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LIST OF ACRONYMS

AIEB	Arabic and Islamic Education Board
ANFEA	Agency for Adult and Non-formal Education
ATAP	Abubakar Tatari Ali Polytechnic
ATBU	Abubakar Tafawa Balewa University
ATWG	Access Technical Working Group
CAC	Corporate Affairs Commission
COE	College of Education
CSO	civil society organization
cwpm	correct words per minute
DEC	Development Experience Clearinghouse website
DFID	United Kingdom Department for International Development
EAMF	equitable access monitoring framework
EdData II	Education Data for Decision Making
EGRA	early grade reading assessment
ERC	Education Resource Center
ESSPIN	Education Sector Support Program in Nigeria
F	female
FOMWAN	Federation of Muslim Women’s Associations in Nigeria
GON	Government of Nigeria
GPE	Global Partnership for Education
IQE	integrated Qur’anic education
IQTE	Islamiyya, Qur’anic, and Tsangaya Education
LAT	learner assessment test
LEAD	Leadership, Empowerment, Advocacy and Development Project
LGA	Local Government Authority
LGEA	Local Government Education Area
M	male
M&E	monitoring and evaluation
MOE	Ministry of Education
MORA	Ministry of Religious Affairs
N	Nigerian naira

NBS	National Bureau of Statistics
NEDS	Nigeria Education Data Survey
NEI	Northern Education Initiative
NERDC	Nigeria Educational Research and Development Council
NGO	nongovernmental organization
ORF	oral reading fluency
P	Primary, or grade
PMP	Performance Monitoring Plan
PTA	parent-teachers association
QLC	Qur’anic learning center
RAC	Reading Advisory Committee
RANA	Reading and Numeracy Research Activity
RARA	Reading and Access Research Activity
RCT	randomized controlled trial
RTWG	Reading Technical Working Group
S	Stage, or level in Qur’anic centers
SAME	State Agency for Mass Education
SBMC	School-Based Management Committee
SMO	Social Mobilization Officer
SSME	Snapshot of School Management Effectiveness
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
TOT	training of trainers
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development
USG	U.S. Government
WASH	water, sanitation, and hygiene

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We thank USAID/Nigeria and USAID/Washington for their commitment to conducting rigorous research to inform education planning in Northern Nigeria. We extend our gratitude to the Nigerian Federal Ministry of Education, the state Ministry of Education, the State Universal Basic Education Boards, Colleges of Education, and the State Agency for Mass Education in each state, which steadfastly demonstrated their support for all aspects of the research.

Many individuals in the states provided technical support and guidance throughout the process through their participation in the Access Technical Working Group, Reading Advisory Committee, and the Reading Technical Working Group (see lists of participants in **Annex G**).

We wish to recognize the contribution of the team of local researchers, reading specialists, writers, editors, and all those behind the scenes who worked tirelessly to carry out the research, analyze the data, and present the findings.

The RARA research was led by R. Drake Warrick, Chief of Party, and supported by dedicated staff in Abuja, Bauchi, and Sokoto (see **Annex H** for a complete list). Special recognition is to be given to RTI staff who contributed to this work. They are Alison Pflapsen, Margaret (Peggy) Dubeck, Mitch Rakusin, Alastair Rodd, F. Henry (Hank) Healey III, Karon Harden, Yasmin Sitabkhan, Bidemi Carrol, Scott Kipp, Simon King, and Sarrynna Sou, each of whom contributed technical expertise throughout the implementation process. Phyllis Hildebrandt, a consultant, further contributed to the reading research.

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I. EXECUTIVE SUMMARY

Between February 2014 and November 2015, RTI International implemented the Reading and Access Research Activity (RARA). Funding was provided by the U.S. Agency for International Development (USAID)/Nigeria through the Education Data for Decision Making (EdData) II task order (<http://www.eddataglobal.org>). **Table 1** provides an overview of the task order and key implementing partners.

Table 1. RARA Overview

Program Name:	Reading and Access Research Activity
Activity Start Date and End Date:	February 14, 2014, to November 13, 2015
Name of Prime Implementing Partner:	RTI International
Task Order Number:	AID-620-BC-14-00002
Name of Subcontractors/ Sub awardees:	Mott McDonald, USA (Cambridge Education) National Bureau of Statistics, Nigeria
Major Counterpart Organizations	Ministries of Education and State Universal Basic Education Boards in Bauchi, Jigawa, Kaduna, Kano, Katsina, and Sokoto States
Geographic Coverage (cities and/or countries)	Bauchi, Jigawa, Kaduna, Kano, Katsina, and Sokoto States, Nigeria

The purpose of RARA was to provide data to better inform the Nigerian government, donor partners, civil society, and others about issues related to education access and reading outcomes, issues related to Goal 1 and Goal 3, respectively, of USAID’s Education Strategy. Specifically, the research RARA conducted in Bauchi, Jigawa, Kaduna, Kano, Katsina, and Sokoto states is intended to inform future interventions aimed at increasing access to education (in both formal government and non-formal religious schools) and improving children’s literacy skills, specifically in Hausa. The research activities were designed to provide stakeholders with a more nuanced understanding of what activities in support of improved education access and reading outcomes could be taken to scale in the context of Northern Nigeria.

To this end, RTI and its partners collaborated with the state governments and others to design and conduct several research studies related to reading instruction and educational access. This work was organized under five main components, discussed below.

Component 1: Conduct data collection and analysis of key aspects of reading instruction and educational access

Component 1 of RARA focused on conducting background research to inform activities included under Component 3 and Component 4. Activities carried out were as follows:

- Conducted classroom observations of Hausa reading instruction
- Conducted a background study of the context, environment, and functioning of Qur’anic

schools

- Reviewed and analyzed existing Hausa language instructional materials (*Annexes I, J*)
- Reviewed materials and experiences from the Education Sector Support Program in Nigeria (ESSPIN) English literacy program

Component 2: Conduct EGRA in two grades in Hausa and English in a representative sample of primary and IQTE schools in Jigawa, Kaduna, Kano, and Katsina states

Under Component 2, RARA supported Nigeria’s Global Partnership for Education (GPE) in conducting an early grade reading assessment (EGRA) in two grades in Hausa and English in primary and integrated Islamiyya, Qur’anic, and Tsangaya education (IQTE) learning centers in Jigawa, Kaduna, Kano, and Katsina. RARA administered assessments to a random sample of pupils in Primary (P) 2 and P3 in formal government schools, as well as to pupils in Stage (S) 1 and S2 in IQTE schools. Pupils enrolled in P2 and S1 were assessed in Hausa, while learners in P3 and S2 were assessed in both Hausa and English. The exercise revealed very low levels of reading skill, with a high proportion of children scoring zero when asked to read a short passage.

Component 3: Conduct and evaluate an RCT in the instruction of reading in Hausa in P2 in 30 schools each in Bauchi and Sokoto states

Component 3 of RARA focused on research that evaluated the effectiveness of an approach to improving the teaching and learning of Hausa reading in the early grades. The approach—which was implemented in Bauchi and Sokoto states with P2 pupils and their Hausa teachers—consisted of the following components: development and provision of instructional materials for reading (teacher’s guide, a reader for pupils, and story read alouds); teacher training and professional development, including in-school support from school supervisors trained to serve as reading coaches; peer learning opportunities; and parent and community engagement.

To evaluate the impact, RARA designed and conducted a randomized controlled trial (RCT) to measure changes in teachers’ reading instructional practices and the reading skills of P2 pupils over time. RARA gathered data on 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).

Results from the research strongly indicated that the RARA-developed approach had a significant impact in improving teachers’ reading instructional practices, increasing the amount of class time used for teaching literacy and the presence of print-rich classrooms. As a result, children’s reading outcomes also improved. The number of pupils who scored zero across the foundational reading skills—like letter sound identification—decreased substantially. Reading scores were higher in Bauchi than in Sokoto, and were lower among children who reported speaking a language other than Hausa at home.

RARA’s research findings provide insight into what remains to be done to improve reading



A girl in Bauchi reads from the RARA-produced pupil book. Photo: R. Drake Warrick

outcomes: focus reading improvement efforts on a set of targeted intervention activities; support reading coaches; provide more reading material to teachers and pupils; increase the amount of time for teaching and learning reading; and address teacher and pupil absenteeism.

Component 4: Conduct education access research in Bauchi and Sokoto states

Access-related matters were the focus for research carried out under Component 4. RARA implemented six research activities through this component, described below.

- **Study of education access interventions.** The study aimed to identify effective approaches for continued support or scale-up under future donor-funded programs.
- **Household survey on education issues.** RARA collected data on enrollment and parental perceptions of school quality by conducting a baseline and endline household survey in Bauchi and Sokoto.
- **Study of integrated Qur'anic education (IQE) process and population.** RARA conducted research to better understand the practices and outcomes of government efforts to integrate formal school curricula into nonformal Qur'anic learning centers.
- **Survey of itinerant Qur'anic learning centers and Almajiri learners in Bauchi and Sokoto.** RARA conducted research into the scale and scope of itinerant Qur'anic learning centers in Bauchi and Sokoto states.
- **Development of an equitable access monitoring framework (EAMF).** RARA developed a framework to assist donors and policy makers in monitoring the impact of interventions aimed at supporting vulnerable populations.
- **Survey of civil society organizations (CSOs).** The survey developed an index of CSOs that could support education initiatives in Bauchi and Sokoto states.



Alaramma Mallam Usman IQE center, Darazo LGA, Bauchi State. Photo credit: RTI International

Component 5: Report all findings, conclusions, and recommendations to stakeholder governments, USAID, and multilateral and NGOs

The RARA research resulted in valuable information that a variety of stakeholders can use to inform funding and policy decisions, to design effective interventions, and to develop additional research. RARA shared the findings and recommendations from the research in multiple venues, such as workshops and meetings, with a wide range of participants, from donors to government education authorities to parents and teachers. All RARA reports, data collection instruments, and other materials are available on the EdData II website (<http://www.eddataglobal.org>) and the Development Experience Clearinghouse website. It is our hope that future initiatives will build on RARA's successes and continue to inform education improvement in Northern Nigeria.

2. RESEARCH ACTIVITIES

2.1 Component 1: Conduct data collection and analysis of key aspects of reading instruction and educational access

The work carried out under Component 1 provided RTI the opportunity to conduct background research to inform the design of the research activities of the other components. The different studies conducted are described below.

Hausa Class Observations

RARA conducted classroom observations in both states to learn about current Hausa literacy instruction practices and available materials. The data gathered from these observations was used by the RARA team to inform the design and development of the reading instruction approach, teaching and learning materials, and teacher training.

RARA conducted observations of Hausa language instruction in 10 classrooms, 5 per state. A classroom observation instrument and protocol were designed specifically for the data collection, and staff were trained to collection information.

The number of times Hausa language is taught in P2 ranged from two to four times per week, as per the time table allocation observed in the classrooms. This frequency was almost the same for other primary grades. The findings suggest that the average instruction time for Hausa language in P2 classrooms in both states is three times a week. The instructional time for Hausa language curriculum ranged from 30 to 40 minutes. Specifically, the timetable for schools in Sokoto indicated 40 minutes of instruction three times a week, while that in Bauchi ranged from 30–40 minutes of instruction three times a week. However, although the instructional time allocated was 30–40 minutes, it was observed that the majority of the teachers spent less than the allotted time for the lesson. In general, the average time spent on teaching was 37 minutes, while a few teachers utilized as little as 10–20 minutes for a class that should have lasted 40 minutes.

Figures 1 and **2** summarize specific findings on the percentage of teachers observed to be using effective and ineffective reading instructional practices as they deployed content in the classroom. As indicated in the two figures, lessons observed were dominated by lecturing, choral repetition, and memorization. Only about one-third provided opportunities for pupils to demonstrate understanding, and in turn provided pupils with corrective feedback. A third of teachers called on the same pupils with their hands raised to answer questions.

Figure 1. Percent of Teachers Observed Utilizing Effective Reading Instructional Practices

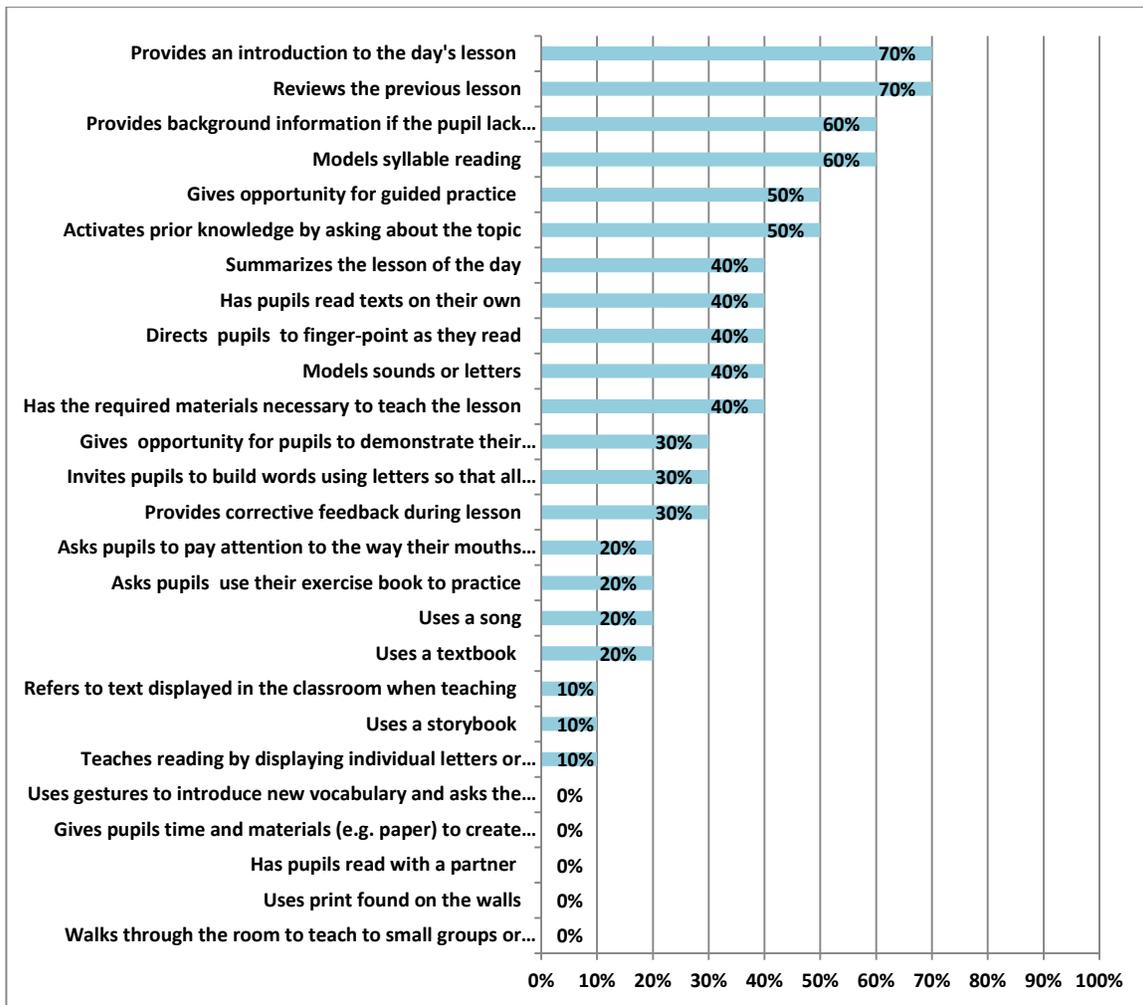
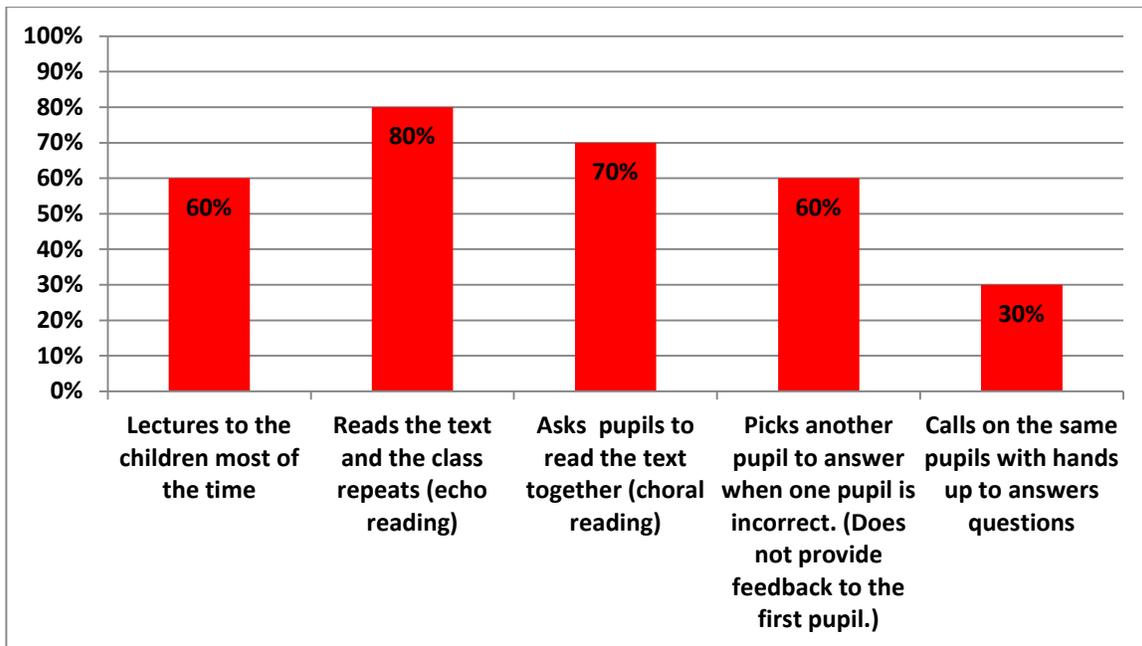


Figure 2. Percent of Teachers Demonstrating Ineffective Teaching Practices



The classroom observations also confirmed existing knowledge about the lack of availability of teaching and learning materials. The majority of the teachers (9 out of 10) did not use any instructional materials during the lessons.

In summary, the observations found the following:

- Teachers do not teach key foundational reading skills in a structured or systematic manner.
- Many teachers are lecturing students most of the time, and rely on echo and choral reading.
- Teachers are not using print to teach reading—most likely because they and the pupils do not have any.

However, they also indicated that teachers employ a number of positive teaching practices upon which the RARA approach could build and strengthen, including:

- Introducing lessons well
- Modeling syllables
- Providing opportunities for guided practice
- Praising pupils
- Providing opportunities for pupils to demonstrate their understanding at end of lesson

Finally, the classroom observations and interviews with teachers confirmed that they face numerous challenges to providing effective reading instruction. The majority of teachers are hampered by a: lack of teaching/learning materials; lack of knowledge about teaching methodologies; low/irregular pupil attendance (particularly in the farming season); and

overcrowding, which makes classroom management very difficult. Another challenge mentioned by a minority of teachers was inconsistency of the lesson plan format, as various supervisors insist on different formats for the lesson plans. A majority reported that lesson plan development is challenging due to the scarcity of the curriculum and Hausa texts.

Review of ESSPIN English Language Instruction Approach, Materials and Teacher Training

The classroom observations were just one part of a multiphase development plan of the RARA reading approach. Adding to the team's body of knowledge was a review of the DFID-supported English language literacy program implemented by ESSPIN. The RARA reading approach was able to draw on the resources and lessons learned from the ESSPIN project's experiences to inform various aspects of the RARA reading approach. The review provided the following observations that RARA considered in the design of materials and training, which are excerpted from the full report.

The development process

- Any materials development will be most effective if seen in the context of a wider package of training and support. Classroom-based training and support are essential to helping teachers bridge the gap between training and implementation. In a small-scale pilot, it is possible to keep training and support as flexible and responsive as they can be.
- Working closely with the state and including state officials in the process of the development of the materials will give them a sense of ownership and understanding, which will build capacity and facilitate implementation.
- The development process is more easily facilitated by assigning a team to be responsible only for materials development, with members who can devote themselves solely to the process of developing, piloting, and writing materials. This materials development team should not be too big. It should work in tandem with a core training team, particularly at the planning stage when key decisions about the materials are made.
- The success of the materials will be increased if they are developed as close to the schools as possible. People writing the lesson plans must have a strong practical knowledge of the schools and capabilities of the teachers they are aiming to reach. Before and during the materials development process, give the materials development team plenty of experience in visiting schools, observing lessons, and working with teachers and trainers.
- Involve the teachers in the development of the materials at the classroom level. Ask them to trial activities and comment on the preferred look of the materials and the type of language contained in them.

Conformity to curriculum

- It is essential to use the Nigeria Educational Research and Development Council (NERDC) curriculum as a basis for development to refer to each state's scheme for Hausa, to link the lesson plans to each state's SUBEB plan for learning. Support teachers must have an understanding of the planning process so that they can see how the materials complement the whole curriculum.

