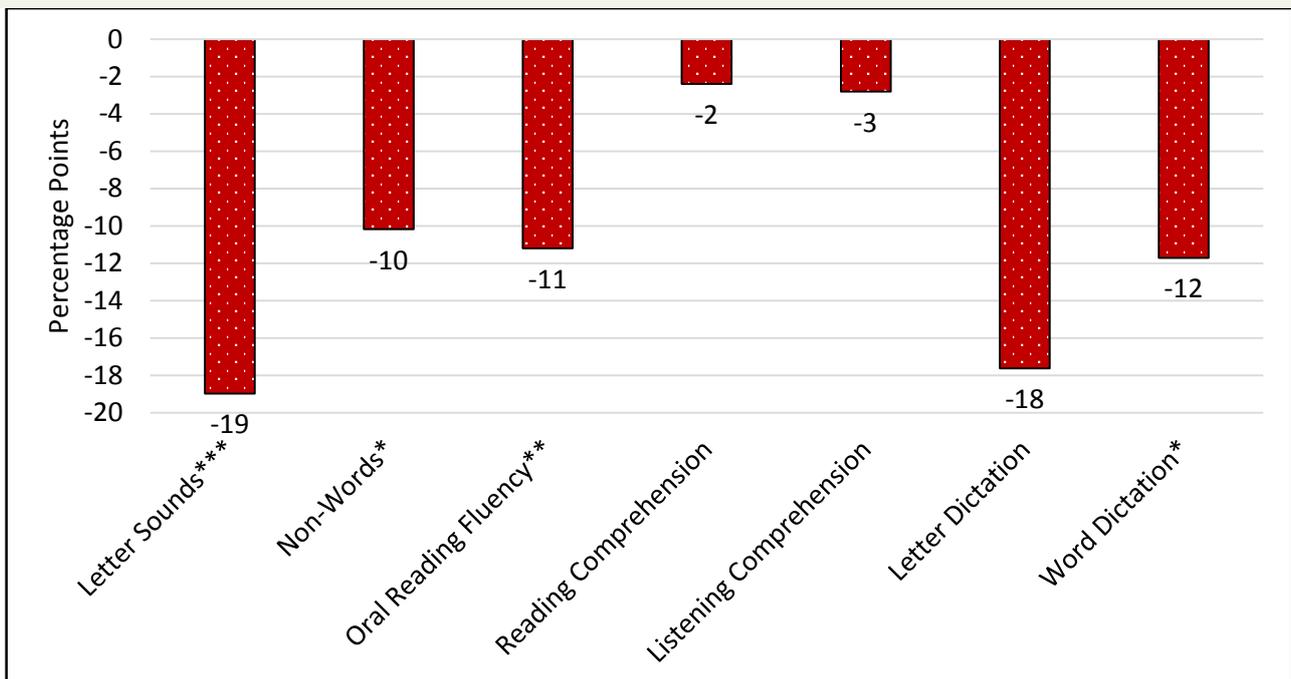


Figure 14-2. RARA Impact: Decrease in Zero Scores, by Skill – Sokoto



Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Table 14-2. Change and Reaping Approach Impact on EGRA Mean Scores, by Subtask, Group, and Time – Sokoto

Subtask	Group	Baseline				Endline				RARA Impact (Difference-In-Differences)		
		Mean	Se	P-Value	Sample Size (n)	Mean - Endline	Se	P-Value	Sample Size (n)	Mean	P-Value	Effect Size
Letter Sound Identification (CLSPM)***	Control	0.1	0.10		334	0.5	0.28		359			
	Treatment	0.0	0.02	0.465	347	2.5	0.60	0.018	360	2.0	0.007	0.48
Non-Word Decoding (CNWPM)*	Control	0.0	0.00		334	0.1	0.06		358			
	Treatment	0.1	0.16	0.369	347	1.1	0.39	0.046	360	0.8	0.079	0.39
Oral Reading Fluency (CWPM)*	Control	0.0	0.03		335	0.4	0.15		358			
	Treatment	0.2	0.14	0.388	348	2.2	0.76	0.054	360	1.7	0.054	0.44
Reading Comprehension (# out of 5)*	Control	0.0	0.00		335	0.0	0.01		359			
	Treatment	0.0	0.01	0.528	348	0.1	0.02	0.064	360	0.0	0.096	0.18
Reading Comprehension (% out of 5)*	Control	0.0	0.00		335	0.0	0.00		359			
	Treatment	0.0	0.00	0.528	348	0.0	0.00	0.064	360	0.0	0.096	0.18
Reading Comprehension (% reading with	Control	0.0	0.00		335	0.0	0.00		359			