- Enhance the curriculum through a contextual approach. Break the curriculum up into themes that can be used as the basis of work. The Hausa curriculum is very grammar based; the more context that can be provided the more meaningful learning will be for the children.
- Consider aligning the theme to the English scheme developed by ESSPIN so that the materials work to create synergy between materials and provide a strong learning context for both languages.
- Consider training another class teacher and the head teacher alongside the Hausa teacher. This will provide in-school support, create more strength within the school, and support impetus for implementation. Training more than one teacher per school will also mitigate against any transfers of Hausa teachers.

Suitability of content to the needs of teachers and students

- Keep the structure of the lesson very simple with clear sections to the lesson. These sessions should include learning outcomes and lesson preparation. Integrate classroom organization into the structure.
- Focus on developing teaching methods and supporting teachers to try new ideas, then move on to examining learning more closely. Strengthen focus on teaching methodology through the development of simple teacher competencies that outline the core elements of teaching and give focus to the work.

Methodologies, including the use of exercises, activities, and practical work that encourage the development of skills and competencies

- Consider providing a pack of basic supplementary materials that reoccur throughout the lesson plans, such as high frequency words, simple stories, letters, etc. Supplying materials would reduce preparation time for teachers and give them more time to read and understand the lesson. At the same time encourage teachers to develop some of their materials from recycled materials. This will help to give them greater involvement in the lesson process and also develop their creativity.
- Make reading meaningful and enjoyable for both teachers and children. Use local resources and professional story tellers to create materials that the children will want to read. Put lots of emphasis on getting reading material into the classroom that is enjoyable and locally relevant, not just there for children to decode.
- Include lots of songs, games, and activities in the lesson plans that involve the children. Give opportunities for group, pair, and individual tasks alongside whole class teaching.

Quality of writing and editing, with particular reference to suitability for age and interest levels

- Keep the lesson plans as short and simple as possible. Training and school support should complement the plans so that the teachers will be able to use the written material with a good understanding of content and methodology.
- As the lesson plans will be designed for the Hausa curriculum, they should be provided to the teachers in Hausa. There would also have to be an English master copy so that reading experts can check for progression, language, and appropriate activities.
- Preparation time with the material developers would be well spent helping strengthen

some basic skills. These might include developing word processing skills and supporting materials development in writing good clear instructions.

- Editing by a professional editor/proofreader will strengthen the lesson plans considerably, so RARA advises building in time for this service.

The quality of page design and illustrations, and in particular, relevance of the illustrations to the subject matter

- Don't let each page become too crowded with text. Leave plenty of white space. This will make the materials more accessible and easier to read.
- Plan the booklet format and style before writing the materials, setting the overall layout of the plans, the structure of each day, the word count, and key instructional phrases before beginning.
- Develop small, manageable booklets that teachers can refer to in the classrooms and also fit into their bags to carry home. Consider using A4 paper as it is a familiar size to teachers and gives more flexibility in terms of space than the smaller A5 size.
- A very clear message from teachers was that they wanted illustrations in the lesson plans, and that these illustrations should be photographs. Consider adding photographs that illustrate key points from the plans to add a bit of extra support for the teachers.
- Try to keep each lesson to one page. The inclusion of stories, songs, etc., within the lesson, rather than at the start, proved very popular with teachers and might be worth considering. This may make the content run over to two pages so as not to make the page look too crowded.
- Include page numbers for ease of referencing.

The recommendations and guidance above were considered and many were incorporated into the RARA approach development process, approach materials, and teacher training.

Hausa Materials Review

As part of the materials development process, RARA surveyed and analyzed existing materials for teaching and learning Hausa in order to identify those that could be used or modified as part of the RARA package of materials. The team reviewed multiple types of materials that support early grade literacy, including various textbooks, picture books, and anthologies of folktales and stories from Nigeria. Materials were reviewed that have been implemented recently in another USAID-funded initiative in Hausa in Niger. Additionally RARA reviewed the English materials developed by ESSPIN.

RARA also reviewed several types of Hausa textbooks. Each book has been used in either Bauchi or Sokoto. Hausa shell picture books from American University of Nigeria were reviewed. (Shell books provide a storyline and illustrations, and the text can be adapted as needed.) The team also reviewed Hausa anthologies of folktales twice. In the first review materials developers considered them for the children to read. The second review was to consider them as read alouds. The team also reviewed the existing Hausa materials from Niger that have recently been implemented in another USAID-funded project. This review included both a pupil book and an accompanying teacher's guide. The team reviewed various Hausa materials that do not fall under the other categories. The English teachers' guides developed by ESSPIN were reviewed.

The process of reviewing the materials was deliberate and informed by literature on what types

of materials best facilitate reading acquisition. RARA developed templates and guiding questions for reviewing all materials. The templates helped to ensure that reviewers provided feedback on the same issues, to increase consistency in the feedback provided by the review team, and to encourage reviewers to be objective.

The content of the materials was evaluated for its potential to teach the foundational literacy skills (e.g., phonological awareness, alphabetic principle, vocabulary). In addition to foundational skills, the templates used to evaluate the materials were able to identify other elements understood to promote beginning reading acquisition, such as font size.

The process was also iterative. Using a process that is common in qualitative research, it included an initial analysis conducted by a reading expert who made initial interpretations. Those interpretations were informed by experience with other reading materials from similar contexts and available resources. Initial interpretations were shared with key informants (e.g., Hausa experts) who helped to confirm or refine those findings. Thereafter, some materials were reexamined in collaboration with other analysts, often for a different instructional purpose. For instance, some stories that were initially deemed inappropriate for beginning instruction were later examined as potential teacher read alouds. Also, after an initial review determined that the existing Hausa textbooks were inadequate due to poor text-to-picture support, those same textbooks were reviewed again to determine if they might serve as sources of words that could be used in RARA-developed materials.

The materials were reviewed yet again to see how they aligned with the RARA guiding principles, which determine what is taught in the RARA program. Some of the RARA guiding principles were observed in the existing materials. For example, RARA uses a method that introduces sounds, letters, and syllables in a purposeful way so that pupils can decode individual words and use those words in connected text (i.e., sentences and short passages). This provides the overall lesson structure, and such a structure was found in certain materials.

The process was collaborative as well, with input and experiences from the RARA technical team; from ESSPIN, developed with DFID's UK Aid; and from a recent implementation in Niger.

IQE Background Study

In preparation for the research to be carried out on the states' practice of integrating Qur'anic learning centers (QLCs) with formal curricular subjects, RARA conducted a background study on the context, environment, and functioning of Qur'anic schools. The report provided background on the policies and practices around the integration initiative.

Among many challenges associated with the integrated process, although there are documents indicating Government of Nigeria (GON) concerns regarding the integration process, there is no clear policy on IQE integration, apart from the expanded mandates of institutions such as SAME, Agency for Adult and Non-formal Education (ANFEA), and Arabic and Islamic Education Board (AIEB). This accounts for the slow process and conflicting procedures in both Bauchi and Sokoto, and in other Northern Nigeria communities. Proper intervention thus needs to be backed by a clear policy that will anchor credible planning and sound budgetary allocation to tackle the integration process.

Other key findings regarding challenges with the integration process include: inconsistent and unreliable data on the number of QLCs; participation in integration is voluntary; some malams oppose integration; lack of coordination/communication amongst schools that are integrated to enable them to share experiences; and insufficient budget to meet schools' needs and support

infrastructure improvements. These findings were used to develop an appropriate design for the research on the practice of integrating formal lessons in QLCs.

2.2 Component 2: Conduct EGRA in two grades in Hausa and English in a representative sample of primary and integrated IQTE schools in Jigawa, Kaduna, Kano, and Katsina

In May and June 2014, RARA and NBS administered the EGRA in Hausa and English to 3,803 pupils in Jigawa, Kaduna, Kano, and Katsina states. The pupils were randomly sampled from P2, P3, and S1 and Cohort 3 (S1) classes from 127 government schools and 128 integrated IQTE centers. All pupils were tested in Hausa, and P3 pupils were also tested in English. The purpose of the exercise was to identify whether children are acquiring reading skills in the two languages, Hausa and English, they are required to learn as part of the basic education curriculum.

EGRA comprises five subtasks that are designed to measure foundational to higher order literacy skills. RARA used the existing Hausa and English test protocols developed in 2013 and used in previous EGRA administrations in Bauchi and Sokoto states under the Nigeria Northern Education Initiative (NEI) project. Instruments and test items were adapted in consultation with state partners and stakeholders. NBS, in collaboration with the state partners, conducted the field data collection, while RTI International provided training and technical assistance to assessors.

Overall, the EGRA exercise revealed very low levels of reading skills acquisition for both government and IQTE schools, with the results of government school pupils noticeably low. Across all states, pupils attending IQTE centers generally outperformed their government school peers. In most states, there was no significant difference between Hausa and English language abilities except for listening comprehension. **Table 2** summarizes the mean scores for ORF in Hausa by state, grade level, and gender. **Table 3** provides the percentage of pupils who could correctly answer four out of five reading comprehension questions. As a useful benchmarking reference, the mean ORF for all P3 learners comprehending 80 percent (correctly answering 4 out of 5 questions) is approximately 50 cwpm.

Table 2. Oral Reading Fluency Scores in Hausa (cwpm), by Grade Level, Gender, and State

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

Table 3. Reading Comprehension in Hausa, by Grade Level, Gender, and State

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

The generally older IQTE pupils outperformed government school pupils in every subtask in every state with only one exception (IQTE girls in Kano State). In many instances across school types and grades, girls performed on par with boys. Jigawa State IQTE girls had the distinction of outperforming their male counterparts statewide by a remarkably wide margin. However, in Jigawa and Katsina states, P3 girls significantly lagged behind boys, with the worst gender-based discrepancies recorded in Kano IQTE centers. A summary of specific findings for each state in the survey includes the following:

- In Jigawa State, there appears to be no discernable difference between P2 and P3 learners' reading skills, meaning an additional year of schooling is not resulting in significantly higher levels of skills acquisition. IQTE learners (and particularly girls) had high ORF and reading comprehension scores despite low scores in letter sounds and decoding.
- In Kaduna State, S1 pupils performed better on both non-words and ORF than on letter sounds. In addition, Kaduna State had a relatively high percentage of pupils speaking another language at home (22.4 percent), though this finding did not significantly correlate to pupils' Hausa ORF scores. A significant minority of the P2 and P3 pupils (24 percent) in government schools reported speaking another language at home other than Hausa.
- In Kano State, there was a statistically significant gender gap in performance, with S1 boys performing much better than girls in almost all subtasks. Also of note, Kano State had the highest self-reported teacher absenteeism of all states (37 percent said they were absent at least one day the previous week).
- In Katsina State, P3 girls performed lower in comparison with their male counterparts. However, IQTE pupils had relatively higher ORF and reading comprehension scores, despite very high pupil–teacher ratios (a mean of 109).

Questionnaires were also administered to pupils, teachers, and head teachers to gather contextual information to analyze along with the EGRA results. The findings indicate that the frequency with which pupils read aloud to someone at home, and the availability of print materials at home, correlate with oral reading fluency. Higher reading scores are also associated with teachers completing pre-service or in-service training in teaching Hausa, and teachers

having adequate materials for teaching Hausa. Pupils in schools with better infrastructure also perform better, likely an indication of a school being located in an urban environment. Overall, 28.7 percent of pupils were absent on the day of the assessment. By state and school type/grade, pupil absenteeism ranged from 21 percent (Kaduna State IQTE centers) to 39 percent (Jigawa State IQTE centers). As for teachers, Jigawa State had the lowest rates of self-reported teacher absenteeism the week before the assessment (13–17 percent), whereas Kano State had the highest (37 percent). The mean pupil–teacher ratio in Hausa classes was 47.8 pupils per teacher in government schools, but 91.3 pupils per teacher in IQTE centers. Kaduna State had the lowest pupil–teacher ratio means (45:1 in P3) and Katsina State the highest (109:1 in IQTE), with maximums in Katsina as high as 970:1. Between 40–60 percent of pupils in government schools were over age.

2.3 Component 3: Conduct and evaluate an RCT in the instruction of reading in Hausa in P2 in 30 schools each in Bauchi and Sokoto

Component 3 of RARA focused on research that tested a new approach to improving the teaching and learning of Hausa in the early grades. The approach consisted of five main components, which past research has shown are important for improving teachers’ teaching and children’s learning. First, the approach included providing developmentally appropriate Hausa literacy instructional materials to teachers and pupils. These materials were designed to promote foundational reading skills and were developed in close collaboration with state partners through the RTWG. Second, the approach included professional development for teachers, head teachers, and SSOs on foundational reading skills. Teachers, head teachers, and SSOs participated in two formal trainings (initial and refresher). Third, SSOs were trained to serve as reading coaches to teachers, to provide them with ongoing support throughout the year. Fourth, the approach included opportunities for teacher peer learning and experience sharing through meetings held with teachers from a cluster of approximately three nearby schools. (Coaches had similar opportunities to meet with each other.) Finally, the reading improvement approach included outreach to SBMCs and parents to inform them about the importance of reading and to encourage them to support children’s literacy development at home. The approach was implemented from December 2014 to June 2015 in Sokoto, and from December 2014 to August 2015 in Bauchi.

To evaluate the impact of the reading approach in improving teachers’ reading instruction and P2 pupils’ reading ability, RARA designed and conducted an RCT. The RARA approach was implemented in 60 treatment schools (30 per state), while a control group was also identified (60 schools total, 30 per state). Using a variety of data collection instruments, including a Hausa EGRA and classroom observation tools, data were collected in both control and treatment schools prior to and after the implementation of the reading approach in order to estimate the impact of the approach.

Government Support and Participation in Reading Research Activities

The RARA reading research activity began with inception meetings in March 2014 in Sokoto and Bauchi states aimed at garnering support and participation of relevant education stakeholders in the planning and implementation of reading research activities. The meeting helped to generate early support for scale-up and sustainability for literacy improvement efforts. To facilitate the active participation of key state actors in all the reading research activities, RARA convened a Reading Advisory Committee (RAC) and RTWG (terms of reference in **Annex N**).

The RAC was formed to provide overall guidance and advice in the design and implementation

of the reading research activity; it was comprised of senior-level policy makers in the state. The RTWG provided hands-on support regarding the design, development, and implementation of all reading research activities. RAC and RTWG membership was drawn from the two states' SUBEBs, and Ministries of Education (MOEs); COEs, and Education Resource Centers (ERCs). Representatives of teachers, head teachers, and SBMCs were also included. A total of 24 (19 men, 5 women) senior and middle level education officers formed the RACs and RTWGs in Sokoto (11: 9 men, 2 women) and Bauchi (12: 10 men, 2 women) states.

RARA organized a total of 12 RAC and RTWG meetings, six in each state. To increase awareness about the research and secure better support for sustainability and scale-up, some of these meetings were expanded to include Education Secretaries from the 20 Local Government Education Areas (LGEAs) in Bauchi and 23 LGEAs in Sokoto, chairmen of SBMCs, SSOs and head teachers from RARA treatment schools, and chairmen and deputies from each state's House of Assembly committee on education. Some highlights of these meetings included delineating state roles, responsibilities, and participation in various reading research activities; planning reading activities to be implemented quarterly; sharing, reviewing, and discussing the implication of findings from teacher and SSO observations and research baseline and endline results; and discussing concrete ways by which the RARA reading approach could be sustained and scaled up by state partners.

Achievements and lessons learned. Through early and continued engagement of government throughout the research process, RARA's work with the state governments of Sokoto and Bauchi state led to a number of accomplishments that provide a solid foundation for future literacy improvement efforts. These include the following:

- State partners became knowledgeable about the importance of reading and specific actions that they can take to improve reading instruction and reading outcomes.
- State partners acquired knowledge and skills with respect to research design, instrument development, data collection, and interpretation of results. This knowledge, and their involvement throughout the research process, led to the acceptance of the reading research results.
- A cadre of 12 reading master trainers (six each in Bauchi and Sokoto) have an appreciable knowledge of reading materials development and the skills needed for training and supporting reading teachers and coaches; they are also knowledgeable about conducting assessments.
- Tangible plans and actions for scale-up have been identified.

The RAC and RTWG will ensure that findings from RARA research are properly captured in the respective states' hand-over notes, which will be provided to the incoming new government.

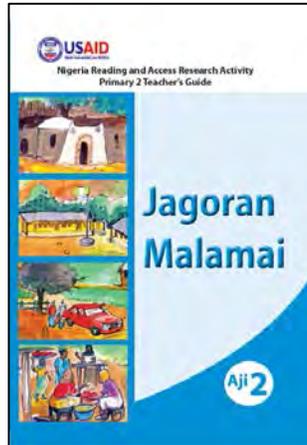
Development of Hausa Reading and Training Materials

As part of the reading research, RARA developed a set of teaching and learning materials for Hausa literacy for pupils, teachers, head teachers, and coaches (SSOs). The process for this development is seen in **Annex D**. RARA also developed training materials for master trainers to provide them with guidance and support during the initial and refresher trainings, as well as during cluster meetings. This section describes the documents produced and distributed over the course of the research activity, summarizes the process of developing these instructional and training materials, and shares some lessons learned and recommendations from the materials development process and their use.

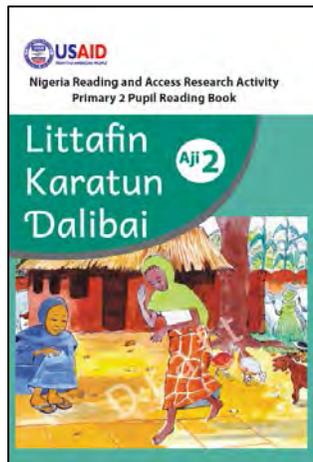
The list below describes the reading, training, and cluster meeting materials produced and used for the research activity.

Hausa Reading Materials

- **Teacher’s Guide:** Consists of structured lesson plans for 50 lessons (25 unique lessons, each to be used over two days).¹ The lessons focus on the five foundational reading skills and handwriting. Pedagogical information on reading and the approach is also included. A section of “Do More” activities provides teachers with ideas for extending each of the lesson components.

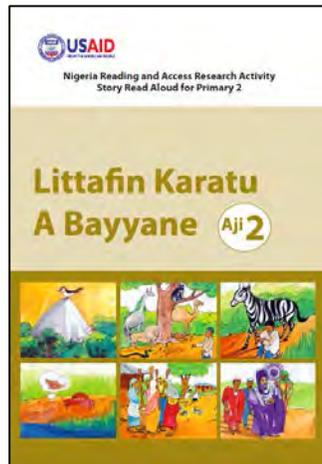


- **P2 Hausa Pupil Reading Book:** This book is linked and aligned with the Teacher’s Guide. It includes letters and words for pupils to practice, as well as short sentences (connected text) that include words that have been practiced in isolation. As part of the lesson, pupils were encouraged to take their books home.



¹ 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).

- **Story Read Aloud:** A collection of short stories (75–150 words) that the teacher reads aloud to the pupils. The read alouds were accompanied by comprehension questions for teachers to pose to pupils (literal, inferential, and value/judgment questions), as well as by selected vocabulary for the teachers to highlight.



- **Teacher Reflection Journal:** Consisted of reflection questions designed to help teachers reflect on their teaching practices; designed for teachers to write their reflections on a weekly basis.

Training Materials

- **Teacher, head teacher, and SSO training manual and handouts – Initial Training:** This manual was prepared for master trainers responsible for facilitating the training. It was drafted in English, but delivered in Hausa. It was accompanied by a set of participant handouts developed in Hausa.
- **Teacher, head teacher, and SSO training manual – Refresher Training:** Developed in English and delivered in Hausa; content and format were adjusted based on user experience during the initial training.
- **Initial Coach Training Manual with participant handout:** Developed in English and delivered in Hausa with handouts basically comprising coaching and monitoring instruments and tips for coaches.
- **Refresher Coach Training Manual with participant handout:** Developed in English and delivered in Hausa with handouts basically comprising coaching scenarios that were simulated and chosen based on observed challenges coaches were having.

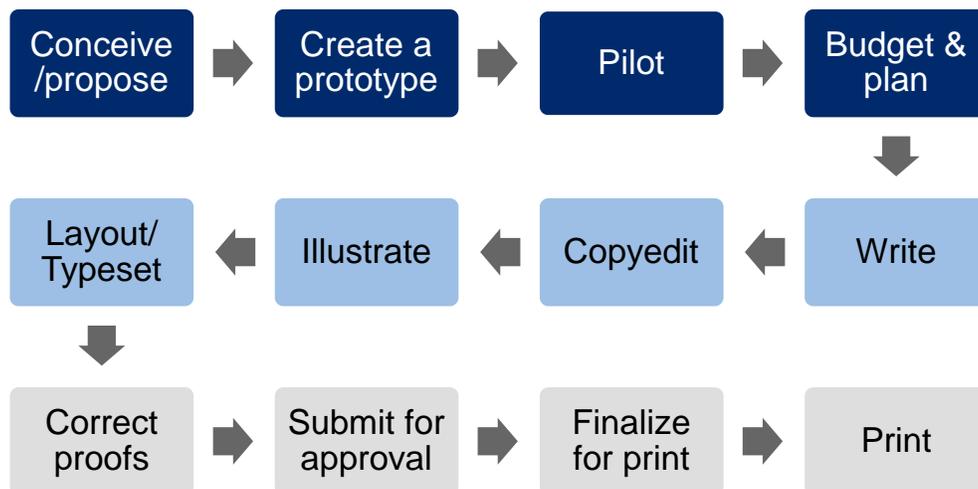
Teacher Cluster Meeting Materials

- **Facilitator agenda and participant handouts – Cluster Meeting 1:** The agenda document provided a detailed agenda and notes for cluster meeting facilitators. An accompanying handout summarized classroom observation data for teachers to show what they were doing well and areas in need of improvement. Both documents were in English but delivered and discussed in Hausa.