Table 14-2. Change and Reaping Approach Impact on EGRA Mean Scores, by Subtask, Group, and Time – Sokoto

80% comprehension)	Treatment	0.0	0.00	0.574	348	0.0	0.00	0.186	360	0.0	0.334	0.10
Listening Comprehension (# out of 5)	Control	1.8	0.25		335	2.3	0.14		359			
	Treatment	1.9	0.16	0.832	348	2.8	0.18	0.088	359	0.4	0.298	0.26
Listening Comprehension (% out of 5)	Control	0.4	0.05		335	0.5	0.03		359			
	Treatment	0.4	0.03	0.832	348	0.6	0.04	0.088	359	0.1	0.298	0.26
Letter Dictation (# out of 5)*	Control	0.8	0.16		335	1.3	0.24		359			
	Treatment	0.6	0.15	0.453	348	2.1	0.31	0.101	360	1.0	0.061	0.69
Letter Dictation (% out of 5)*	Control	0.2	0.03		335	0.3	0.05		359			
	Treatment	0.1	0.03	0.453	348	0.4	0.06	0.101	360	0.2	0.061	0.69
Word Dictation (# out of 5)**	Control	0.1	0.06		334	0.1	0.03		359			
	Treatment	0.1	0.04	0.417	348	0.5	0.15	0.041	360	0.4	0.021	0.53
Word Dictation (% out of 5)**	Control	0.0	0.01		334	0.0	0.01		359			
	Treatment	0.0	0.01	0.417	348	0.1	0.03	0.041	360	0.1	0.021	0.53

Statistical significance of impact: ***p<.01, **p<.05, *p<.10

Figure 14-3. Change in EGRA Mean Scores from Baseline to Endline, by Skill and Group – Sokoto

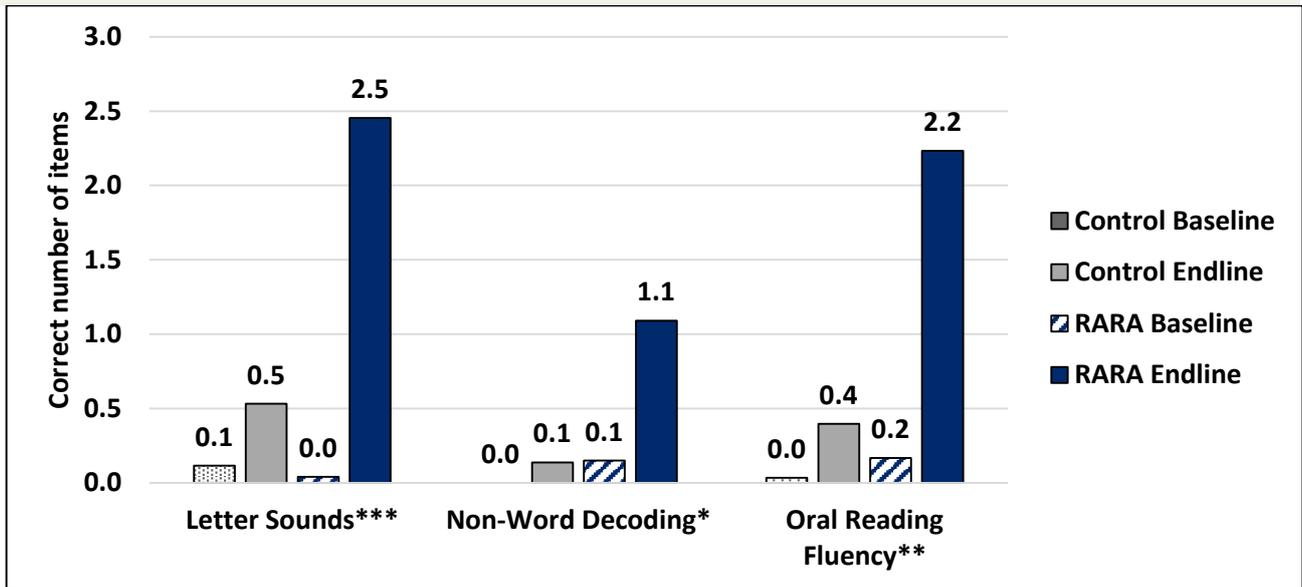


Figure 14-4. Change in EGRA Mean Scores from Baseline to Endline, by Subtask and Group – Sokoto

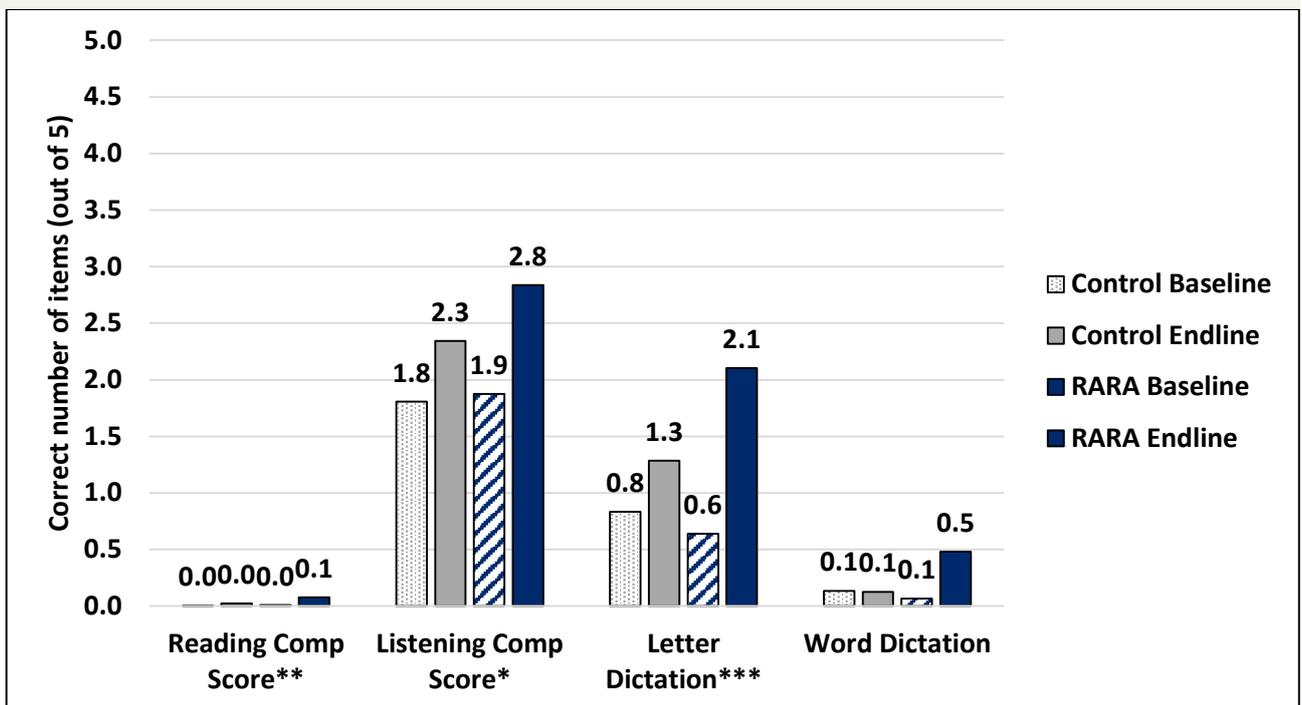


Figure 14-5. Impact of RARA on EGRA Mean Scores, by Skill, Group, and Time – Sokoto