- **Facilitator agenda and participant handouts – Cluster Meeting 2:** A detailed agenda with notes for facilitators and a handout that simplified the observation data for teachers, showing areas in which they were doing well and areas needing improvement. Both documents were in English but delivered and discussed in Hausa in the second cluster meeting.

Materials development process. *Figure 3* summarizes the process undertaken to develop the Hausa reading materials for teachers and pupils. Training manuals followed the same process with the exception of the approval and formal printing stages (since only a small number of training manuals were needed, RARA printed these in-house and not through a printing vendor). From conception to printing, the process took approximately six months.

Figure 3. RARA – Materials Production Chain



As noted under Component 1, the development of the materials and the Hausa reading research approach were informed by observations of Hausa classes, a review of existing Hausa and English reading materials, and a review of materials from other literacy projects in Nigeria. RARA reviewed materials produced for other USAID early grade reading programs (in particular those in Kenya, Uganda, and Malawi) to get ideas and learn from previous experiences with respect to text density, layout, etc.

Importantly, RARA also field tested prototypes of the materials before finalizing and printing them. The field testing was conducted in six schools. The team assessed teachers’ and pupils’ use of the materials across a range of areas. These observations, and the teachers’ and pupils’ feedback, were incorporated into the final version of the materials used for the pilot.

The development of the teacher training and cluster meeting materials was also informed by classroom observations and lessons learned from other projects. These reviews provided insight into various aspects of materials development, from the amount of instructions/text to include in the teacher’s guide and current practices in Hausa classrooms that could be incorporated into the approach to make it more familiar to teachers, to the design and layout of the materials.

RARA produced the reading materials in two sets, using the process presented in *Figure 3*. Set 1 (completed in November 2014) included the pupil book and teacher’s guide content for Terms 1–2, as well as the complete story read aloud content and the Teacher Reflection Journal. The

purpose of developing a first set of materials rather than producing and printing everything at once was to allow RARA to learn how the materials were being used in the classrooms through classroom observations, so as to enrich them. Set 2, completed in March 2015, included content for Term 3. Additionally, based on observations made during Terms 1 and 2, the Set 1 materials were revised and merged into one complete pupil book and teacher’s guide that include content for Terms 1–3.

Importantly, the content and illustrations in the RARA teacher’s guide, pupil reading book, and stories were reviewed for their overall gender balance and inclusivity. The team used a draft version of the USAID-produced *Guide for Promoting Gender Equality and Inclusiveness in Teaching and Learning Materials* to systematically guide this review. Furthermore, the books went through several layers of editing and proofreading by our Hausa language experts, RTWG members who specialize in Hausa language, and USAID to ensure the standard Hausa was used and would be appropriate for any state in Northern Nigeria.

The total production time of the RARA reading materials—from the development of Set 1 to the final review of all the books after the completion of the research—was approximately 12 months. The development of teacher training and cluster meeting materials took approximately 6 months, and in some cases happened simultaneously with the reading material development.

The development of the materials took place over a series of seven formal workshops that lasted three to five days each. These workshops were attended by a team of approximately 15 people including five RARA staff, six RTWG members, two local Hausa language experts, and two international reading and teacher training experts. Additional hours were spent working outside these formal workshops with editors, graphics and desktop publishers, and illustrators over the 12-month period to finalize the reading and training materials.

The distribution of reading materials was conducted in sets, in tandem with the way the materials were developed and finalized. **Table 4** summarizes the number of books printed and distributed to RARA treatment schools and other stakeholders such as USAID, SUBEB, the state MOEs, COE-Azare, and other stakeholders over the life of the Hausa reading course of the research.

Table 4. Total of Teaching and Learning Materials Printed and Distributed

	Set 1	Set 2	Final Set 1& 2	
Title	Quantity	Quantity	Quantity	Grand Total
Pupil Reading Book	6,500	6,500	7,000	20,000
Teacher’s Guide	250	200	220	670
Story Read Aloud	250	200	220	670
Teacher Reflection Journal	250	100	-	350

While the teacher’s guide, pupil reading book, and story read alouds formed the core of the reading approach, the Teacher Reflection Journal was designed to aid teachers in reflecting on their instruction and tracking progress over time. However, coaches and RARA staff soon found that teachers found it difficult to respond to the prompts in the journal. Coaches, too, found the journal process unfamiliar and did not incorporate it into their post-observation feedback

sessions. RARA therefore did not emphasize or require use of the journals. If future reading improvement initiatives would like to use the Teacher Reflection Journal, consultation with teachers and coaches is recommended to inform revisions of the document; if used in a modified format, it is advised that teachers be introduced to it once they have already begun implementing the new reading approach, so as not to overwhelm them with too many new materials—and to turn them off to using them—early in the school year.

Achievements and lessons learned. The materials development process conducted under RARA resulted in the following accomplishments, as well as lessons learned for future initiatives:

- The involvement of the RTWG in all aspects of materials development built the capacity of state education officials to develop materials on their own, post-RARA.
- The deliberate process used to develop materials (including classroom observations and review of existing materials and other projects) resulted in the development of high-quality, relevant, and appropriate materials that were fully accepted not only by research participants, but also by the state governments of Sokoto and Bauchi, as well as by other development partners.
- Organizing writing workshops with key stakeholders and experts is key to ensuring that stakeholders' voice, culture, and perspectives are infused into the materials developed. It also allows for a rich fusion of ideas that result in high-quality materials.
- The use of data from teacher and coach observations was very helpful in developing and then revising both reading and training materials.
- Proper planning and management of the material development process is key to success and ensuring that research timelines are kept without compromising the quality of the materials. State government and USAID approval of materials is a very important step in the materials development process that must be accounted for in the planning process.
- Printing quality is essential to the usability of materials. Therefore, proper planning, identification of vendors, and monitoring of the printing process is critical to ensuring that efforts spent developing material content do not go to waste.

Strengthening Teacher, Head Teacher, and SSO Skills to Teach and Support Reading Instruction

RARA focused on strengthening teachers', head teachers', and SSOs' skills in reading instruction and instructional leadership. To do this, RARA:

- Trained teachers, head teachers, and SSOs in the foundational reading skills and reading materials;
- Created an enabling environment for continued professional development through peer learning and exchanges in cluster meetings; and
- Provided school-based support, coaching, and monitoring of lesson implementation.

This section discusses the implementation of these three professional development activities, how they were implemented, and lessons learned and recommendations.

Initial training of teachers, head teachers, and SSOs. Working in collaboration with state partners via the RTWG and RAC, in November 2015 RARA provided an initial six days of formal training to 73 P2 Hausa teachers (30 Sokoto, 43 Bauchi), 60 head teachers (30 Sokoto, 30

Bauchi), and 24 SSOs (10 Sokoto, 14 Bauchi) from RARA treatment schools. This initial training involved a combination of presentations, group work, discussions, feedback sessions, and lesson simulations. Participants were exposed to the meaning, concept, and components of reading (such as phonological awareness, alphabetic principle, and fluency) that are the focus of the RARA reading approach.

An analysis of participants' responses on a workshop pre- and post-test indicated an improvement in trainees' knowledge of reading and instructional practices, with scores doubling over the course of the training. The pre-/post-test further identified areas in need of additional focus at the refresher training. Participants' feedback on the workshop evaluation, which included 10 items related to the quality of training facilitation, reading materials, participation, and logistics, further showed that the majority of participants in both states rated the training as "excellent."

A week after the training on the reading pedagogy and materials, SSOs responsible for coaching teachers in the treatment schools attended a four-day training focused on teacher coaching and support. In the workshop setting and during a school visit, SSOs learned ways they can coach teachers and monitor lesson implementation, as well as how to use the coaching model and tools to effectively support teachers. During this training, it became evident that coaches would require additional support and mentoring on how to be a coach, as well as on how to collect reliable data during field visits. As a result, RARA created a monitoring and coaching team comprised of RARA staff and members of the Technical Working Group who had served as teacher trainers. This group monitored SSOs at the school level throughout the implementation of the RARA approach, providing guidance as needed. Their observations were captured in a coach monitoring tool and were reviewed at various points throughout the research implementation in order to inform refresher trainings and coach check-in meetings.

Refresher training for teachers, head teachers, and SSOs. Approximately four months after the commencement of lesson implementation (in March 2015) RARA held a four-day refresher training in each state for teachers, head teachers, and SSOs. The objective of the refresher training was to further strengthen participants' knowledge and skills with respect to Hausa reading instruction by addressing weaknesses observed and reinforcing what they were doing well. In addition, the training introduced Set 2 (covering Term 3) of the reading materials to participants. An additional three-day refresher training was provided to SSOs on coaching techniques. Throughout the course of the workshop, improvement was observed in participants' ability to deliver lessons and use specific classroom routines to facilitate better classroom management and engage pupils in using their books.

A total of 73 participants (30 head teachers, 28 teachers, 10 SSOs, and 5 trainers) were trained in Sokoto, while 88 participants (30 head teachers, 43 teachers, and 15 SSOs) were trained in Bauchi. A pre- and post-test survey administered to participants identified improvement in their knowledge of a print-rich environment, pupil engagement, and formative assessment. In both Sokoto and Bauchi states, 97 percent of participants rated the workshop content, facilitation, and materials as excellent.

Preparation and support of master trainers. The initial and refresher trainings were facilitated by a team of 12 master trainers (6 from each state), following an initial six-day training of trainers (TOT) in early November 2015 and a follow-up five-day refresher TOT conducted in March 2015. Both initial and refresher TOTs were facilitated by RARA staff and technical experts. These trainings built on the pre-training workshop conducted in July 2014 and focused on solidifying the trainers' understanding of the reading program, familiarizing them with the

trainer's manual and all training materials, and providing them with ample opportunity to practice delivering lessons from the teacher's guide. This approach ensured that all trainers had a common understanding of their assigned responsibilities for the state-level trainings. The TOT also provided an opportunity to deepen the trainers' understanding of the skills coaches need to provide quality feedback to teachers. During these TOTs, trainers also prepared all the necessary materials they would need for the state-level teacher trainings.

Ongoing support to teachers through cluster meetings. In addition to the refresher and initial trainings, the RARA reading approach organized cluster meetings with teachers aimed at providing additional professional development to teachers. These meetings, which took place at schools, were conducted once every two months with teachers from a given cluster of schools. Each cluster meeting was attended by teachers and head teachers from three RARA treatment schools within the same Education Area; the SSO for the cluster of schools attended and gradually led the facilitation of these meetings. The cluster meetings provided teachers with an opportunity to share their experiences from implementing the RARA-developed approach, learn from each other, and receive additional support from SSOs and master trainers who facilitated these meetings. Two cluster meetings were organized over the life of the research activity; each took place on a Saturday from 9:00am to 5:00pm, as negotiated with the SUBEBs and LGEAs.

Conducting the cluster meetings mostly on Saturdays (in some clusters, the meetings took place on Sundays) allowed for better participation and also did not take teachers out of their classrooms during the week. A total of 96 participants (61 men, 35 women) in Bauchi and 74 participants (64 men, 10 women) in Sokoto took part in the first and second cluster meetings.

During the cluster gatherings teachers and head teachers shared their successes and challenges and received additional professional development in areas that the monitoring data showed they needed improvement, such as teaching vocabulary and comprehension. Simulations, demonstrations, and modeling provided by SSOs and trainers were used to strengthen teachers' skills in identified areas. One common challenge shared by teachers across the two states was their inability to complete the 45-minute RARA reading lessons within the stipulated class periods for Hausa, which ranges from 35–40 minutes. A second challenge was difficulty in managing the classes and conducting formative assessments due to overcrowding, especially in the urban schools. Participants from both states made suggestions on steps teachers can take to improve their instructional practices in the classroom. The meetings also brought to light several positive improvements resulting from the RARA approach. For example, teachers and head teachers reported they are now playing a greater role in strengthening the relationship between communities and the schools.

Prior to each of the cluster meetings, planning meetings were held with RARA staff, trainers, and SSOs to plan the agenda and logistics of the cluster meetings. Planning focused on identifying strategies to provide additional professional development support to teachers using evidence from data gathered from SSOs and teacher observations. The planning sessions allowed for the review of the cluster meeting agenda, meeting content, and cluster meeting reporting template. Furthermore, the meeting created an opportunity for RARA staff, trainers, and SSOs responsible for facilitating the cluster meetings to review and discuss the analyzed teacher observation data and their implications for the cluster meetings. Most important, these planning meetings further built capacity of state level master trainers and SSOs with respect to effective ways to plan and facilitate these meetings.

Coaching and monitoring of teachers, head teachers, and SSOs. The provision of on-site coaching support to teachers by SSOs occurred throughout the school year, beginning

immediately after the initial trainings and commencement of RARA lessons in the 60 treatment schools in December 2015. The RARA approach to coaching support and monitoring was two-pronged. First, each SSO was assigned to approximately three schools/teachers, which he or she visited twice a month. (In some urban schools in Bauchi, a coach could only visit one school due to the large number of teachers.) During these visits, the SSO observed the Hausa lesson and recorded observations using a “classroom observation tool.” The coaches first recorded their observations on a paper version of the instrument, then later entered them electronically into a hand-held tablet and uploaded the data. (These data were analyzed by RARA staff throughout the implementation process to track improvements in instruction and to identify areas in need of further support, which were incorporated into refresher training and cluster meetings.) The coach then held a post-observation coaching conference with the teacher, during which time they discussed the day’s lesson delivery, noting areas of strength and weakness. The coach then provided guidance and advice to the teacher. Together, they then developed an action plan for improvement.

The second aspect of coaching and monitoring involved RARA staff (and periodically RTWG members) visiting coaches to observe how well they were supporting teachers. These observations were captured electronically in an observation instrument specific to the coaches’ responsibilities, and those data were analyzed periodically by RARA staff to gain insight into areas of improvement and those in need of further support. (The data were also shared with SSOs during coach check-in meetings.) The RARA team also provided on-the-spot support to SSOs as well as during the RARA SSO check-in and planning meetings. During the first month of lesson implementation, RARA/RTWG provided intensive coaching and monitoring to SSOs to help them build a strong foundation for their work as coaches. This included supporting the SSOs during the post-observation conference to model good coaching practices. After this initial period, RARA staff monitored and observed the SSOs once a month, while SSOs continued to visit teachers in their respective clusters/LGEAs twice a month, observing a lesson and filling out the observation tool each time. Each SSO observed three teachers twice a month making a total of six visits each month by an SSO. In some cases, some SSOs made more than six visits.

Initially, SSOs were also assigned to assess pupils’ reading at each visit using a learner assessment test (LAT) that tested pupils’ ability to say letter sounds, write letters, decode syllables, read short words, and read a short sentence. The items were selected from the RARA-developed lessons for a given term. Each SSO was to randomly select four pupils to assess at every visit. The purpose of the assessment was to provide the coach with a “snapshot” of learner performance in order to provide feedback to the teacher. Coach monitoring, and review of the initial learning assessment data captured, indicated several challenges with the SSO-administered assessment. First, learning how to observe a lesson and to provide helpful feedback to teachers was already a very new and challenging task for coaches. The amount of time coaches needed to observe a lesson, record information, conduct a post-observation conference with teachers, and develop and discuss an improvement plan was quite significant. As a result, coaches had little to no time to assess pupils. Moreover, at least initially, they lacked the skills necessary to interpret the results and feed them back to teachers. As a result, RARA did not require coaches to conduct the LAT.

RARA also conducted SSO check-in meetings to provide feedback and additional professional development to coaches, as well as to help them prepare and plan for cluster meetings. The meeting also provided an opportunity for SSOs to review the teacher and coach monitoring data and discuss their implications for their coaching. A total of three check-in and planning meetings

were organized in January, April, and May 2015, with a total of 24 SSOs in Sokoto (10, all men) and Bauchi (14, including one woman). During these meetings, SSOs had an opportunity to further discuss their roles as reading coaches, learn how to collect data and use tablets, and learn how to provide constructive and useful feedback to teachers, among other topics. Challenges and successes that SSOs had experienced were also discussed. Overall, analysis of coach observations showed coaches' skills improved from one term to the next.

Achievements and lessons learned. As a result of the RARA research, a number of accomplishments were achieved and lessons were learned about the provision of training, coaching, and monitoring support to teachers, head teachers and SSOs, including the following.

- Utilizing personnel from SUBEB, COEs, and other relevant agencies as master trainers built those agencies' capacity to facilitate effective training workshops; their continued presence within the system, their dedication to their work, and their understanding of early grade reading is a significant resource that will help facilitate sustainability and scale-up of future reading initiatives.
- Drawing on existing personnel and building their skills in early grade reading were essential and helpful for several reasons. First, the trainings had to be conducted in Hausa, the language teachers understand best and will be teaching in. Moreover, the facilitators' understanding of the cultural and religious context also made their facilitation of the trainings more effective. Lastly, because the trainers were drawn from the COEs and SUBEB, they have acquired skills and information that they can integrate and apply to their jobs, such as pre-service teacher preparation.
- Using data from coach and teacher observations to inform the content and focus of refresher trainings and cluster meetings was a vital part of improving teachers' instructional practices and pupils' reading outcomes. Using such data helps to make ongoing professional development relevant and allows efforts to be targeted based on what teachers need the most, rather a pre-determined agenda of what is thought to be needed.
- The approach confirmed what research in other contexts has also found to be true: teacher professional development activities are most effective when they are conducted at the school level. In the case of RARA, this came in the form of coaching visits and cluster meetings, which provided opportunity for dialogue and peer learning. The small number of participants allows for all participants to engage in conversation and for their needs to be met.
- Planning and negotiating training dates and days with SUBEBs and LGAs is very important in ensuring that teachers are adequately mobilized to attend trainings and cluster meetings. This was evident in the 100 percent attendance recorded in scheduling cluster meetings for Saturdays and Sunday. This also ensured that teachers were not taken away from their classrooms during the week. Furthermore, conducting the cluster meetings once in two months was strategic, as it allowed teachers time to apply the lessons over a period that allowed them to identify their strengths and weakness, which made the cluster meetings a valuable time for exchanging ideas and fostering peer learning.

- One-day SSO check-in and planning meetings held once in two months proved to be an effective strategy. It further built capacity of state level master trainers and SSOs on effective ways of planning for cluster meetings as well as prepared them to be effective facilitators of these meetings. It also provided further professional development to SSOs as reading coaches.
- Becoming an effective coach takes time—indeed, it is a work in progress for at least the first year—so “coaching of coaches” is critical to improving pedagogical and coaching practices. Expectations of what coaches will be able to do have to be realistic, and coach training must be scaffolded and reinforced (e.g., one-off trainings are insufficient); less can be more when trying to get coaches (and teachers) to master key skills and to incorporate new practices into their routines.
- Teachers and coaches should be followed up immediately after trainings by people who are knowledgeable about reading instruction and the materials being used. This monitoring will help to get both teachers and coaches “off on the right foot” and facilitate continued improvements and success.
- Monitoring teachers and coaches involves significant time and resources, but is worthwhile. To effectively use the monitoring data collected by coaches and project staff, staff time must be dedicated to their review, analysis, and communication. Such an investment of human and financial resources is cost-effective, as the data can be very useful in planning support to coaches and teachers.

Engaging Parents and Communities to Support Reading through SBMCs

Although the RARA-developed approach to improving reading instruction was focused on school-level inputs and support, it also included a small amount of outreach to parents and other community members associated with treatment schools. This outreach was focused on making them aware of the reading improvement effort and providing them with information on things they can do at home to support their children’s reading development. This information was provided during two rounds of SBMC outreach meetings, the first conducted in March 2015 (at each treatment school) and the second in May 2015 (held at the school cluster level). A total of 511 participants in Bauchi (338 men, 173 women) and 457 participants in Sokoto (391 men, 66 women) participated in the first meeting, while 109 participants (106 men, 3 women), including the SBMC chairmen of the 60 treatment schools (30 per state), participated in the second set of outreach events in May 2015.

RARA collaborated with the LEAD project, which works to improve governance through civil society engagements on advocacy and accountability in organizing the community outreach events. LEAD works with four LGAs in Bauchi and one in Sokoto where RARA is implementing research activities. RARA also worked closely with the social mobilization departments of the SUBEB and LGEAs, SSOs, and head teachers to organize the events. Prior to each outreach event, planning meetings were held in both states with participants from the social mobilization department of SUBEB and from amongst the cadre of SSOs. During these planning meetings, communications materials, such as charts and other information in Hausa, were developed. These were used to present information in a way that would be accessible, especially to SBMC members not proficient in English.