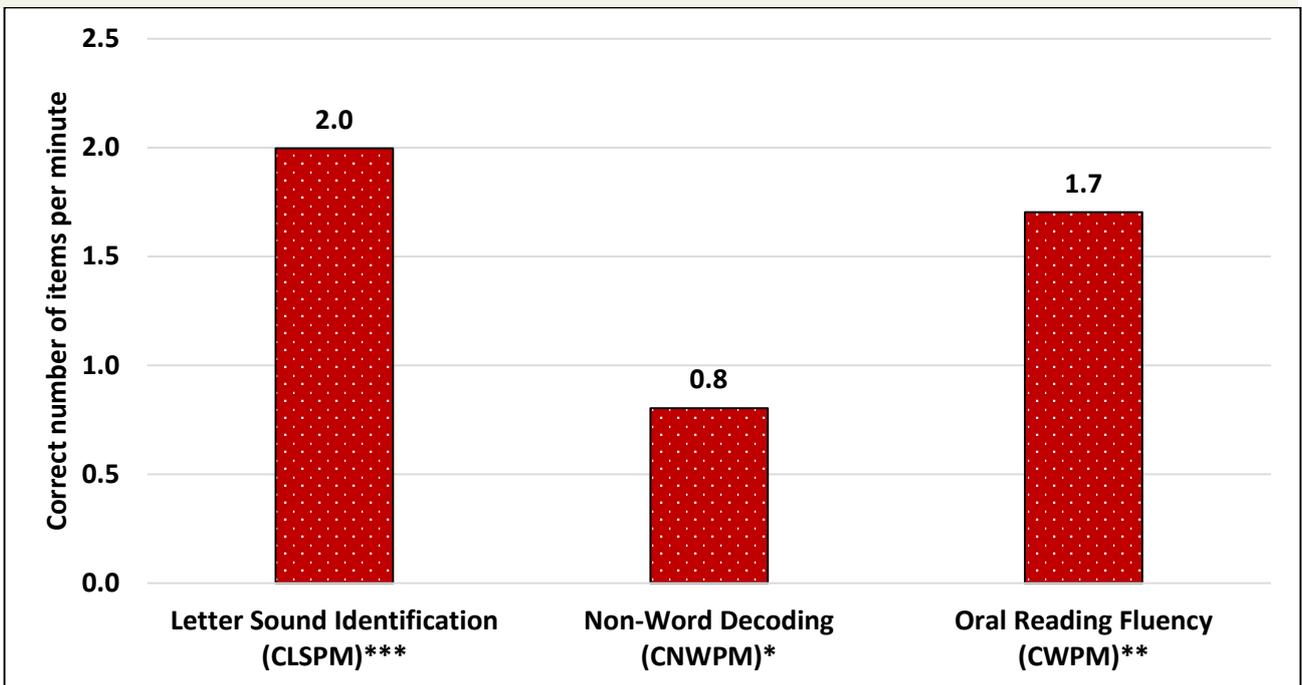


Figure 14-6. Impact of RARA on EGRA Mean Scores, by Skill, Group, and Time – Sokoto

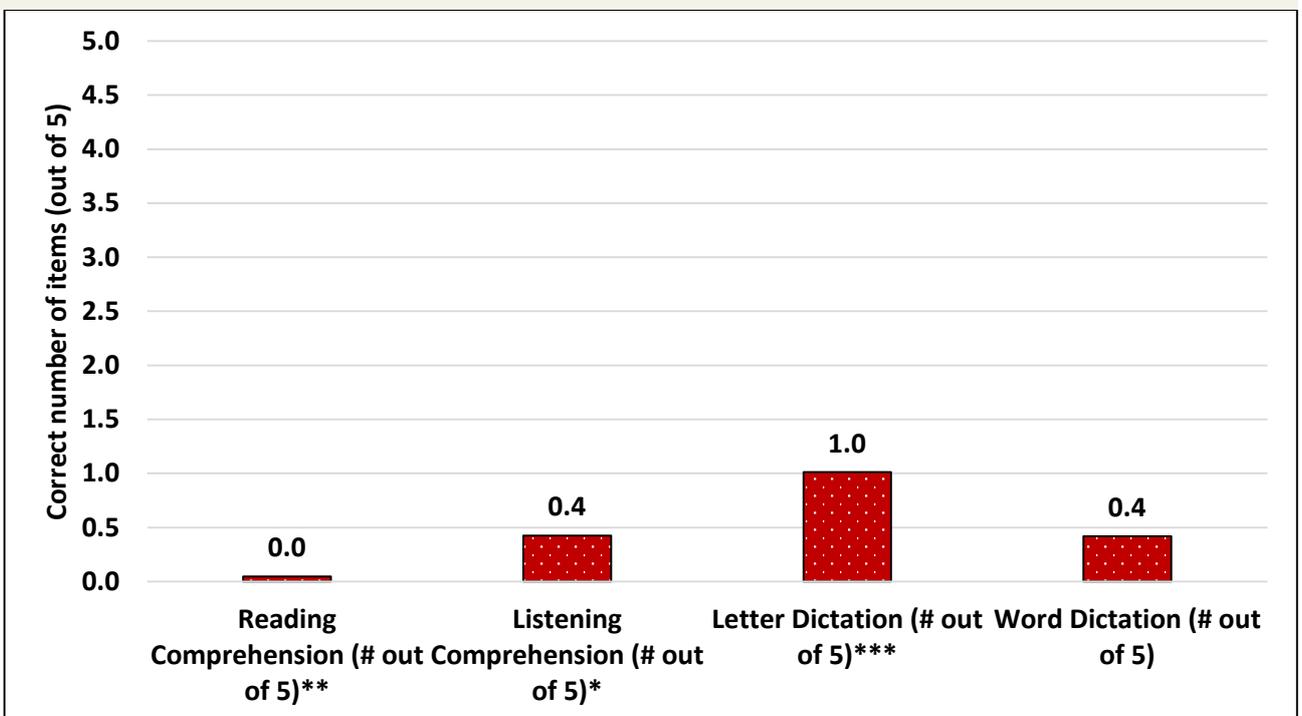


Figure 14-7. RARA Baseline and Endline Zero Scores, by Gender – Sokoto

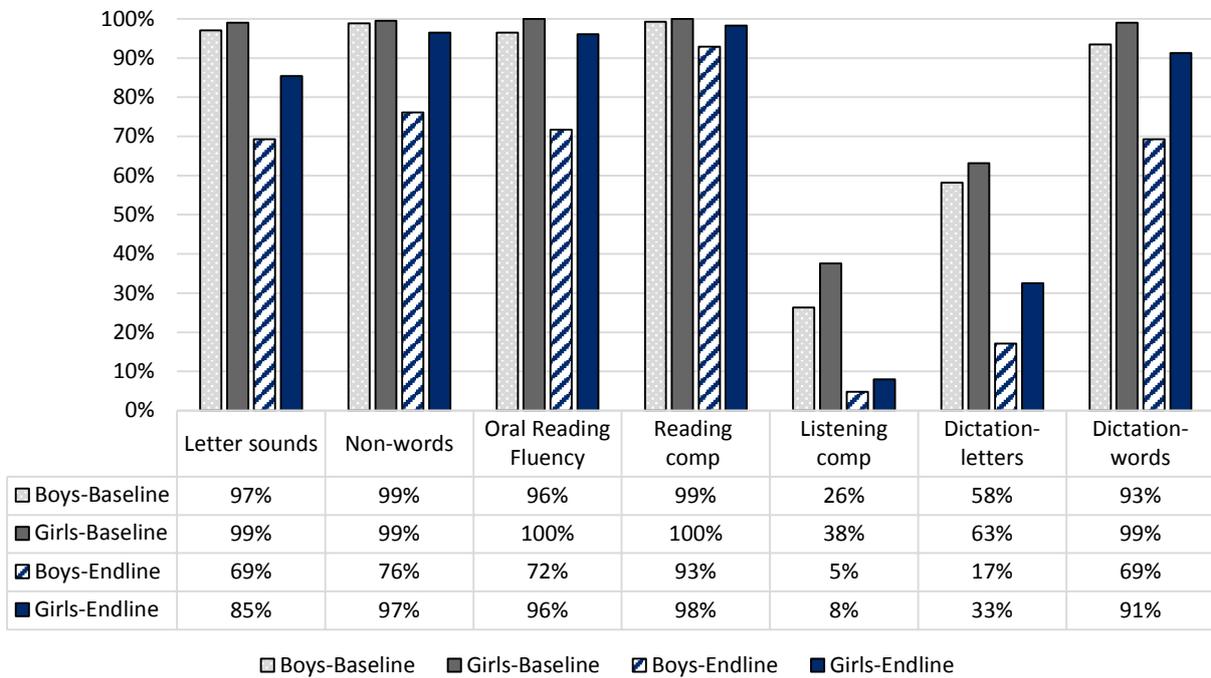


Table 14-3. EGRA Mean Scores, by Gender, Subtask, Group, and Time – Sokoto

Subtask	Gender	Group	Baseline				Endline				Reading Approach Impact (Difference-In-Differences)		
			Mean	SE	p-value	Sample Size (n)	Mean - Endline	SE	p-value	Sample Size (n)	Impact	p-value	Effect Size
Letter Sound Iden- tification	boy	Control	0.0	0.01		185	0.9	0.49		211			
	boy	Treatment	0.1	0.03	0.130	159	3.7	0.86	0.018	158	2.8	0.009	0.49
	girl	Control	0.0	0.02		111	0.2	0.13		100			
	girl	Treatment	0.0	0.02	0.601	119	1.5	0.77	0.126	130	1.4	0.101	0.47
Non-Word Decoding	boy	Control	0.0	0.00		185	0.2	0.09		210			
	boy	Treatment	0.2	0.22	0.372	159	2.0	0.63	0.022	158	1.7	0.028	0.67
	girl	Control	0.0	0.00		111	0.1	0.06		100			
	girl	Treatment	0.1	0.12	0.375	119	0.3	0.24	0.339	130	0.1	0.613	0.10
Oral Read- ing Fluency	boy	Control	0.0	0.05		186	0.4	0.23		211			
	boy	Treatment	0.3	0.28	0.350	160	4.2	1.22	0.020	158	3.5	0.018	0.75
	girl	Control	0.0	0.01		111	0.4	0.25		99			