The first outreach meeting shared information on what parents can do to support their children’s reading development at home. A RARA-produced flyer (in Hausa) was distributed

outlining actions and activities parents (both literate and non-literate) can do to support children’s reading. During the second outreach meeting, SBMC members and SSOs shared a number of achievements attributed to the first outreach meeting, reviewed some key results from the RARA reading baseline report, and discussed again how parents and communities can support children’s reading development. Both outreach events concluded with participants discussing actions that the SBMCs can take to further spread the message of the importance of reading, as well as what parents can do at home to support their children’s reading development. Action plans developed included actions that SBMCs would take to disseminate the RARA approach baseline results to RARA cluster communities. (The plans also assigned responsibilities and timelines to SSOs and Social Mobilization Officers [SMOs] from SUBEB.) Some of the actions to be taken by these groups include organizing a larger SBMC meeting in each school cluster to share the results; passing the information on the reading research baseline results to community mosques and during weekly community events; communicating the baseline results to the Emir during weekly meetings at the palace; using traditional and public announcement structures through *sankira* (town criers) to share messages on how parents and communities can support children’s learning at home; and having SMOs from the LGAs debrief their offices during their weekly meeting, and then proceed to share this information during their mobilization campaigns with relevant communities—including monthly meetings with SBMCs and parent-teacher associations (PTAs), etc.

The outreach meeting created a platform for SBMC members to discuss efforts to help children learn to read at school, as well as guidance to parents and communities on how to complement school-based learning at home. There was a general feeling among facilitators and participants that the RARA outreach revived the functioning of the SBMCs, especially improving their engagement with the PTAs as well as parent and community involvement in the development of their schools. For example, following the first outreach, the SBMC in Sarkin Kebbi Maiturare Primary School in Yabo LGEA of Sokoto State renovated a whole block of classrooms (constructed a roof and furnished it with doors and windows). Also, another block of classrooms was renovated in Helele Primary School in Sokoto North LGEA. In another school, the SBMC provided school uniforms and writing books to orphaned pupils. Other notable successes in increasing pupil enrollment in RARA treatment schools were also reported, though some in Bauchi State were due to an influx of children from neighboring crisis-affected states. In Bauchi State, Baban Mutum Primary School, Bauchi LGEA, reported a P2 enrollment increase from 272 pupils in Term 1 to 331 pupils in Term 3. Also in Bauchi, Ungwan Borno Primary School, Bauchi LGEA, had a total of 195 pupils spread across two streams of P2 classes in Term 1, but now records a total of 221 in Term 3.

Achievements and lessons learned. In conclusion, a number of lessons were learned through the RARA research’s engagement with SBMCs:

- First, SBMCs can play a vital role in school governance as well as in improving learning outcomes when they have the right information and are guided on how to share and use this information.
- Second, when parents and communities see a change in the quality of teaching and learning, they are more motivated to support the school, as was seen through several renovations of classroom blocks and the increase in the provision of school supplies such as uniforms and notebooks in a number of RARA treatment schools (described in more detail in the reading evaluation report).

- Working with existing structures within state education systems that engage in community mobilization activities (such as the social mobilization department of the SUBEB) facilitates easy access to communities, as well as acceptance of messages being passed on to these communities. It is important for future projects to work through such structures when conducting activities at all levels, especially at the community level.

Evaluation of RARA Reading Research

This section of the report discusses the various activities, processes, outcomes/achievements, and lessons learned from the evaluation of the RARA reading approach. As previously noted, the impact of the RARA approach to improving Hausa reading outcomes in P2 in Sokoto and Bauchi was evaluated by measuring the change in teachers' reading instruction and the change in P2 pupils' reading skills from the beginning to the end of the 2014–2015 school year. These changes were compared to those observed in a control group of pupils and teachers not implementing the RARA approach.

Schools included in the research were identified through a multi-stage sampling process, described in detail in the final reading research evaluation report. Tools used to gather data at baseline and endline were designed and developed with the RARA research partners (e.g., the RTWG) and included the following:

- EGRA in Hausa
- Pupil Interview Questionnaire
- Teacher Interview Questionnaire
- Head Teacher Interview Questionnaire
- School Supervisor/SSO Interview Questionnaire
- Classroom Observation Tool (untimed)
- Classroom Observation Tool (timed)
- Classroom Inventory
- School Inventory
- Knowledge, Skills, and Attitudes Survey (administered to teachers, head teachers, and SSOs)

The development and adaption of the instruments was followed by a TOT with 12 participants, who were responsible for training the assessors and supervisors, in collaboration with RARA technical advisers. In October 2014, RARA trained a team of 12 trainers (6 per state) made up of RARA staff and RTWG members who in turn trained 112 (56 per state) baseline data collectors. The baseline data collection took place in November 2014.

Prior to the endline data collection, the same team of 12 trainers participated in a four-day refresher training, after which they conducted a refresher training of the same cohort of data collectors and assessors trained at baseline. (Data collector trainings were conducted separately in each state.) Assessors were drawn from the MOE, SUBEB, SAME, Abubakar Tatari Ali Polytechnic (ATAP), COEs Sokoto and Azare, LGEA, Abubakar Tafawa Balewa University (ATBU), and Bauchi and Sokoto State University. All were required to demonstrate their proficiency in administering the assigned instruments, including through a formal performance evaluation administered several times during the training.

The endline data collection took place in June 2015 in Sokoto, and in Bauchi in August 2015, due to an extended school closure for the month of Ramadan. Following the conclusion of the endline data collection, data were analyzed and preliminary results discussed and reviewed by select members of the RAC, RTWG, and RARA staff from Sokoto and Bauchi states during a four-day workshop in September 2015. Five individuals per state were invited, for a total of 10 state partners and five RARA staff. The purpose of this workshop was to provide an opportunity for key state partners to have an in-depth discussion of the results, to understand the statistical terminology, and to ask questions. Presentations and discussion centered on the key takeaways and implications of the results. An important component of the workshop was providing time for state partners to identify information they would like to present for the state and national dissemination events and to practice explaining the results. Following this workshop, the results were further finalized and disseminated at the state and national levels in October and November 2015.

Key results from the RARA reading research are as follows:

- The RARA-developed approach to reading instruction had a considerable impact in improving teachers' instruction of Hausa literacy. Hausa teachers implementing the new approach increased their teaching of key reading instructional practices from an average of 4 out of 12 to 10.5 out of 12, overcoming a decline in the use of these same practices in control schools.
- The treatment school Hausa 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).
- As a result of teachers' improvement in reading instruction, the distribution of P2 children's 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 on the letter sound identification subtask 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.
- Results in Bauchi were overall better than those in Sokoto. In Bauchi, girls outperformed boys, while in Sokoto, the opposite was true. Children who reported that Hausa is not the language most commonly spoken at home also had scores lower than those of their peers who reported speaking Hausa at home, though they also showed improvement as a result of participating in the RARA approach.
- While significant gains were realized, in real terms, pupils' ORF, reading comprehension, and writing skills remain much too low for children in P2. As teachers become better at teaching, SSOs become more skilled at supporting them, and literacy instruction expands to P1, it is expected that these outcomes will improve over time.

Complete results can be found in RARA's final reading evaluation report.

Lessons learned and considerations for future reading improvement initiatives. The evaluation

of the RARA reading approach resulted in a number of lessons learned and recommendations for continued efforts to expand reading improvement in Bauchi and Sokoto states. These include:

- Efforts to improve reading must be focused on a targeted set of interventions and must be scaffolded appropriately.
- Providing teachers with structured lesson plans is essential to helping them improve their teaching. The read aloud stories further provided teachers with material to build children’s comprehension skills.
- Teachers need ongoing support and professional development opportunities, not just workshop-based training.
- SSOs need logistical and pedagogical support over an extended period of time in order to master their role as reading coaches.
- Providing every child with a book to read at school (and encouraging them to take it home) is vital to helping them learn to read. The RARA-produced pupil book was effective in doing this. More books are still needed to provide children with opportunities to practice reading.
- Children need time to learn to read every day. Currently, Hausa is only taught approximately three times a week. Continued improvement of reading outcomes will require that more hours of the school timetable be devoted to reading instruction.
- Both pupils and teachers are frequently absent from school. Attendance rates must improve so that children have more opportunities to learn to read.
- Early and continued engagement of government and other education stakeholders in the reading improvement process is essential for successful implementation and sustainability.

2.4 Component 4: Conduct access research in Bauchi and Sokoto states

RARA conducted a variety of research activities under this component that have provided more in-depth contextual data. The data will better inform the direction for widely implementable interventions that provide the greatest increase in children’s participation in public schooling. The work completed under this component included the following:

- Study of access interventions
- Household survey of parental perceptions of education quality
- Framework to monitor equitable access to schooling
- Survey of itinerant learning centers and Almajiri learners
- Study of the integration process of QLCs
- Survey of CSO capacities

Access Interventions Desk Study

RARA conducted the desk study of past and current access-related interventions with a focus on Bauchi and Sokoto states to provide better insight into how different programs have affected the target populations, and of their relative effectiveness in achieving their desired results.

Several programs are currently being implemented or have been implemented in Bauchi and Sokoto states to address issues of access to education for girls, vulnerable populations, and Almajirai more generally. These programs include intervention(s) designed to alleviate the cost of schooling through conditional cash transfers, material supports, and subsidies (uniforms, books, etc.); to affect parental attitudes towards and values regarding formal schooling; or to enhance the quality and availability of secular schooling through IQTE integration and model schools. However, evidence of the relative effectiveness of these interventions in these settings is limited. Such evidence is intended to inform decisions about which interventions or programs may be most suitable for continued support or scale-up under future donor-funded programs for various vulnerable populations.

RARA interviewed key informants on an intervention designed to increase access to education for girls and marginalized populations, including Almajirai in Sokoto and Bauchi in April 2014. The interviews were supplemented with a critical review of published literature on best practice programs that target girls and vulnerable populations in countries similar to Nigeria and in Nigeria. A systematic review of the literature identified eight areas of focus among interventions aimed at addressing barriers to education facing girls and marginalized populations. Specifically, these interventions involved student support packages, reduction or abolition of school fees, conditional cash transfers, civil society strengthening, infrastructural support, incentives to teachers, student feeding programs, and scholarship programs.

Out of the 545 articles originally identified, the team excluded 505 during the preliminary screening phase. After retrieval and review of the remaining 40 studies, a further 22 articles were found not to meet the inclusion criteria and were subsequently excluded. This left a total of 18 articles (**Annex K**) that were included in the review. Due to the limited number of the articles identified and the observed variation in the focus of the intervention outcomes reported, the consultant decided not to compute summary measures. Instead, a qualitative approach was chosen to synthesize the results, as shown below.

The review of the extracted data identified eight areas of focus aimed at addressing barriers to education of girls and marginalized populations. Specifically, interventions designed to increase access to education for girls and marginalized populations involved student support packages (16 percent of the studies)[5–7], reduction or abolition of school fees (25 percent of the studies)[8–12], conditional cash transfers (11 percent of the studies)[13, 14], civil society strengthening (5 percent of the studies)[15], infrastructural support (11 percent of the studies)[15, 16], incentive to teachers (5 percent of the studies)[17], student feeding programs (11 percent of the studies)[18, 19] and scholarship programs (16 percent of the studies)[20–22]. No literature was found on the effectiveness of interventions targeting Almajirai, religious schooling interventions, or mainstreaming non-formal learners.

A challenge faced in this assignment was the lack of adequate state-level data on the programs in both Bauchi and Sokoto. Several efforts were made to access the required data from implementing partners and other sources, but data were either non-existent or not accurate. Lack of monitoring data and impact assessment of the interventions made it very difficult to objectively ascertain the effectiveness and impact of the programs. The interventions were designed to improve access to education; however, there were hardly any data collected on school attendance to track progress or lack thereof.

The interventions analyzed can be considered for scaling up, but considering the challenges mentioned, monitoring and evaluation (M&E) should be strengthened, a monitoring unit should be set up, and impact evaluation should be made an integral part of the programs. The

evaluations should be designed to accurately measure the effectiveness and cost-effectiveness of the programs. Data sharing between implementing partners should be encouraged.

Key stakeholders interviewed suggest that to move forward the following steps should be taken:

- State governments should support a baseline data survey to ascertain the number of children not in school and the number of Qur’anic schools in the state.
- Communities should be galvanized to elicit their active participation in support of both formal education and IQE programs.
- State and federal governments should increase budgetary allocations to programs that facilitate access to education.
- More resources should be committed for monitoring to ensure quality.
- Government should recruit and deploy adequate qualified facilitators to IQE centers.
- Local government councils should give equal priority to the provision of basic education in Qur’anic schools.
- State government should provide adequate formal school facilities in all rural areas of the state to create more access to basic education and to facilitate mainstreaming of IQE learners.

Household Surveys

RARA conducted two household surveys, in partnership with the NBS, to gather information on enrollment and parental perceptions of school quality in Bauchi and Sokoto states.

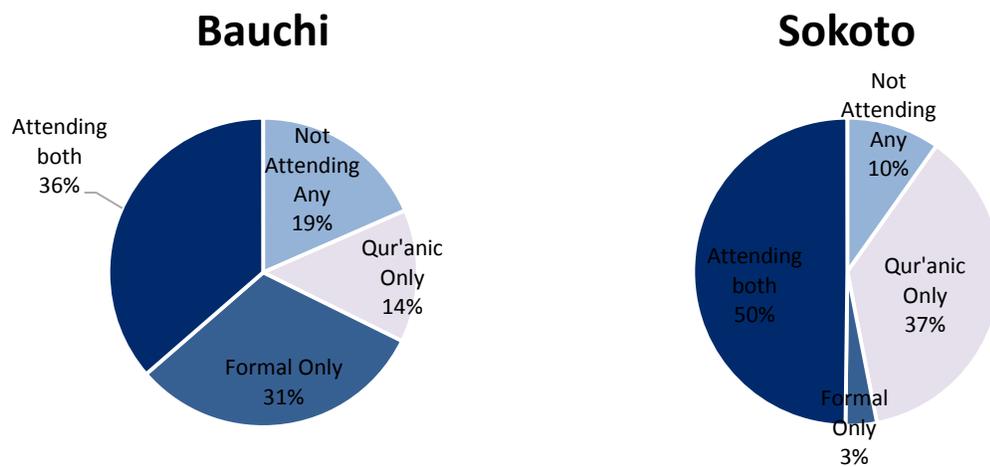
Administering the survey two times—once at the beginning and once at the end of the 2014–2015 school year—in the same households allowed for an exploration of changes in parents’ opinions regarding schooling quality. The endline survey also captured participation in education for children of school-going age and the barriers to participation in education.

Using a multi-stage sampling approach, the survey collected data from 365 households in Bauchi and 340 households in Sokoto. Selected households resided in pre-defined catchment areas of schools participating in the RARA reading intervention which were part of baseline survey. Catchment areas included treatment and control schools, where the treatment schools implemented the RARA reading approach (training, materials, coaching) and observed the integration of QLCs, and control, or comparison, schools did not. All households with at least one child in P2 during the baseline were reselected for the endline. The remaining households were new and were not surveyed in the baseline. In all, a total of 2,582 children aged 4–16 years (1,297 in Bauchi and 1,285 in Sokoto) were reached in the households.

RARA worked with the ATWG to modify existing household survey instruments from the NEDS. Three questionnaires were administered in each household: a household questionnaire, eligible child questionnaire, and parent questionnaire. Findings are summarized below.

- **Gender.** Formal school attendance rates for girls in sampled households were low for both Bauchi (67 percent) and Sokoto (53 percent).
- **Age.** Given that the official age to start primary school is 6 years, it is not surprising that the lowest rates of attendance were among 4 year olds in both states. The highest attendance rates were among 11 years olds. The data further indicated that more than 50 percent of 12–16 year olds who were in school were at the primary level, indicating that many children start school and/or repeat a grade.
- **School participation.** In Bauchi, about a third of children attend a formal school only, while another third attend both formal school and QLCs; 19 percent of children do not attend any school. In comparison, in Sokoto, half attend both school types, while only 3 percent attend a formal school only; 10% do not participate in any form of organized education. The results are summarized in **Figure 4** below.

Figure 4. Attendance Patterns in Bauchi and Sokoto



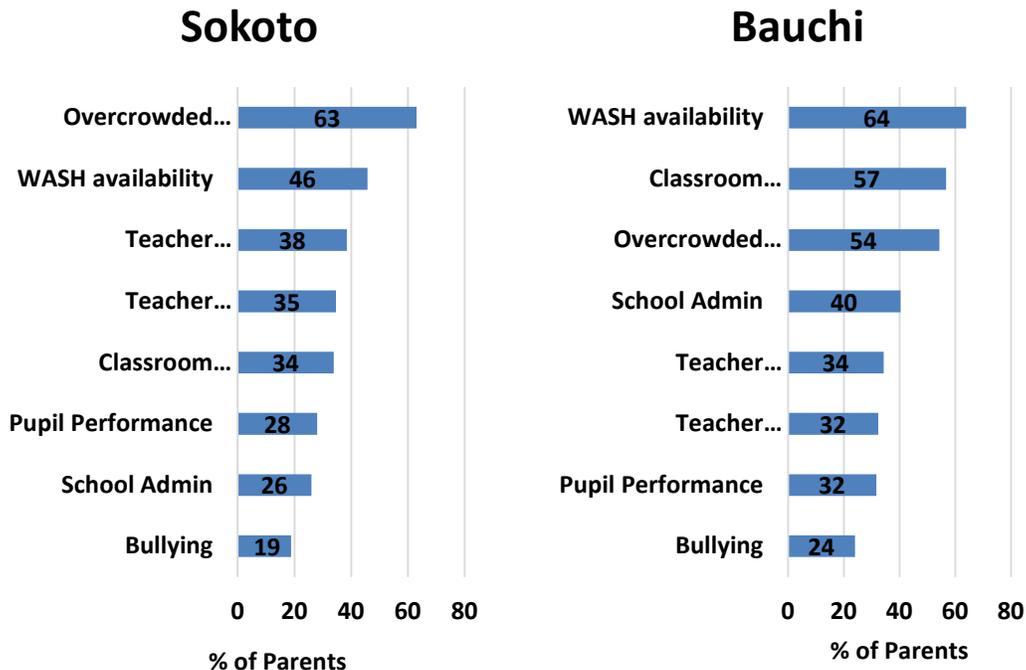
- **Main barriers to attendance.** Parents with children 7–12 years old who were not attending formal school cited a number of reasons for their non-attendance. The most-cited reasons for boys and girls in Sokoto and Bauchi are summarized in **Table 5**.

Table 5. Barriers to Attendance

Sokoto		Bauchi	
Boys	Girls	Boys	Girls
School too far (37%)	School too far (21%)	No interest (22%)	No interest (18%)
Poor buildings (13%)	Not important (17%)	Not enough money (14%)	Not enough money (14%)
Field or market work (10%)	No interest (12%)	Poor teachers (10%)	Not important (11%)
Not important (7%)	Poor buildings (9%)	School too far and not important (10%)	School too far and too young (8%)

- **Barriers to school access.** In Sokoto households, the main reasons for boys not attending formal schools as reported by parents were: school too far away, poor quality of school infrastructure, boys' labor needed in the field or market, and formal schooling not considered important. The first two are supply issues, and the last two are demand issues. The main reason for girls not attending formal school, in addition to school being too far, were that schooling is not important, girls had no interest in attending, and poor school infrastructure. In the Bauchi households, demand-related reasons appear to dominate, with 'no interest' and 'not enough money' being the two most frequently cited reasons for non-attendance. Many parents also reported that formal education is 'not important' for girls.
- **Two supply-related issues**—'school too far' and 'poor teachers'—also featured among the top-cited reasons for not attending school. Overall, this mix of supply and demand issues indicates that efforts are needed on both ends to increase enrollment. For example, communication campaigns and messaging could focus on addressing issues like why school is important and the long-term benefits. On the other hand, efforts will also be needed to make school less costly for parents. GON will also need to find ways to provide schools that are closer to communities, as well as provide safe transportation when more schools cannot be built.
- **Parental opinion of school quality.** Parents were asked whether the school their child attended or the closest school to them had problems associated with school quality. In Sokoto, the most commonly reported problems were with overcrowded classrooms and the availability of water and sanitation facilities. In Bauchi, more than half of all parents cited significant problems with overcrowded classrooms, the physical condition of classrooms, and the availability of water and sanitation facilities. In areas where the reading intervention was in place, parental opinion of the schools appeared to have worsened (Figure 5) between the surveys, while that of parents in control areas stayed the same or improved. This change may be due to an increase in parental engagement in their children's education due to outreach conducted as part of the reading research, which in turn led them to be more aware and critical of school conditions.