	girl	Treatment	0.0	0.00	0.176	119	0.6	0.47	0.694	130	0.3	0.666	0.10
	boy	Control	0.0	0.00		186	0.0	0.02		211			
	boy	Treatment	0.0	0.02	0.376	160	0.1	0.05	0.068	158	0.1	0.121	0.27

Table 14-3. EGRA Mean Scores, by Gender, Subtask, Group, and Time – Sokoto

Reading Comprehension	girl	Control	0.0	0.01		111	0.0	0.02		100			
	girl	Treatment	0.0	0.00	0.345	119	0.0	0.03	0.892	130	0.0	0.752	0.07
Listening Comprehension	boy	Control	1.8	0.24		186	2.6	0.19		211			
	boy	Treatment	2.2	0.14	0.158	160	3.0	0.12	0.120	158	0.0	0.994	0.00
	girl	Control	1.5	0.34		111	1.9	0.18		100			
	girl	Treatment	1.7	0.18	0.495	119	2.7	0.35	0.086	130	0.5	0.350	0.33
Letter Dictation	boy	Control	0.8	0.12		186	1.4	0.24		211			
	boy	Treatment	0.8	0.25	0.905	160	2.8	0.36	0.021	158	1.4	0.029	0.91
	girl	Control	0.6	0.11		111	1.4	0.22		100			
	girl	Treatment	0.5	0.13	0.898	119	1.7	0.33	0.472	130	0.3	0.471	0.26
Word Dictation	boy	Control	0.1	0.03		186	0.1	0.05		211			
	boy	Treatment	0.1	0.08	0.449	160	0.9	0.24	0.016	158	0.7	0.017	0.73
	girl	Control	0.1	0.05		110	0.1	0.04		100			
	girl	Treatment	0.0	0.02	0.320	119	0.1	0.07	0.923	130	0.1	0.578	0.14