Figure 5. Percent of Parents Reporting Big Problems with Various Quality Issues



Equitable Access Monitoring Framework

In developing an EAMF for Northern Nigeria, RARA identified issues surrounding measures taken in the development process, defined resulting limitations of the EAMF, and provided some suggestions for how to improve the EAMF. The EAMF was developed for two inter-related reasons. First, it was developed to help inform the design of interventions that could be used to improve the schooling status of various groups of children in Bauchi and Sokoto states who experience a particular kind of access-to-formal-education problem (i.e., they have never been to school; they have been to school, but dropped out; etc.). Second, it is intended to help monitor the impact that these interventions might have on these children’s schooling status and the factors impacting that status.

To develop the EAMF a number of measures were taken. Initially, the basic dimensions of a draft framework were discerned: schooling² status (or access problem type), groups of children particularly vulnerable to experiencing an access problem, and the barriers that precipitate these access problems among these groups of children. Next, the basic dimensions of the EAMF were further defined and delineated. In particular, the definitions of various access problems that are experienced by various children were put forth; the potential groups of children who are particularly vulnerable to experiencing an access-to-formal-education problem were posited, and the barriers that bring about these access problems for these groups of vulnerable children were hypothesized.

Accordingly, the access problem definitions that were initially put forth were the following:

² Throughout this report, schooling and access refer to a formal, or Western, education that implements the Universal Basic Education Commission’s full curriculum, or equivalent. A child who attends a religious school that does not offer such a curriculum would be said to have an access problem as defined by this report.

- Children who never attended³ school
- Children who once attended school and dropped out
- Children who attend school irregularly
- Children who attend, but are at risk of dropping out
- Children who attend only Qur’anic/Islamiyya learning centers that do not offer a formal education curriculum
- Children who attend school but are not receiving a sufficient level of quality education to become literate, numerate, and/or move on to the next level of education

The groups of vulnerable children, those thought to be experiencing one of the access problems listed above, included the following:

- Girls
- Poor children
- Ethnic minority children
- Children who live in remote rural areas of the country
- Children of nomadic tribes
- Disabled children
- Orphaned children

The barriers to access included such things as poverty, social norms, inadequate supply of quality education, and/or an understanding that a formal Western education was either bad or not worth the cost.

Initially, RARA had to develop the means by which to identify households in Bauchi and Sokoto that included children who experience a particular kind of access problem across all of the proposed groups of vulnerable children. This would enable the project to quantify the size of the access problem by access type (i.e., never been to school, had been to school but dropped out) and group of vulnerable children (girls, poor, etc.) and so discern if in fact all of the proposed groups of vulnerable children were really experiencing an access problem of some kind. In this regard, a small census was undertaken. The results show that 41 percent and 43 percent of the children 4–16 years of age in the households in which the census took place are experiencing an access problem in Bauchi and Sokoto respectively (**Table 6**).

³ In this report the term attended and/or attendance refers to a child’s schooling status—is the child going to school, sitting down in a classroom, and involved in some way in a teaching-learning process. It is assumed that if a child is attending school that child is formally enrolled, though we did not look deeply into this. Of concern to this report is not the child’s formal enrollment status, but his or her educational situation.

Table 6. Schooling Status among Households in Which the Census Took Place

	Bauchi		Sokoto	
	Male	Female	Male	Female
Enrolled	0.351	0.239	0.341	0.228
Never attended	0.174	0.160	0.177	0.160
Dropped out	0.023	0.020	0.029	0.015
Irregular attendance	0.019	0.014	0.032	0.018

Once RARA identified those who are experiencing an access problem through this small census, the next task was to verify the hypothesized set of barriers-to-access—to determine why children who are experiencing a particular kind of access problem are in fact experiencing it. To do this, RARA used a set of household survey instruments that were administered to a subset of the above households where children were experiencing an access problem.

However, a number of factors limited the extent to which the activity could do everything that had to be done to i) quantify and qualify the access problem in Bauchi and Sokoto states, and ii) finalize the EAMF. First, RARA administered both the census and the household survey only in households in the geographic areas of Bauchi and Sokoto that were selected for the Hausa reading activity that was a major part of the overall RARA task. This meant that the Activity could not fully quantify or qualify the nature of the access problem in the whole of Bauchi and Sokoto states. Moreover, RARA sampled from among a subset of households that were within a 2km radius of either a Hausa reading intervention treatment school or control school. This effectively eliminated two hypothesized groups of vulnerable children: those who live in remote areas of the country (households beyond the 2km radius) and nomadic tribes. Finally, RARA was asked to strive to develop an EAMF that wouldn't be too costly to develop/use. Because RTI had been involved in NEDS, this meant that the Activity strived to “fit” questions flowing from the EAMF to the existing NEDS instruments, altering the latter as little as possible. Accordingly, many of the factors presented in the Draft 2 EAMF had to be eliminated and/or altered, resulting in the Draft 3 EAMF that is shown in **Annex C**.

The findings of the survey show that poverty and social norms are major reasons children experience access problems—either their parents/guardians are too poor to send them to school, or their parents/guardians believe that they are too young, that the school is too far away, that girls are needed to do domestic work, etc. *Inter alia*, the findings also show that a number of parents/guardians believe that formal education is not important and/or that they have “no interest” in sending their child to a school for formal education.

While the Draft 3 EAMF can shed a significant amount of light on the schooling status situation of eligible children in Bauchi and Sokoto, a more robust methodology must be used to generate an EAMF that can guide the development and monitor the impact of interventions that can target specific barriers to access. Specifically, a wider net must be cast to capture more households with children experiencing an access problem, in particular, those in remote areas and among nomadic tribes. Also, a more conversational methodology must be used to answer many of the questions raised by the findings of the household survey. Both modifications will lead to a more costly effort, but the resulting product should prove to be more cost beneficial.

Itinerant Almajiri Learners and Learning Centers

RARA conducted a survey of the Almajiri population in Bauchi and Sokoto states and the QLCs they attend. Almajiri is an Arabic word that refers to children who have moved away from home to live with a malam (or Qur'anic teacher) for full-time study of the Qur'an. Moving away from home in search of knowledge (itinerancy) is considered to be an important part of education in Islam, and many malams still continue this tradition themselves. The GON, in its quest to provide universal basic education to all children, has identified this group of children as deserving of special attention because of the particular vulnerabilities inherent in being away from home, in some cases traveling around with malams, and having to fend for their keep. The purpose of this survey was to estimate the numbers and characteristics of the Almajiri population in Bauchi and Sokoto states and the centers they attend in order to provide the states with the information necessary to provide targeted programs.

In order to reach the itinerant Almajiri population, the research team surveyed malams who operate learning centers that cater to this group of children. For a center to be included in the survey it must either be itinerant (malams and children move around, or primary itinerancy) or in a fixed location but housing students, a majority of whom have moved to live or study in the center (secondary itinerancy). The research team started with an initial list of centers provided by state agencies, and then asked malams to refer others, a sampling method known as snowball sampling.

The research team identified 1,231 itinerant QLCs in Sokoto and 1,468 in Bauchi. The main findings based on the key research questions are presented in **Table 7**.

Table 7. Key Research Question Findings

Key Question	Findings
What are the size and characteristics of the itinerant learner population in Bauchi and Sokoto?	<p>The total number of learners in the itinerant QLCs is 240,841 in Sokoto and 112,402 in Bauchi.</p> <p>In Bauchi 77,958 learners (75 percent of the total learner population) can be considered Almajirai. In Sokoto, 133,956 are Almajirai (55 percent of total learners).</p> <p>The majority of the Almajiri population is male (95 percent Sokoto; 77 percent Bauchi).</p>
How mobile is the itinerant learner population in Bauchi and Sokoto?	<p>In Sokoto, 90 percent of centers were in a fixed location, whereas 10 percent of centers moved from place to place.</p> <p>In contrast, 40 percent of centers in Bauchi were in a fixed location, while 60 percent of the centers moved around.</p> <p>In terms of frequency of movement, 59 percent of malams in Bauchi reported that either they or their learners moved once a year, 35 percent moved twice a year, and 5 percent more than twice a year. Fewer than 1 percent reported never moving.</p> <p>In Sokoto, centers were more stationary, with nearly 40 percent reporting that malams or their learners never moved around. Of all malams, 55 percent reported that either they or their learners moved once a year.</p>
From where do itinerant learners and malams in these states come?	<p>98 percent of malams in Sokoto and 99 percent of malams in Bauchi are from Nigeria. In addition, most malams were born in the state where their centers were located (78 percent in Bauchi and 95 percent in Sokoto).</p> <p>In Bauchi, only 0.2 percent of learners were reported to be from another country (253 learners); 12 percent of learners in Sokoto and 28 percent of learners were from out of the state. In addition, 4.6 percent of learners in Sokoto (11,139) were from another country. Most of those learners of foreign origin came from Niger, which borders Sokoto State.</p>
How do malams get funds to run the center and provide for students?	<p>In Sokoto, 78 percent of malams reported only one funding source; 17 percent reported two funding sources; and only 4 percent reported three or more funding sources. The most frequently reported funding source was “alms from the public paid directly to learners” (88 percent); 2 percent reported receiving some support from the government.</p> <p>In Bauchi, funding sources were more diverse than for Sokoto: 35 percent of malams reported a single funding source; 28 percent reported two funding sources; and 30 percent reported three or more funding sources. The most commonly mentioned funding source was “learner’s work in agriculture” (94 percent) followed by “alms from the public paid directly to learners” (35 percent) and “alms from the public paid directly to the center” (23 percent); 17 percent reported receiving government support.</p>

The results of the survey point to several implications for policies aimed at supporting Nigeria's efforts to achieve universal basic education, as well as at ensuring the well-being of children participating in the Islamic learning system. These include the following:

- Each state has a unique social and cultural way of organizing itinerant QLCs, and as such the GON and states will need a customized approach to dealing with itinerant QLCs.
- The majority of itinerant QLC learners are under 16 years old and therefore would be counted among the out-of-school children in Nigeria. In order for Nigeria to meet its national goal of universal basic education, it would have to provide strategic interventions to integrate formal subjects of the national curriculum into the itinerant QLCs.
- While current programs to integrate formal subjects into Qur'anic schools would be appropriate for itinerant QLCs in a fixed location, strategies for dealing with the education of nomadic groups might be more appropriate in situations where malams and children move from community to community. The responsibility for educational programs for education of nomadic children lies with the National Commission for Nomadic Education, and coordination between the Commission and those agencies responsible for Qur'anic education is necessary.
- Even though most learners are from within the state, over 11,000 learners in Sokoto come from the bordering country of Niger. Policy makers will need to consider what level of support will be provided to nationals from other countries who attend itinerant QLCs in Nigeria.
- If the GON is to achieve its goal of universal basic education for all children, it is important that it considers how to deal with learners enrolled in itinerant QLCs who currently do not have access to formal education, while it continues to support the long tradition of Qur'anic education.
- Given that the Almajiri children are away from home, the GON will have to consider programs to improve their social and emotional well-being so that they are not engaged in begging and exploitative forms of child labor. Providing support to itinerant QLCs is one means of doing that, but the MOE must coordinate with other ministries and agencies responsible for children's welfare in order to provide policies and programs to protect this population.

Finally, state governments should include ongoing research and monitoring as part of their intervention strategy. This will provide additional clarity regarding key factors that influence social and cultural practices around the itinerant QLC program.

Study of IQE Integration

Both Bauchi and Sokoto states have been integrating QLCs with conventional subjects since 2010. In order to better understand if the intervention initiatives are having an impact at increasing access to formal education, RARA designed a research study of Bauchi and Sokoto states' existing integration programs of non-integrated QLCs. The research was conducted for a period of seven months from January to July 2015.

The observational research of the states' integration of IQE centers programs is intended to test

the assumption that integrating a QLC will increase enrollment and access to formal education subjects. The assumptions are that the leaders of these institutions—known as Alaramman, or malams—support the integration and the parents of the children in these institutions do not withdraw children who are exposed to modern education.

The study was designed to capture existing operational practices around the following areas:

- Selection of centers and negotiations with malams to participate
- Selection of facilitators (teachers)
- Provision of teaching and learning materials
- Learner participation in integrated lessons (attendance, dropout, new participation)
- Monitoring

The research teams, working with the SUBEB and SAME in each state, identified Qur’anic schools that met criteria for integration (**Tables 8** and **9**). This was followed by an initial assessment of enrollment and determination whether children were attending other schools offering conventional subjects. As part of the selection process the research team proposed integrating centers in which more than 50 percent of the enrolled children attend no other form of schooling that offers conventional subjects. Centers having the highest number of girls enrolled were also prioritized for selection.

Table 8. Non-Integrated QLCs Identified for Participation in RARA Research (Bauchi)

Name of Learning Center	LGA	Learner Enrollment	Total Learners Only Attending Center	Total Learners Aged 5– 14	Percent Learners Aged 5 – 14
Tsangaya Malam Ahmed Usman	Bauchi	20	45	20	100%
Tsangaya Malam Usman Sade	Darazo	30	30	25	83%
Tsangaya Malam Abdu Tsoho	Dambam	20	45	20	100%
Tsangaya Malam Yusuf Garba Aru	Warji	200	200	162	80%
Tsangaya Malam Musa Mai Wake	Gamawa	126	120	78	62%

Table 9. Non-Integrated QLCs Identified for Participation in RARA Research (Sokoto)

Name of Learning Center	LGA	Learner Enrollment	Total Learners Only Attending Center	Total Learners Aged 5– 14	Percent Learners Aged 5 – 14
Makarantar Malam Idrisu Ahmed Tudun Yola	Sokoto North	100	85	100	100%
Makarantar Malam Liman Madugu	Tambuwal	72	64	60	83%
Darul Hikima Islamiyya Wambai Yabo	Yabo	230	230	70	30%
Makarantar Malam Hadi Durbawa	Kware	65	65	65	100%

Negotiations with QLC malams regarding their participation in the integration program proved to be less difficult than anticipated. The observed reasoning behind this was that state officials did a good job of approaching and sensitizing the malams regarding the intervention. In some, but not all, cases the sensitization reached out to the surrounding communities as well. Proper awareness and sensitization strategies used by state officers can both shorten the process and increase the likelihood of school owners to participate in a program. Proper awareness can involve a state officer making several visits to a particular malam to explain fully the integration program. This is usually needed because the malam does not often make decisions on such matters without conferring with community members and perhaps other malams in the area. The efforts around awareness must be integrated within a sensitization strategy that affords the state and malam time to inform and consult. This can be generally done over a period of two weeks. The states have stated that in past instances where a malam has refused to participate in the integration program, the reasons for this decision are related to either his or her position regarding Western education or disapproval of the facilitator (teacher) to be assigned to the learning center by the state.

In support of the immediate start of the research by the states, RARA funded the monthly payment of state-trained personnel (N7,000), known as facilitators, who would teach the conventional subjects of English, math, social studies, science, and Hausa. The facilitators were selected by state education authorities in collaboration with the malams.

RARA collected data from participating centers on initial and ongoing enrollment during the eight-month observational research period. At the concluding phase of research, SAME contacted a subsample of households who withdrew children and a subset of households who enrolled children, and conducted parental interviews to ascertain the reasons behind the household's decision.

The observational research model allowed RARA to investigate the following:

- **Changes in enrollment.** RARA collected enrollment data at the beginning of the integration of formal subjects in the learning center curricula, then two months after the integration, which represented the midline, and finally at the endline from selected integrated QLCs to assess learner enrollment. The information collected from this research exercise showed an increase in participation in both states as shown in **Figures**

6 and 7.

Figure 6. Bauchi Integrated Lesson Enrollment Trends

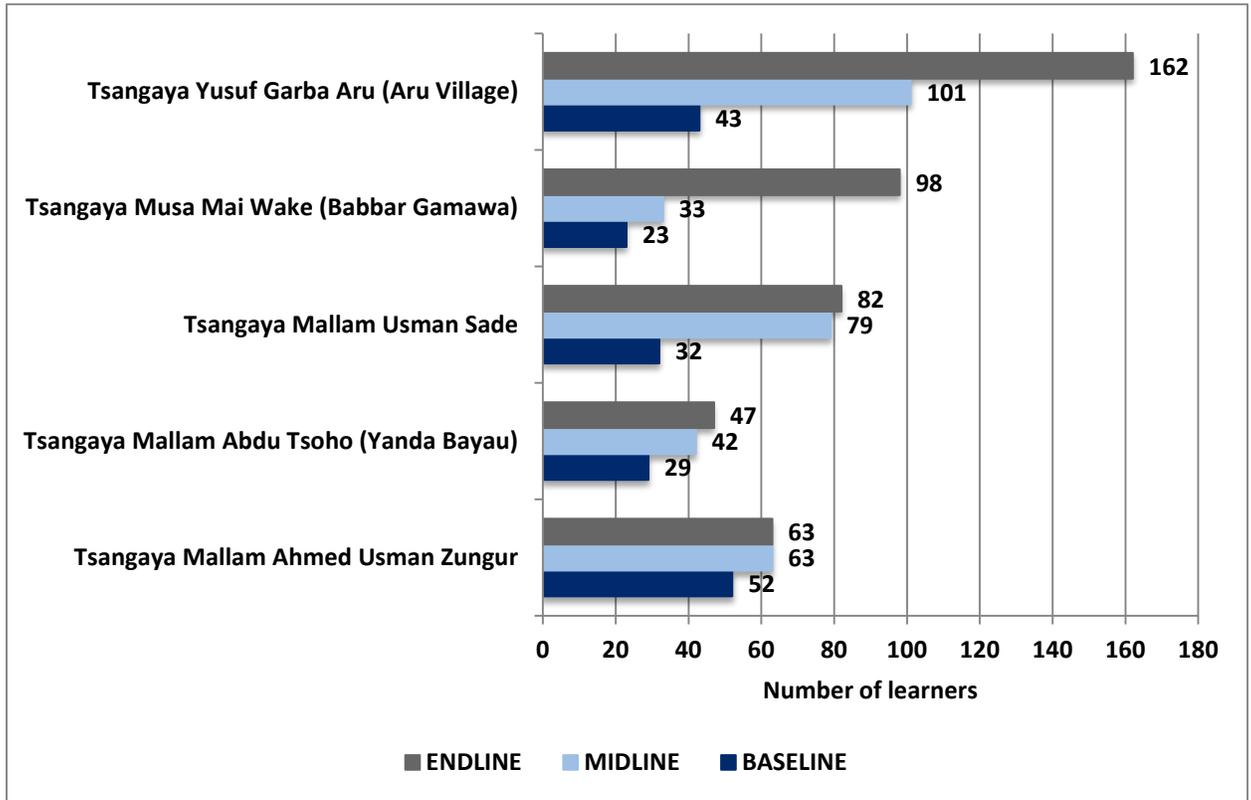
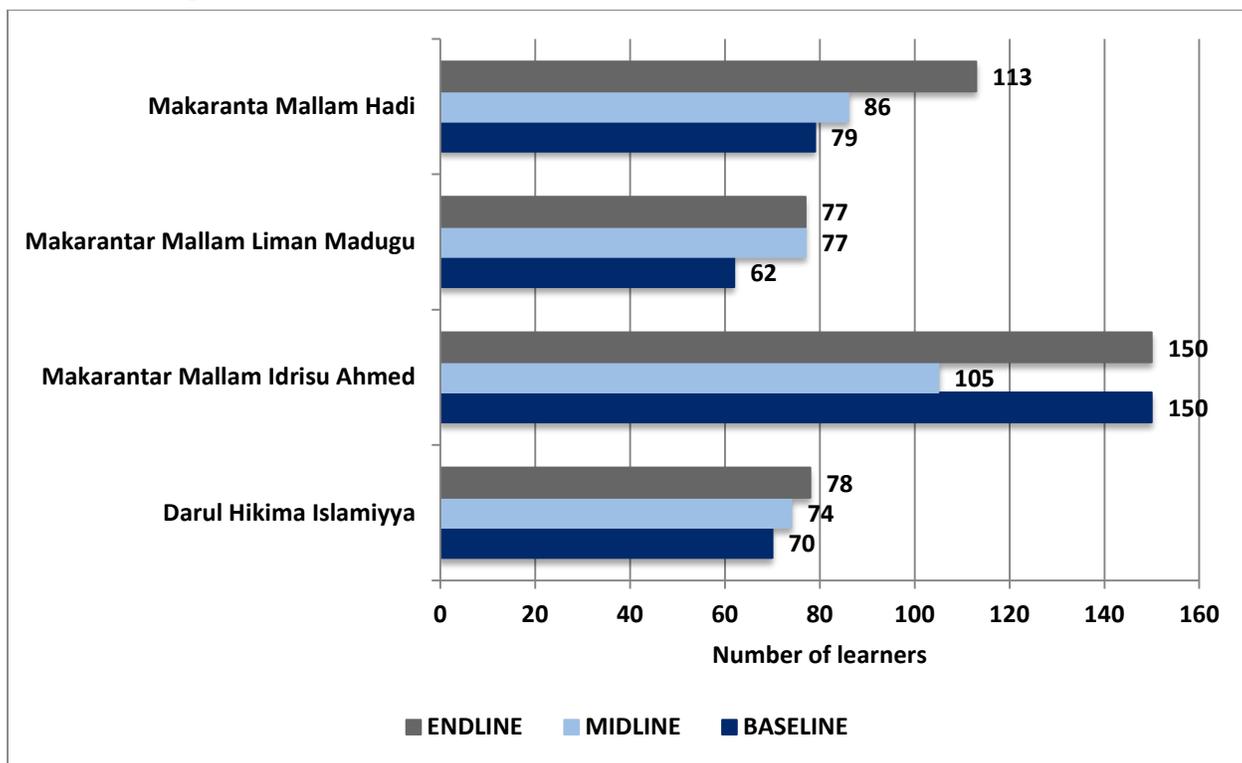


Figure 7. Sokoto Integrated Lesson Enrollment Trends



- Reasons for withdrawal and non-participation.** As a follow-up, RARA traced children withdrawn from the IQE center and newly enrolled learners back to their respective households. Parents were interviewed to determine the reasons for the child’s withdrawal or new enrollment.
- Learner participation in integrated lessons.** Monthly learner attendance data in each of the selected IQE centers in both states were collected to monitor participation.
- Process integrating centers.** The study provided an opportunity to evaluate the methodologies and strategies used to encourage malams to participate in the integration program. RARA conducted routine monitoring visits to IQE learning centers to review the adequacy of learning materials, existing learning center facilities, community support received, and state monitoring of the integration program.

Capacity Survey of CSOs

In December 2015 and for a period of two weeks, RARA conducted a survey of CSOs and NGOs. The intent of the exercise was to create an index of institutional skillsets for the organizations. The exercise was also meant to provide administrative or financial capacity-building support.

RARA initially gathered information from existing sources such as the extensive survey completed by Creative Associates under the NEI project for the grant program Campaign against Ignorance and Illiteracy and the state government registries of CSOs. The RARA research team and each state’s ATWG formed to support RARA’s research activities compiled a substantial list of CSOs and then shortlisted a total of 25 organizations in each of Bauchi and Sokoto states.

The following criteria were applied to select the organizations to be surveyed:

- CSOs engaged in the education sector
- CSOs registered with the Corporate Affairs Commission (CAC) in Nigeria
- CSOs established, with a minimum of five years of service
- CSOs with focused efforts on primary education
- CSOs with programmatic experience with early childhood care and education
- CSOs with sound financial management practices
- CSOS that have a fixed state presence

Of the 25 organizations identified in each state, 17 were surveyed in Sokoto, and 19 were reached in Bauchi. The primary reason some organizations did not participate in the survey was that they were not prepared to do so.

The capacity index was created by surveying six core capacity competency areas:

- Financial
- Management
- M&E
- Human resources
- Programs
- Administration

The survey was designed to give each organization a capacity score in the individual capacity areas as well as an overall capacity score as an organization. **Table 10** provides the details on the capacity scale and scores.

Table 10. Capacity Rating Scores

Rating Score	Capacity Stages	Capacity Descriptors	Capacity Ratings	Rating Code	Capacity Assessment Grid
0 - 25	ABSENT	No Source Documentation or Reference Procedure Available	CSO is in the earliest stages of development, i.e., earliest stages of competence or non-existent	0	No clear vision articulated, limited expression, documentation or procedure non-existent. There is a clear need for capacity strengthening.
25 - 50	EMERGING	Non-Standard Documentation or Procedure(s)	CSO is developing some capacity structure, i.e., non-standard documentation or procedures are in place, e.g., functions inconsistently.	1	Lacks clarity and limited understanding present with emerging competence, i.e., documentation and procedures are rarely referred to. Only a basic level of capacity in place.
51 - 100	EXPANDING	Reliable Alternative Documentation or Procedure(s)	CSO has track record of functioning capacity structure with reliable alternative documentation(s) or procedures(s) in place.	2	Clear expressions, documents and procedures are routinely adopted for use, i.e., to direct actions and clarify priorities. Documentation and procedures can be scaled up or replicated across multiple project activities. Moderate level of capacity in place.
101 - 150	ESTABLISHED	Official Standard Documentation or Procedure(s)	CSO possesses functional and established standard documentation and procedure processes in place, i.e., extensive network systems.	3	Broad application of capacity competence, promotes sustainability, consistently used to direct action and review program activities, i.e., creates synergy across projects. Documentation and procedures have been replicated or scaled up for multiple project activities. High level of capacity in place.

Beyond the development of a capacity index of CSOs providing education support in Bauchi and Sokoto states, the survey also highlights each organization’s technical area capacity competency. Therefore the survey serves as both a diagnostic and a prescriptive capacity survey and learning tool. For example, it may well be that two different CSOs have an overall score of 51–100, in which case such organizations will be designated as “expanding” in terms of their core capacities. On the other hand, their individual scores across the different capacity technical areas will be used to identify the specific capacity that requires priority action, or strengthening, to enable such organizations to achieve a higher overall rating score. In which case, CSO (A) may need to prioritize administration and CSO (B) may have to focus on programs, even though both CSOs have achieved the expanding capacity stage.

Survey results showed that in Bauchi 18 of the 19 organizations surveyed had a rating of Established capacity. In Sokoto only 10 of the 17 organizations surveyed had a rating of Established capacity. In evaluating the survey results RARA felt that organizations falling in the Expanding and Established categories would be acceptable CSOs to approach to support the implementation of future education development initiatives. **Annex E** provides a look at the

overall capacity scores for each organization, and **Annex F** shows the individual technical capacity scores each CSO received.

2.5 Component 5: Report all findings, conclusions, and recommendations to stakeholder governments, USAID, and multilateral and NGOs

The RARA research initiative provided USAID and the six states involved with valuable data with which to make informed decisions around teaching practices for reading and learner reading performance at the early grades, access barriers to education, the itinerant Almajiri population, integrating QLCs, and how the communities perceive education quality. Findings were communicated in the following ways:

- **Disseminated research findings at state and national events.** RARA organized events in Abuja, Bauchi, and Sokoto to share findings from all research studies. The one-day workshops took place in October 2015 and were attended by individuals from government institutions, donor organizations, and NGOs who can use the results to inform current and future initiatives related to education access and reading improvement. Workshops were also held in September 2014 in Jigawa, Kaduna, Kano, and Katsina to share the results of the EGRAs conducted in those states. Presentation materials from all events were made available to USAID and to participants.
- **Conducted communications and dissemination meetings with Technical Working Groups.** RARA conducted numerous activities in Bauchi and Sokoto states to share findings and results from the various research studies. Meetings were held on an ongoing basis with the Access and Reading Technical Working Groups to provide them with timely updates on specific studies and study components. Findings were also shared at coach update meetings and refresher trainings as well.
- **Posted reports, instruments, materials and other documents to EdData II website.** All research study reports and data collection instruments, as well as all materials for the reading research, were posted to EdData II. All materials can be found by selecting “Nigeria” from the country drop-down menu from the home page; links to specific reports can be found throughout this report.
- **Shared reading approach and EGRA information and documentation with other organizations and projects.** RARA shared tools, results, and lessons learned on an informal and case-by-case basis with several groups interested or engaged in reading-related work. This includes the USAID-supported LEAD governance project, the USAID-supported Education Crisis Response project, the UNICEF-funded RANA, and the COE in Azare, Bauchi.
- **RARA Hausa reading lessons documented in video.** RARA documented the Hausa lesson delivery and approach, including coaching support provided to teachers and SMBC outreach, in a series of videos. The videos were recorded in Sokoto and Bauchi states, with teachers and SSOs participating in the RARA approach evaluation. The videos include English-language narration of the RARA approach described in Hausa. Videos documenting three complete RARA Hausa lessons were also produced. The videos can be used to communicate the Hausa reading approach and coaching experience to diverse audiences. The lesson plan videos can also be used for training new teachers, head teachers, and SSOs.

3. KEY TAKEAWAYS FROM RARA RESEARCH

RARA's experience implementing the various research studies has provided lessons learned that may be useful to future research, as well as to efforts to apply the research to improve education access and outcomes. While key takeaways have been noted for the specific research studies, overarching ones include the following.

- **Collaboration with diverse stakeholders, especially government, is critical for success.** Key to RARA's ability to implement the research was strong collaboration with institutions, departments, and individuals, and in particular the active participation of the Access and Reading Technical Working Groups. As noted, SUBEB, the COEs, and SAME played crucial roles, including contributing to study design, developing and approving research instruments, training data collectors, collecting data, and reviewing and communicating results. Some also played a role in developing reading research materials and training teachers.

Clearly outlining roles and responsibilities for members of the Technical Working Groups, and meeting regularly with them, helped to ensure that tasks were performed (both by them and by RARA) in line with expectations. Without their strong support and involvement, the research results are likely not to have been as broadly accepted as they have been, nor follow-up commitments made. Moreover, their involvement helped to ensure that challenges encountered along the way could be addressed with full support from the government. Finally, involving them in all stages of the research process helped to build capacity with respect to research design and implementation.

- **Quality research requires careful planning.** Research results are only useful if they are based on quality research mythology and implementation. Therefore, care must be taken at all stages of the planning process: development of appropriate and realistic research questions, sampling framework, instruments, data collector training, and data analysis and interpretation. The appropriate experts must be involved at every stage, and adequate time allotted to ensure each step of the process is carried out appropriately.
- **Local organizations, businesses, and consultants can provide useful support.** RARA worked with Nigeria-based consultants (Hausa language experts, a graphic designer, and illustrators, among others), a video production company, the NBS, and a local printer, which all contributed to the success of the research and related activities. Working with these locally based groups and organizations helped to facilitate the kind of face-to-face and timely interactions often needed. Key to successful collaboration is an understanding of capacity, providing clear scopes of work, monitoring work carefully, and providing support in areas where capacity is limited. Such local resources should continue to be drawn upon for future efforts given the experience they have.
- **School closures in Northern Nigeria remain a challenge to activity implementation.** As noted earlier in this report, research implementation and monitoring was often hampered by the numerous school closures, resulting in limited implementation time and logistical challenges with respect to training and monitoring. For future similar

efforts, relevant education authorities should be encouraged early on to maximize the amount of time school is open.

4. OUTCOMES AND APPLICATION OF RARA RESEARCH

The purpose of the RARA research was to inform the ongoing and future efforts to improve education access and reading improvement. While such efforts may take time to come to fruition, some commitments have already been expressed and actions taken to apply the results. Information to date includes the following.

- **RARA approach to be included in Sokoto State GPE plan.** Sokoto authorities have said they will include in the state's GPE work plan a scale-up of the RARA Hausa reading approach in 300 schools in 10 local government areas ([LGAs] 30 schools per LGA). In 2016, Sokoto State intends to scale-up the following aspects of the approach in these schools: reproduce and distribute the teacher's guide, P2 pupil reading book, and story read aloud; train teachers, head teachers, and SSOs on the use of these books; train SSOs to become reading coaches; and organize cluster meetings for teachers in these 300 schools.

The state plans to use the core team of six trainers, teachers, and SSOs trained under RARA to expand and scale up this effort. Electronic copies of the RARA books have been made available to the states as have copies of the RARA Hausa lesson videos. The quality assurance, school services, and social mobilization departments of SUBEB and project implementation units for the GPE will be responsible for implementing these activities in Sokoto State.

- **DFID RANA to adapt RARA reading materials.** DFID is supporting this early years reading intervention in 200 schools in Zamfara and Katsina states through the United Nations Children's Fund (UNICEF). RANA is being implemented by FHI 360 (for more information on the program, see <http://www.fhi360.org/news/new-project-will-improve-quality-reading-and-numeracy-instruction-nigeria>). Following their participation in the RARA research dissemination meeting in Abuja, RANA staff met with the RARA Chief of Party and Senior Reading Program Manager and asked for advice and recommendations on how best to adapt the materials. Lessons learned and recommendations on ways RANA can adapt and use the materials for P1–2 were shared, as well as suggestions on use of RARA master trainers in adapting materials and training teachers in Zamfara and Katsina. RARA provided electronic versions of the reading books as well a teacher and coach training manual for RANA's adaptation and use. One RARA staff member and two master trainers worked closely with RANA in the adaptation of the Hausa reading materials for use in P1–2 in RANA schools.
- **States to explore using Universal Basic Education Commission (UBEC) funding for teacher training.** As of December 2015, the state governments had expressed their intention to explore using funding from UBEC for annual teacher training. The training would be focused on training teachers in the five foundational reading skills, as included in the RARA approach. On receipt of funding, trainings are to be conducted once a term using the cluster meeting model, rather than the workshop model. This means that teachers from approximately three schools would come together to meet at one of their

schools, as opposed to a formal workshop setting. (RARA recommended that trained teachers and SSOs be used as facilitators of such cluster meetings and trainings given their experience.)

- **COE in Azare, Bauchi, to Use RARA approach.** As a result of the college's participation in all aspects of the reading research implementation, the COE-Azare decided to implement the RARA Hausa lesson plans in their demonstration primary school. (The demonstration school is a primary school within the COE that caters to children of college lecturers and other children around the college community. It also is where student teachers can go for micro-teaching and other practical teaching experiences as part of their three-year Nigeria Certificate of Education program.) The COE submitted an official request to RARA for the electronic copies of the RARA reading books (**Annex B**), which it plans to print for use in the school. Lecturers from the COE who were trained to be master trainers under RARA will train teachers in the school and manage the implementation of the lessons at the demonstration school. Following final distribution of books, RARA provided 250 copies of pupil reading books, five teacher's guides, and five copies of the story read aloud text to the COE to assist in this effort.
- **Federation of Muslim Women's Associations in Nigeria (FOMWAN) in Bauchi to use the RARA approach.** After participating in the Bauchi State RARA Hausa reading results dissemination meeting, FOMWAN expressed appreciation of the impact of the approach and the quality of the Hausa reading materials. FOMWAN requested 1,750 copies of the pupil reading books for use in its schools. Though RARA could not provide the books, electronic copies were made available to FOMWAN for duplication and use. FOMWAN plans to engage one of the RARA master trainers to train its teachers on the use of the materials.
- **LEAD Nigeria project using RARA materials and trainers.** The USAID-supported LEAD governance project has been using RARA reading materials to train teachers and to promote good reading instruction practices in Bauchi and Sokoto states. LEAD worked with teacher trainers trained by RARA to ensure the quality of the training.
- **SAME committed to maintaining a registry of itinerant learning centers.** The SAME in both Bauchi and Sokoto states has expressed its intention to maintain a database of itinerant learning centers. Such registries would serve as a valuable resource in helping the states support this population of learners.
- **Better monitoring and support for IQTE learning centers pledged.** Bauchi and Sokoto state governments have expressed their commitment to better monitoring and support of the IQTE learning centers. This commitment grew out of the IQTE-related research indicating that many centers do not have the required materials, infrastructure, or support to adequately education learners.
- **Increased focus on measuring learner participation in integrated learning centers.** As previously noted, the RARA research on integrated QLCs revealed that children's participation in the secular curriculum classes is voluntary. Given this finding, Bauchi and Sokoto state governments expressed their intention to address this issue by better measuring participation.

ANNEX A. FINAL PROGRESS SUMMARY TABLE

RARA Performance Monitoring Plan (PMP)

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
Component 1 Indicators				
Research studies	Materials collection <ul style="list-style-type: none"> • Reading instruction in Bauchi and Sokoto states • Instructional materials in Hausa language • Analytical review of the English curriculum • Islamiyya, Qur’anic, and Tsangaya Education (IQTE) overview 	Review of different materials collected for each study	N/A	Completed (Y1, Q2). All materials collected for relevant studies.
	Materials summarized <ul style="list-style-type: none"> • Research study reports produced • Reading instruction in Bauchi and Sokoto states • Instructional materials in Hausa language • Analytical review of English curriculum • IQTE overview 	Review of reports produced	N/A	Completed (Y1, Q3)
	Research study reports disseminated	Review of distribution list for reports	N/A	Completed (Y1, Q3). Reports for all four studies posted to the EdData II website and submitted to DEC.
Component 2 Indicators				
Early Grade Reading Assessment (EGRA) baseline	Types of materials developed and piloted	Review of instruments and pilot report	N/A	Baseline instruments in Hausa and English completed (Y1, Q3); posted to EdData II website and submitted to DEC.
	Number of standardized learning assessments supported by the U.S. Government (USG) in Jigawa, Kaduna, Kano, and Katsina states	Review of four state exercise reports	N/A	Final report completed (Y1, Q4); posted to EdData II website and submitted to DEC.

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
	Analysis conducted	Review of data analysis produced	N/A	Completed (Y1, Q4)
	Reports produced	Review of state reports produced	N/A	Completed (Y2, Q2). Final report posted to EdData II website and submitted to DEC.
	Number of administrators and officials successfully trained with USG support	Review of participant lists	N/A	<ul style="list-style-type: none"> • Jigawa 35M/1F • Kano 22M/7F • Kaduna 9M/1F • Katsina 10 M/1F
Component 3 Indicators				
Hausa language learning materials	Materials reviewed	Matrix used to review materials for gender, ethnic, and other bias	N/A	Completed (Y1, Q2)
	Materials developed	Review of content and printed materials	Teaching and learning materials (Teacher's Guide, Story Read Aloud, Pupil Book, and Teacher Reflection Journal [TRJ]) for Term 3 finalized; materials for Terms 1 and 2 revised. Training materials for refresher trainings completed.	Completed teaching and learning materials for Terms 1 and 2 (Y2, Q1)
	Materials piloted	Review of pilot report	N/A	Completed (Y2, Q1)
	Data analysis completed	Review of analysis outputs	N/A	Completed (Y2, Q2)
	Reports produced	Review of final reports	Completed and submitted to USAID	Completed (Y2, Q1)
	Proportion of pupils who, by the end of two grades of primary schooling, demonstrated that they can read and understand the meaning of grade-level text	Comparison of EGRA results from pilot baseline to endline	To be completed in Q4 2015	Bauchi: 648; Sokoto:707
	Number of administrators and officials successfully trained with USG support	Training workshop attendance records	Bauchi: <ul style="list-style-type: none"> • EGRA/SSME Endline Data Collectors Training 57 (51 men, 6 women) 	2015 <ul style="list-style-type: none"> • Q1 – 169 • Q2 – 75 • Q3 - 124

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
	Number of learners enrolled in primary schools and/or equivalent non-school-based settings with USG support	Enrollment records for schools in the pilot of the Hausa reading research activity	<ul style="list-style-type: none"> Hausa reading research 5,873 P2 pupils (Bauchi 3,040; Sokoto 2,833). 	Number does not change
	Number of teachers, educators, and teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Training workshop attendance records	<ul style="list-style-type: none"> Hausa reading research 169 (130 men and 39 women) 	Number does not change
	Number of parent-teacher associations (PTA) or similar “school” governance structures supported	School visit monitoring reports or number of PTAs and SBMCs to receive program information	No activity for the quarter	20 clusters of PTA/SBMC members
	Number of textbooks and other teaching and learning materials provided with USG assistance	Materials distribution records	Not Applicable	<ul style="list-style-type: none"> Total: 15,438 (14,422 Pupil Books, 500 Teacher’s Guides, 250 TRJs, 250 Story Read Aloud books, 12 Teacher Training Manuals, 2 Coach Training Manuals) Set 1: 7,464 (6,700 Pupil Books, 250 Teacher Guides, 250 Story Read Aloud books, 250 TRJs, 12 Teacher Training Manuals, 4 Coach Training Manuals) for both states
	Number of learners receiving reading interventions at the primary level	Monitor visit records on school enrollment and attendance	Total: 5,675 (2,428 women, 3,247 men)	Number does not change
	Number of standardized learning assessments supported by USG	Review of EGRA reports	EGRA/SSME Endline Completed in August 2015, Bauchi State	Completed (Y2, Q1). Baseline instruments include EGRA in Hausa; pupil, teacher, head teacher, and school supervisor questionnaire; timed and untimed classroom observation instruments; and classroom and school inventory
	Number of impact evaluations conducted	Review of pilot Hausa reading research activity	Ongoing monitoring conducted	Endline data collection and analysis completed

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
		evaluation report		
Component 4 Indicators				
Research activities	Analysis of access interventions to overcome barriers to schooling	Study findings produced	N/A	Completed (Y1, Q2)
	Almajiri Mapping Study conducted	Study findings produced	Draft AMS Report submitted to USAID	Draft completed (Y2; final report in progress)
	Integrated Qur'anic education (IQE) integration conducted	Study findings produced, IQE endline instrument, IQE Routine Monitoring Tool (i.e., Center Observation Tool and Monthly Attendance Summary Sheets).	<ul style="list-style-type: none"> Conducted IQE endline data collection and routine monitoring exercise Finalized updates to RARA consolidated IQE database for integration study IQE Parents Interview Questionnaire piloted and finalized IQE parent and children interviews conducted in Sokoto and Bauchi states Final IQE research study is ongoing; to be submitted next quarter. 	<ul style="list-style-type: none"> Conducted IQE baseline, midline, endline and routine monitoring exercises Updated final consolidated IQE database with generated data summary tables and attendance data tracking for all 4 IQE centers in Sokoto state and all 5 IQE centers in Bauchi State. IQE endline conducted in August 2015 and parent interviews completed in September 2015
	Nongovernmental organization (NGO) capacity mapping completed	Capacity Survey Questionnaire (CSQ) and Capacity Survey Matrix (CSM); consolidated CSO Capacity Study Database for Sokoto and Bauchi states	<ul style="list-style-type: none"> Finalized RARA CSO CSQ and consolidated database for Sokoto and Bauchi states. Designed RARA CSO Capacity Rating Scale and Assessment Grid 	<ul style="list-style-type: none"> Finalized CSO CSQ and CSM Developed and finalized RARA CSO Capacity Rating Scale and Assessment Grid Final CSO Capacity Study Report to be submitted in November 2015 CSO study to be completed in October 2015
Component 5 Indicators				
Information and data dissemination	Development of the strategic communication plan	Review of the plan	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Completed (Y1, Q2)

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
	National stakeholder summit completed	Review of the list of participants	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Completed (Y1, Q2)
	Bauchi State mini-summit conducted	Review of the list of participants	<ul style="list-style-type: none"> • RARA research data reviewed by state partners and members of TWGs • Facilitators assigned for each presentation session • Invitation letters distributed 	<ul style="list-style-type: none"> • To be completed in Q4 2015
	Sokoto State mini-summit conducted	Review of the list of participants	<ul style="list-style-type: none"> • RARA research data reviewed by state partners and members of TWGs • Facilitators have been assigned for each presentation session • Invitation letters have been distributed 	<ul style="list-style-type: none"> • To be completed in Q4 2015
	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs	Review of the publications and presentations	<ul style="list-style-type: none"> • RARA reading research presented at the Comparative International Education Society annual conference in Washington, DC, March 2015 	<ul style="list-style-type: none"> • Completed (Y2, Q2)

ANNEX B. LETTER FROM COLLEGE OF EDUCATION – AZARE



COLLEGE OF EDUCATION, AZARE (Office of the Provost)

Provost: A.M. Isyaku, PhD

P.M.B. 44, Azare, Bauchi State, Nigeria
☎: 071-200150
E-mail: mails4coe@yahoo.com

COEA/ADM/SOERS/115/TEMP/1/V

11th September, 2015

The Chief of Party,
Nigeria Reading Access and Research Activity (RARA)/
Research Triangular Institute (RTI),
US AID,
Abuja

REQUEST FOR REPLICATION AND MATERIALS SUPPLY ON RARA TO ENHANCE READING SKILLS

You may wish to recall having engaged Two of our Staff (Usman A. Maji and Dahiru M. Yeiwa) in the implementation and facilitation of the Reading Access and Research Activity (RARA) disseminated in Bauchi State recently by your esteemed Agency.

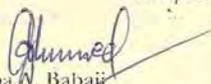
2. Following the above, the College hereby expresses its profound gratitude and appreciation for the good gesture and the opportunity to play such a key role in your interventions. The Skills and experiences so gathered especially in the Foundational Principles of Reading by the Staff involved, remain wonderful and an invaluable asset not only to the State but the College too.

3. In view of the above, we wish to formally request for your kind permission for the introduction and replication of the same Research Programme for the benefit of the early Grade Pupils in our Demonstration Primary School using the same Officers.

4. Similarly, in order to enhance Reading at an Early Grade, the Institution will appreciate your willingness to donate some relevant materials and assist with your expertise and advice(s) for the successful step down of RARA at the College level. This will go a long way in strengthening our collaboration for a Quality Basic Education in the State.

5. Therefore, it will be highly appreciated if you could endeavour to give it the necessary favourable consideration as usual, please.

Accept the Assurances and Esteem regards of the Provost.


Gimba A. Babaji
(D/Registrar, Gen. Adm & Linkages)
For: Provost

ANNEX C. EQUITABLE ACCESS MONITORING FRAMEWORK (EAMF) MATRIX

Initial Draft of Monitoring Framework

Barriers to access	Population Groups						
	Girls	Ethnic Minority	Nomadic	Poor	Remote	Disabled	Orphans
Economic constraints and livelihood pressures due to poverty							
Need to generate an income (high opportunity costs)							
Child is needed to do domestic work							
Child is needed to do work in the field, hawk, etc.							
Child works for an employer							
Loss of child's labor							
Real costs (school fees, uniforms, etc.; too costly to attend)							
Not enough money to pay for school							
Disadvantage to sending a child to school: Expensive							
Poor/insufficient supply of quality education							
Poor/insufficient quality of instruction							
Parental views of the education provided by the school their child would attend (it is of poor quality)							
Their school does a good/bad job with regard to: Pupils moving on to the next level educational level							
Their school does a good/bad job with regard to: Teachers caring about the students							
Their school does a good/bad job with regard to: Pupils becoming model							

	Population Groups						
Barriers to access	Girls	Ethnic Minority	Nomadic	Poor	Remote	Disabled	Orphans
student							
The following is a big problem/no problem at the school your child attends/would attend: Student performance							
The following is a big problem/no problem at the school your child attends/would attend: Teacher performance							
The following is a big problem/no problem at the school your child attends/would attend: Teacher attendance							
The following is a big problem/no problem at the school your child attends/would attend: School administration							
Non-relevant curriculum (see Social Norms, Western education questions)							
Western education is not important							
No interest in Western education							
Poor/insufficient supply of non-instructional schooling (schools, classrooms, facilities, equipment) and elements of safety							
Overall quality of the school infrastructure: dilapidated to the point of being dangerous							
The following is a big problem/no problem at the school your child attends/would attend: Classroom condition*							
The following is a big problem/no problem at the school your child attends/would attend: Overcrowding							
The following is a big problem/no problem at the school your child attends/would attend: Water and sanitation facilities							
Safety, Cultural prejudice against them (expressed among students), Cultural prejudice against them (expressed among teachers) see below							
The following is a big problem/no problem at the school your child							

	Population Groups						
Barriers to access	Girls	Ethnic Minority	Nomadic	Poor	Remote	Disabled	Orphans
attends/would attend: Bullying							
Travel to school unsafe							
Disabled-unfriendly infrastructure							
School is unsafe							
Distance to school (see Social Norms, distance to school questions, by age)							
School is too far away							
Cultural norms and attitudes toward formal schooling and girls							
The following is a disadvantage to sending a child to school: Would get bad manners							
The following is a disadvantage to sending a child to school: Not willing to work							
The following is a disadvantage to sending a child to school: Might leave village							
The following is a disadvantage to sending a child to school: No benefits to household							
Western education is not important							
No interest in Western education							
School is too far away							
Child is needed for domestic work							
Child is too young							

ANNEX D. HAUSA MATERIALS DEVELOPMENT PROCESS

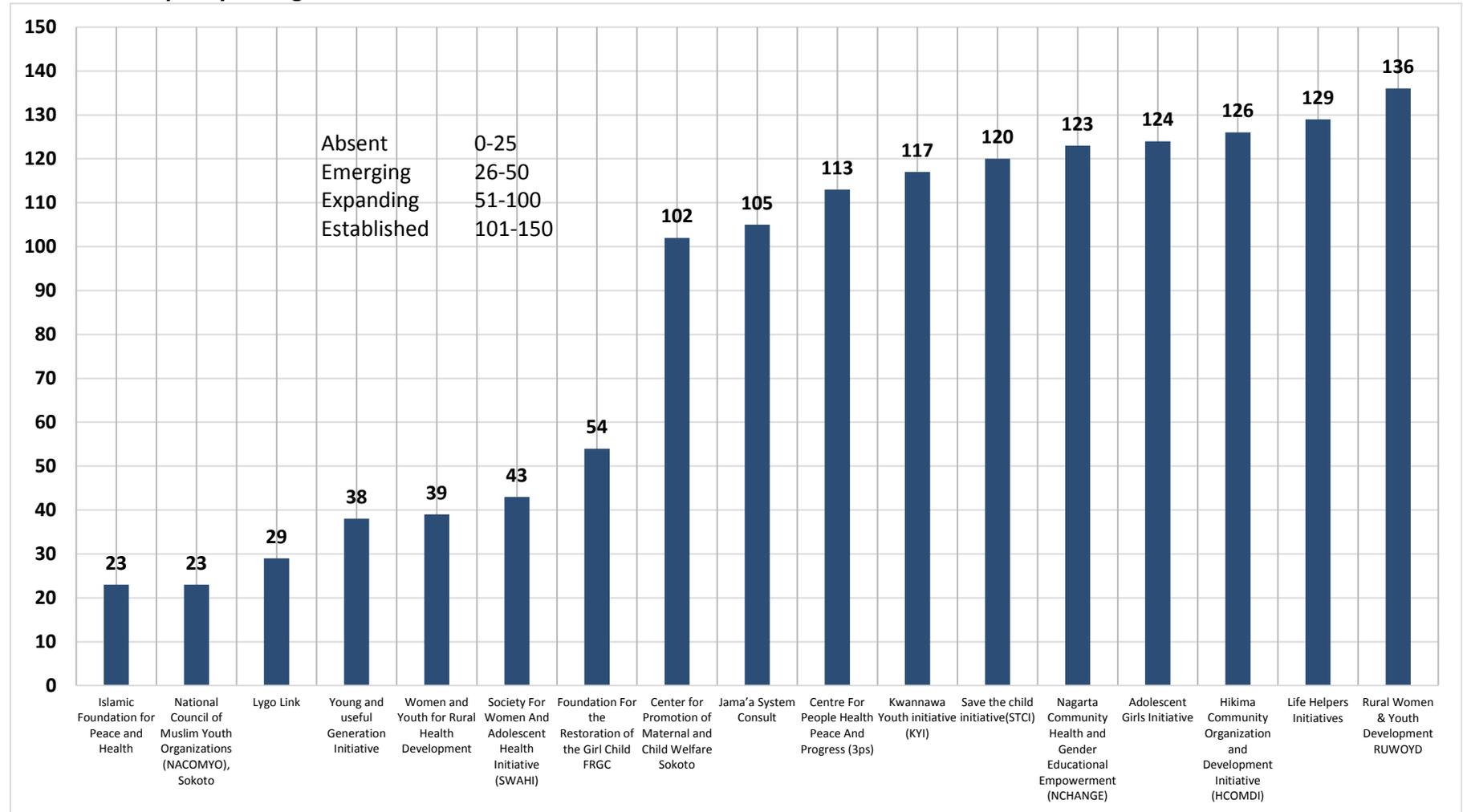
Summary of Hausa materials development process

Activity	Date	# days	Output
Workshop 1	April 2014	5	<ul style="list-style-type: none"> Reviewed existing Hausa books & NERDC P2 Hausa curriculum Built the knowledge in foundational reading skills Conceived and conceptualized the framework for materials, guiding principles & letter order
Workshop 2	May 2014	5	<ul style="list-style-type: none"> Develop content guideline and finalized 25 weeks of content for pupils' book (terms 1–3) Developed lesson plan template in English and Hausa Drafted a lesson plan and pupil book for field testing
Non-workshop	May-July 2014	35	<ul style="list-style-type: none"> Laid out draft lesson plan and pupil book for field testing. Field tested lesson plan and pupil book Developed several layouts for 4 reading books Drafted stories for Read Alouds Developed illustrations for Story Read Alouds
Workshop 3	July 2014	5	<ul style="list-style-type: none"> Develop set 1 reading materials (terms 1-2) informed by field test findings and reviewed them for gender and violence.
Workshop 4	July 2014	5	<ul style="list-style-type: none"> Developed conceptual framework and table of contents for the initial teacher, head teacher and coaches. Developed conceptual framework and table of contents for the initial coach training
Non-workshop	July-Aug	80	<ul style="list-style-type: none"> Drafted reflection prompts/questions and laid out reflection Journal terms 1-2 Drafted and Edited Story Read Aloud terms 1-3 Edited and shared set 1 reading materials with USAID and RAC for approval. Drafted initial teacher, HT and SSO training manual and SSO training manual and handout
Workshop 5	August 2015	5	<ul style="list-style-type: none"> Reviewed initial teacher, HT and SSO training manual and handouts.
Non-workshop	Sept-Dec	5	<ul style="list-style-type: none"> Finalized, printed and distributed set 1 reading material Finalized teacher, HT and coach initial training materials and handouts.

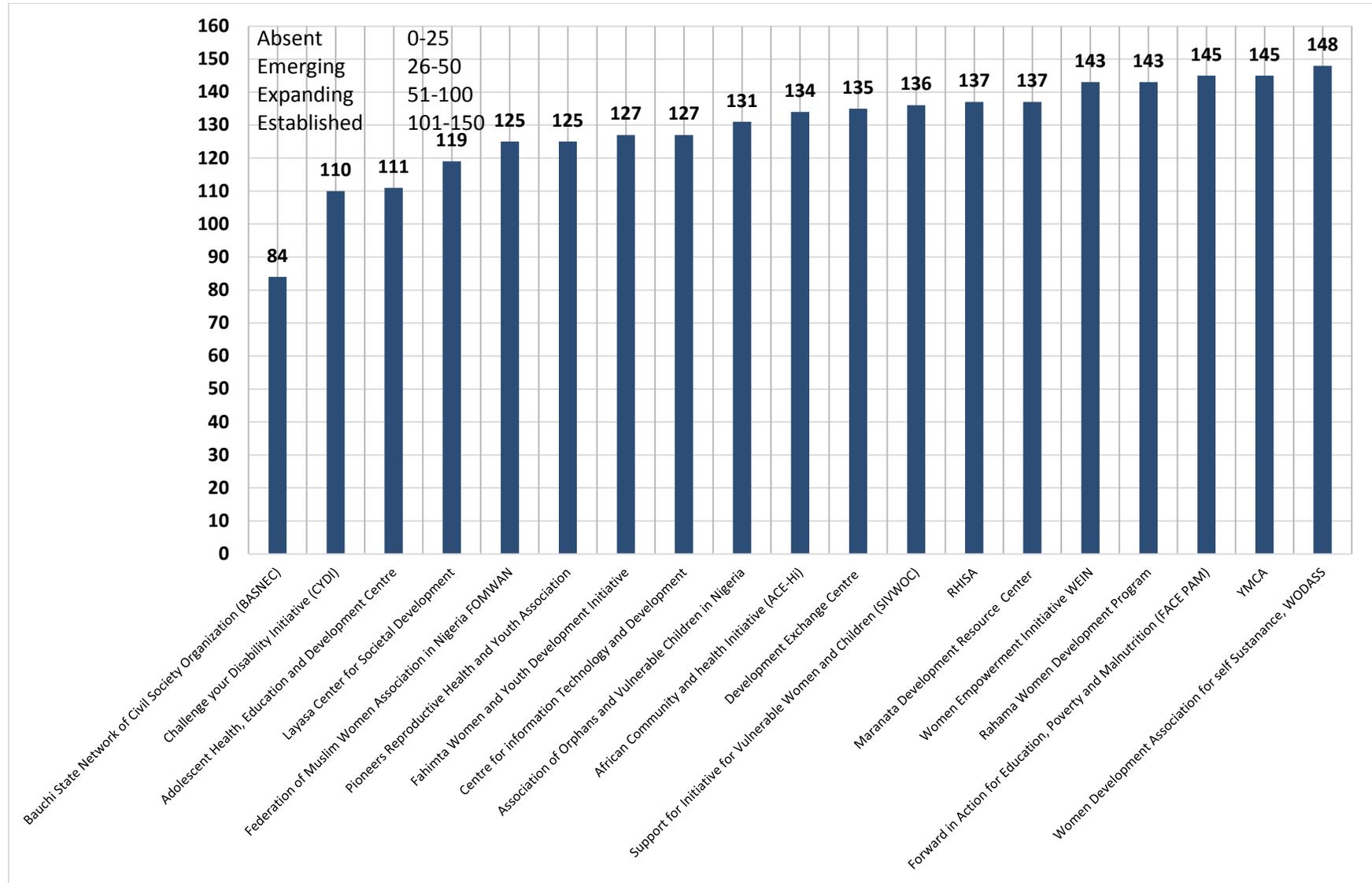
Activity	Date	# days	Output
			<ul style="list-style-type: none"> • Pre-trained master trainers • Drafted refresher training manual for teacher, HTs and coaches
Workshop 6	Feb 2014	5	<ul style="list-style-type: none"> • Reviewed set 1 reading materials and finalized set 2 reading materials.
Non-workshop	Feb-March	20	<ul style="list-style-type: none"> • Finalized and merged set 1 and 2 materials, printed • Finalized refresher training manual for teacher, HTs and coaches
Workshop 7	September 2015	3	<ul style="list-style-type: none"> • Reviewed reading material after lesson implementation • Proof read and edited.
Non-workshop	September-November 2015	35	<ul style="list-style-type: none"> • Submitted for USAIDs approval/creative commons • Printed and distributed to RARA treatment schools for incoming P2 pupils in the 2015/2016 school year.

ANNEX E. CSO OVERALL CAPACITY SCORES

Sokoto CSO Capacity Ratings



Bauchi CSO Capacity Ratings



ANNEX F. CSO SCORES BY TECHNICAL AREA

CSO Scores by Technical Area (Bauchi State)

	MANAGEMENT CAPACITY	ADMINISTRATION CAPACITY	HUMAN RESOURCES CAPACITY	FINANCIAL CAPACITY	PROGRAMMATIC CAPACITY	M&E CAPACITY	TOTAL	Capacity Status
Bauchi State Network of Civil Society Organization (BASNEC)	7	9	14	34	13	7	84	Expanding
Challenge your Disability Initiative (CYDI)	11	13	19	43	15	9	110	Established
Adolescent Health, Education and Development Centre	11	13	16	47	15	9	111	Established
Layasa Center for Societal Development	12	15	16	48	18	10	119	Established
Federation of Muslim Women Association in Nigeria FOMWAN	11	14	22	52	18	8	125	Established
Pioneers Reproductive Health and Youth Association	12	15	22	58	18	6	125	Established
Fahimta Women and Youth Development Initiative	11	13	20	52	16	15	127	Established
Centre for information Technology and Development	12	12	21	56	16	10	127	Established
Association of Orphans and Vulnerable Children in Nigeria	9	13	24	54	19	12	131	Established
African Community and health Initiative (ACE-Hi)	12	12	19	57	18	16	134	Established
Development Exchange Centre	12	14	22	56	17	14	135	Established
Support for Initiative for Vulnerable Women and Children (SIVWOC)	12	15	17	58	18	16	136	Established
RHISA	12	15	23	61	18	8	137	Established
Maranata Development Resource Center	12	14	23	59	18	11	137	Established

	MANAGEMENT CAPACITY	ADMINISTRATION CAPACITY	HUMAN RESOURCES CAPACITY	FINANCIAL CAPACITY	PROGRAMMATIC CAPACITY	M&E CAPACITY	TOTAL	Capacity Status
Women Empowerment Initiative (WEIN)	12	15	22	59	17	18	143	Established
Rahama Women Development Program	12	15	24	60	18	14	143	Established
Forward in Action for Education, Poverty and Malnutrition (FACE PAM)	12	15	21	61	18	18	145	Established
YMCA	12	15	22	60	18	18	145	Established
Women Development Association for Self Sustenance, (WODASS)	12	15	24	61	18	18	148	Established

CSO Scores by Technical Area (Sokoto State)

	MANAGEMENT CAPACITY	ADMINISTRATION CAPACITY	HUMAN RESOURCES CAPACITY	FINANCIAL CAPACITY	PROGRAMMATIC CAPACITY	M&E CAPACITY	Total	Capacity Status
Islamic Foundation for Peace and Health	5	2	1	11	4	0	23	Absent
National Council of Muslim Youth Organizations (NACOMYO), Sokoto	0	3	6	10	4	0	23	Absent
Lygo Link	7	3	1	12	5	1	29	Emerging
Young and useful Generation Initiative	9	8	6	11	4	0	38	Emerging
Women and Youth for Rural Health Development	8	6	6	8	8	3	39	Emerging
Society For Women And Adolescent Health Initiative (SWAHI)	6	7	8	16	5	1	43	Emerging
Foundation For the Restoration of the Girl Child FRGC	10	7	8	16	7	6	54	Expanding
Center for Promotion of Maternal and Child Welfare Sokoto	11	12	17	44	10	8	102	Established
Jama'a System Consult	11	13	13	42	14	12	105	Established
Centre For People Health Peace And Progress (3ps)	12	15	12	49	15	10	113	Established
Kwannawa Youth initiative (KYI)	12	15	17	48	16	9	117	Established
Save the child initiative (STCI)	12	14	16	57	14	7	120	Established
Nagarta Community Health and Gender Educational Empowerment (NCHANGE)	11	13	23	57	16	3	123	Established
Adolescent Girls Initiative	11	14	20	53	10	16	124	Established
Hikima Community Organization and Development Initiative (HCOMDI)	9	14	19	60	13	11	126	Established
Life Helpers Initiatives	12	15	15	60	18	9	129	Established
Rural Women & Youth Development RUWOYD	12	14	21	60	16	13	136	Established

ANNEX G. STATE TECHNICAL WORKING GROUPS AND ADVISORY MEMBERS

Bauchi Access Technical Working Group Members

Prefix	Name	Organization	Position
Hajiya	Yelwa Abubakar Tafawa Balewa	BASAME	Executive Secretary/Chair person
Alhaji	Dahiru Sani Kobi	BASAME	Deputy Dir. Literacy
Mrs.	Martina Jummai Sale	NBS	State coordinator
Malam	Hussain Lifidi	BASOVCA	IQE Desk Off
Malam	Alhassan Ibrahim	NOGALSS	State Officer
Alhaji	Suleiman Usman	Office of the D.G Tsangaya	IQE Coordinator
Alhaji	Aliyu Gambo	BASAME	DPRS
Alhaji	Yunusa Ado	Min of Religious Affairs	DPRS
Malam	Ahmed Ibrahim	BASAME	Deputy Director
Malam	Abubakar Maishanu	BASAME	Desk Officer IQE
Alhaji	Abdul-Aziz Baban Saibo	SUBEB	Coordinator IQE
Alhaji	Muhammad Bello Jibrin	SUBEB	IQE Desk Officer
Alhaji	Sadiq Abubakar Ilelah	NRARA	Education Program Coordinator
Malam	Suleiman Muhammad	BASAME	EMIS Officer

Sokoto Access Technical Working Group Members

Prefix	Name	Organization	Position
Malam	Mohammad Attahiru Ahmad	MOE	Director Planning Research And Statistics
Malam	Umar Hassan Tureta	SAME	Program Officer Mass Literacy
Malam	Mohammed Aminu Mabera	SAME	Data Processing officer
Malam	Umar Boyi	SUBEB	IQE Desk officer
Sardaunan Jabo	Junaidu Umar Jabo	SUBEB	Director Social Mobilization
Malama	Luba Yahaiya	SUBEB	Girls Education Coordinator
Malam	Faruq Ahmed Shehu	MOE	Special Needs officer
Alhaji	Ibrahim Salisu Katuru	AIEB	Director community Service
Malam	Bello Umar Aula	MORA	Director Alma Jiri Integrated education
Mr.	Kazeem A. Saliu	NBS	State officer

Prefix	Name	Organization	Position
Malam	Bilyaminu Yakubu	CSACEFA	Secretary General
Alhaji	Aliyu Abdullahi Isa	RTI/RARA	Education Program Coordinator

Sokoto Reading Technical Working Group Members

Prefix	Name	Organization	Title
Alhaji	Ibrahim Haliru Dingyadi	SUBEB	Secretary
Hajjiya	Kulu Abdullahi Sifawa	SUBEB	Director School Services
Alhaji	Abdullahi H K Gobir	SUBEB	Director Quality Assurance
Alhaji	Mamuda Galadima	SUBEB	Head of Special Needs Education
Malam	Altine Waziri	School Based Management Committee (SBMC)	Ex - officio
Alhaji	Sani Umar	Traditional Institution	Sarkin Yakin Gagi
DR.	Umar A Ginga	Shehu Shagari College of Education (SSCOE)	Deputy Provost
Malam	Ibrahim Aliyu	SUBEB	Director JSS
DR.	Balbasatu Ibrahim	Federation of Muslim Women Association of Nigeria (FOMWAN)	Sokoto State Amirah
Malam	Ahmad A Umar	SUBEB	Principal Inspector of Education
Malam	Lawali Ibrahim	Bodinga LGEA	Head teacher
Malama	Hadiza Salihu Koko	SSCOE	Dean, School of Languages
Alhaji	Abubakar Sajo 1	SUBEB	Principal Inspector of Education
Malama	Aisha Muhammad Kanoma	SSCOE	Lecturer
Malama	Zaliha N Bello	Sokoto State University	Lecturer
DR.	Abubakar Boyi	SSCOE	Lecturer

Bauchi Reading Technical Working Group Members

Prefix	Name	Organization	Title
Alhaji	Sabo Ahmed Bappayo	SUBEB	Permanent Secretary
Malam	Dahiru Yalwa Muhammed	COE, Azare	Lecturer/Dean school of Languages
Malam	Yahaya Abubakar Umar	SUBEB	Deputy Director/Focal Person
Hajjiya	Safiya Bala	Bauchi LGEA	Teacher

Prefix	Name	Organization	Title
Alhaji	Abubakar A. Mansur	MOE	DDPRS
Malam	Shehu Muhammed Fanti	ATAP Polytechnic	Lecturer Hausa Department
Alhaji	Shehu Iliyasu	SUBEB	DDPRS
Hajiya	Amina Abubakar Ibrahim	ATAP Polytechnic	Lecturer Hausa Department
Barrister	Abdu Y. Ibrahim Esq	SBMC	State SEC, SBMC
Malam	Abubakar M. Aliyu	SUBEB	DDQA
Malam	Usman Ahmed Maji	COE, Azare	Chief Lecturer
Alhaji	Nuru Adamu Jumba	Emirate council	Bauchi District Head
Alhaji	Muhammad Bashir Baba	MOE	Zonal Education Coordinator
Mrs.	Maimuna J. Hussaini	SUBEB	Chief Librarian
Malam	Bilyaminu Bello Inuwa	RTI-RARA	Education Programme Coordinator

Jigawa EGRA Advisory Team Members

Prof. Haruna Wakili Hon. Commissioner Ministry of Education	Mr. Abdullahi Hudu Permanent Secretary Ministry of Education	Mr. Sani Abdullahi Executive Chairman SUBEB
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Kano EGRA Advisory Team Members

Mr. Tajuddeen Gambo Honorable Commissioner Ministry of Education	Mr. Audie Baffa Permanent Secretary Ministry of Education	Mr. Wada Zakari Executive Chairman SUBEB
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Kaduna EGRA Advisory Team Members

Alhaji Ibrahim Ali Honorable Commissioner Ministry of Education	Dr. Madinatu Shehu Permanent Secretary Ministry of Education	Mr. Ishaya K. Akau Executive Chairman SUBEB	Mr. Ibrahim Sambo Permanent Secretary SUBEB
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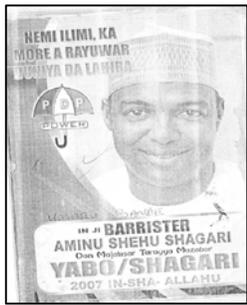
Katsina EGRA Advisory Team Members

Prof. Aminu K. Kurfi Honorable Commissioner Ministry of Education	Mr. Sabi'u Alhassan Permanent Secretary Ministry of Education	Mr. Alhaji Aminu Danbaba Executive Chairman SUBEB
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ANNEX H. RARA FIELD-BASED TECHNICAL ND SUPPORT STAFF

Name	Position	Location
Agbo Solomon Chika	Driver	Abuja
Angela Uwah	Admin Coordinator	Abuja
Augustus Emenogu	Monitoring & Evaluation Advisor	Abuja
Frank Nonso Onyia	ICT Officer	Abuja
Jamila Adamu	Finance and Admin Manager	Abuja
Osman Mohammed Ismaila	Maintenance Officer	Abuja
Swadchet Sankey	Senior Reading Program Manager	Abuja
Alhassan Yusuf	Finance & Admin Officer	Bauchi
Ambi Muhammad Adamu	Driver	Bauchi
Bilyaminu Inuwa	Reading Program & Assessment Coordinator	Bauchi
Raphael Aiyedipe	Program Support Officer	Bauchi
Sadiq Ilelah	Research Coordinator	Bauchi
Abubakar Zulkarnaini Abubakar	Office Assistant	Sokoto
Aliyu Abdullahi Isa	Research Coordinator	Sokoto
Muhammad Bello Yusuf	Reading Program & Assessment Coordinator	Sokoto
Oluremi Adeyemo	Driver	Sokoto
Wasila Rufai	Finance & Admin Officer	Sokoto
Zahra'u Maishanu	Program Support Officer	Sokoto

ANNEX I. HAUSA TEXTBOOKS FROM NIGERIA

Title / Series Author / Publisher	Comments on Content and Design	Book Cover
<p>Mu Fara Karatu Liman Muhammad Longman</p>	<ul style="list-style-type: none"> • Primer of letters and simple words. • Stamped by Sokoto State Government. 	
<p>Nemi Ilimi, Ka More A Rayuwar Duniya Da Lahira</p>	<ul style="list-style-type: none"> • Primer of letters, syllables, and simple word lists, progressing to stories with questions in the second and third books. 	
<p>Koyon Karatu Series 1, 2, 3 Sadiq Muhammed; Dan'Azumi 'Yantandu, Kano City Huda-Huda Publishing Company 1998</p>	<ul style="list-style-type: none"> • Primer with letters, syllables, and word lists. • Levels 2 and 3 are progressively more difficult/have more text and exercises. • Paper is thin; images and text visible on both sides of paper; images are clipart. 	
<p>Ka Koyi Karatu series 1, 2, 3, 4, 5, 6 Muhammad Ingawa, Jean Boyd NNPC (National Population Council) 2007</p>	<ul style="list-style-type: none"> • A variety of stories written to a theme (e.g., employment). • Cover and inside paper thin, not durable. • Unsure of origin. • Copyright 1972, updated 2007. • See additional comments in <i>Annex 9</i>. 	

ANNEX J. MISCELLANEOUS HAUSA MATERIALS REVIEWED FROM NIGER

Title / Series Author / Publisher	Comments on Content and Design	Book Cover
<p>Kacici-Kacici SIL Niger</p>	<ul style="list-style-type: none"> • Riddles. • Bilingual. Hausa and French on the same page. • Would require dialect modifications. 	<p>Kacici-kacici</p>  <p>SIL Niger</p>
<p>Damisa da Kunkuru (Leopard and the Tortoise) SIL Niger</p>	<ul style="list-style-type: none"> • Folktale. • Hausa and French on cover. Hausa text only inside book. • Use as independent reading for upper primary and a read aloud for lower primary. • Would require dialect modifications. 	<p>Damisa da Kunkuru</p> <p>Tarihi bisa abinci mai gina jiki Le Léopard et la Tortue</p>  <p>SIL Niger</p>
<p>Jagoran Malami domin littafin Ina koyon karatu da rubutu SIL Niger</p>	<ul style="list-style-type: none"> • Teacher manual with content for 45 lessons. No specific instructions. • Lessons 1-8: vowels. • Lesson 9: consonants, syllables, and words introduced. • Lesson 10: sentence introduced. • Would require dialect modifications. 	<p>Jagoran malami domin littafin Ina koyon karatu da rubutu</p> <p>KARATU DA RUBUTU</p>  <p>SIL Niger</p>

Title / Series Author / Publisher	Comments on Content and Design	Book Cover
<p>Ina koyon karatu da rubutu (I'm learning literacy) SIL Niger</p>	<ul style="list-style-type: none"> • Primer for pupils related to the teachers' guide described in the above row (Jagoran Malami domin littafin Ina koyon karatu da rubutu) • Font size about 12 point. Too small for beginning reading. • Individual words support by images approximately one inch by one inch in size. 	<p data-bbox="1187 415 1455 468">Ina koyon Karatu da rubutu</p>  <p data-bbox="1268 684 1377 705">SIL Niger</p>

ANNEX K. ACCESS INTERVENTION DESK STUDY REFERENCED ARTICLES

Study	Country	Intervention	Study subjects	Outcomes/Findings
Avolio-Toly, (2010)	Guinea	Strengthen the local civil society's ability to provide literacy program (World Education)	Underprivileged children	Not evaluated
	Mali	Separate classes for females (girls/women) & males	Girls and women and parents who do not want to attend school with males (cultural barriers)	Female-only classes led to better women participation
Akyeampong, (2007)	Ghana	School feeding program	Primary & junior high school age girls	No statistical difference in enrollment of girls before and after food aid
Baird et al, (2011)	Malawi	Conditional cash transfer & unconditional cash transfer	Primary & secondary school age children	Girls' school enrollment improved in both groups, but higher in conditional cash transfer arm
Bategeke et al, (2005)	Uganda	Scholarships/reduction/abolition of school fees	Primary & secondary school age children	Increase in girls' enrollment in school was observed
Borkum, (2009)	South Africa	Reduction/abolition of school fees	Primary & secondary school age children	Secondary enrollment for girls increased only in the poorest households & not at all in better-off homes
Chapman et al, (2008)	Djibouti & Sierra Leone	Girls' merit scholarships	Secondary school age children	Continued attendance reported

Study	Country	Intervention	Study subjects	Outcomes/Findings
Chapman et al, (2003)	Ghana	Scholarship programs	Primary & secondary school age children	Overall increase in girls' primary enrollment in program areas was observed; difference in enrollment rates of boys to girls in program primary schools was narrowed; retention among boys and girls declined; transition declined
Duflo, (2007)	Kenya	Incentive to teachers to improve quality of teaching instruction	Primary & secondary school age children	Girls' absenteeism from school dropped 11%
Fiszbein, (2009)	Mozambique	Scholarships /reduction/abolition of school fees	Grade 1–5, extended to Grade 6–7	Increase in girls' enrollment in school was observed
Friedman et al, (2001)	Kenya (western Kenya)	Girls' merit scholarships	Secondary school age children	Improved test scores and secondary enrollment, fewer arranged marriages
Grogan, (2009)	Uganda	Scholarships/reduction/abolition of school fees	Primary & secondary school age children	Reduction on likelihood of late enrolment reported
Glewwe et al, (2004)	Kenya	Material support	Primary & secondary school age children	No effect on school enrollment, attendance and progression observed; positive effect on test scores reported
Joseph et al, (2012)	Ghana	Provision of text books	Junior high school & primary school age girls	At primary school, availability of extra math text books marginally increase first grade enrollment of girls, and reduce drop out; at junior high school; availability of English text books showed a negative correlation with changes in enrollment of girls

Study	Country	Intervention	Study subjects	Outcomes/Findings
Kremer et al, (2002)	Kenya	Provision of free uniforms, text books in tandem with class room construction	Primary & secondary school age children	15% increase in girls schooling
Lehman, (2003)	Chad	Reducing distance to school (transportation and boarding)	Primary & secondary school age children	Drop-off in enrollment was more distance sensitive for girls than boys
Petrosino et al, (2012)	Malawi	Scholarships/reduction/abolition of school fees	Primary & secondary school age children	Girls' enrollment doubled
Whaley et al, (2007)	Kenya	School feeding program	Primary & secondary school age children	School feeding program increased girls' enrollment in school
World Bank, (2011)	Nigeria (Kano State)	Conditional cash transfer	Primary & secondary school age children (girls)	Participation of girls in school was boosted by 10%

ANNEX L. ACCESS INTERVENTION DESK STUDY REFERENCES

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ANNEX M. RARA TECHNICAL REPORTS LIST

COMPONENT 1: Background Research Studies

- **Nigeria Reading and Access Research Activity: Hausa Reading Classroom Observation in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=655>
- **Nigeria Reading and Access Research Activity: Review of Existing Reading Materials to Support Hausa Literacy Instruction**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=654>
- **Nigeria Reading and Access Research Activity: Review of the DFID-Supported English Language Materials**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=650>
- **Nigeria Reading and Access Research Activity: Review of Education Sector Support Program in Nigeria’s Teacher Capacity Development and Support Strategy**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=823>
- **Nigeria Reading and Access Research Activity: Analysis of Access to Education Programs in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=652>
- **Nigeria Reading and Access Research Activity: Review of the IQE in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=651>
- **Nigeria Reading and Access Research Activity: Formative Assessment for Conducting a Survey of Itinerant Islamic Schools in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=658>

COMPONENT 2: EGRA in Jigawa, Kaduna, Kano and Katsina States

- **RARA 4-state EGRA Instruments (used in Jigawa, Katsina, Kaduna, Kano)**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=657>
- **Nigeria Reading and Access Research Activity (RARA): Results of the 2014 Hausa and English EGRAs in Government Primary Schools and IQTE Centers of Jigawa, Kaduna, Kano, and Katsina States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=746>

COMPONENT 3: Reading Research

- **Nigeria Reading and Access Research Activity (RARA): Results of an Approach to Improve Early Grade Reading in Hausa in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=846>
- **RARA Reading Research Endline Data Collection Instruments**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=845>
- **Nigeria Reading and Access Research Activity (RARA) – Teacher’s Guide**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=677>
- **Nigeria Reading and Access Research Activity (RARA) – Primary 2 Pupil Reading Book**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=679>
- **Nigeria Reading and Access Research Activity (RARA) – Story Read Aloud Book**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=676>
- **Nigeria Reading and Access Research Activity (RARA) – Teacher Reflection Journal**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=678>
- **Nigeria Reading and Access Research Activity (RARA) – Reading Approach Baseline Instruments 2014**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=802>
- **Nigeria Reading and Access Research Activity (RARA): Results of the 2014 Baseline Data Collection in Gov't Primary Schools in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=800>
- **Nigeria Reading and Access Research Activity: Guidance to Parents and Community Members on Supporting Children's Reading**
English: <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=798>
Hausa: <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=799>

COMPONENT 4: Access Research

- **Itinerant Qur'anic Learning Centers and Almajiri Learners in Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=837>
- **Nigeria Reading and Access Research Activity: Integrated Qur'anic Education Process and Observations Report for Bauchi and Sokoto States**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=844>
- **Nigeria Reading and Access Research Activity: Household Survey Endline Report**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=843>

- **Nigeria Reading and Access Research Activity: Household Survey Baseline Report**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=841>
- **Nigeria Reading and Access Research Activity: Civil Society Organization (CSO) Capacity Survey Report**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=842>
- **Nigeria Reading and Access Research Activity (RARA): Framework for Monitoring Equitable Access to Education**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=847>

COMPONENT 5: Communications Materials

- **RARA Project Brief**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=656>
- **RARA Reading Brief**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=815>
- **RARA Education Access Brief**
<https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=816>

ANNEX N. READING TECHNICAL WORKING GROUP TERMS OF REFERENCE

The Reading Advisory Committee is made up of officials drawn from State Universal Basic Education Board (SUBEB), Ministry of Education (MOE), Colleges of Education (COEs), School-Based Management Committees (SBMCs), traditional leaders, and civil society organizations that have a stake in supporting and implementing Hausa early grade reading research activities through the Reading and Access Research Activity (RARA) in Sokoto State. The group's terms of reference include, but are not exclusive, to the following:

1. Provide guidance regarding the design of the early grade Hausa reading research activity in line with policy and other relevant documents in use by the state.
2. Serve as champions in creating awareness of and providing support for the effective implementation of the early grade Hausa reading research activity to relevant stakeholders.
3. Disseminate findings arising from the early grade Hausa reading research activity across relevant stakeholders.
4. Advise relevant stakeholders on next steps.

Terms of Reference for Reading Technical Working Group (RTWG)

The RTWG is made up of professionals from SUBEB, COEs, and Local Government Education Areas (LGEAs) that will participate in the development and implementation of the approach and materials for the Hausa early grade reading component of RARA, which will be conducted in 30 schools in Sokoto State. The group members' roles and responsibilities will include, but are not exclusive, to the following:

1. Conduct classroom observations of Hausa literacy teaching in the early grades across selected schools
2. Review existing Hausa language materials
3. Contribute to the design and development of Hausa early grade reading materials and teacher training and coaching materials such as: lesson plans for teachers, training guides, supplementary pupil's materials, reading support materials for SBMCs, etc.
4. Review materials developed for the reading activities to determine contextual appropriateness and teacher preference
5. Train teachers, head teachers and School Support Officers (SSOs) as part of the reading activities
6. Help monitor the implementation of the reading activities in the study schools
7. Support SSOs to organize bi-monthly cluster meetings to facilitate peer-to-peer exchange amongst teachers.

ANNEX O. READING RESEARCH SUCCESS STORIES



Success Story

COE Dean Extends the Reach of the RARA Approach



Malam Dahiru Yalwa trains teachers, head teachers, and School Support Officers (reading coaches) on reading instruction and the use of RARA-developed Hausa literacy materials. Photo credit by: RARA

USAID provides support to the State Universal Basic Education Board in Sokoto and Bauchi states to enhance systems to improve educational quality, for a positive impact on decision making and planning practices.

Telling Our Story

U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

Malam Dahiru Yalwa, a Hausa language lecturer at the College of Education—Azare, Bauchi State, credits the training that he received through the Nigeria Reading and Research Activity (RARA) for broadening his knowledge of—and enhancing his approach to—teaching reading. He is using his current position as Dean of the college’s School of Languages to spread the word about the importance of learning to read in the mother tongue and other pedagogical tenets emphasized by RARA.

“I am so excited to find myself among those who participated in the RARA program,” Mr. Yalwa said. “I unconsciously found myself applying the five basic foundational principles of reading [and] the gradual release approach in one of the courses I teach in the college, especially in my lectures on Hausa phonology.”

RARA, which was funded by the U.S. Agency for International Development (USAID) and implemented by RTI International (through the EdData II mechanism) from February 2014 to November 2015, worked closely with the Nigeria education authorities—in particular the State Universal Basic Education Boards—to develop, implement, and evaluate an approach to improving Hausa reading instruction in Primary 2 in Bauchi and Sokoto states.

Mr. Yalwa further notes that as Dean, he is working to incorporate the teaching of reading in all the relevant courses of the languages departments—Hausa, English, and Arabic—which had previously not given much attention to literacy instruction.

Through RARA, Mr. Yalwa participated in the development of the Hausa literacy materials and the adaptation of the early grade reading assessment for Hausa. He was trained as a master teacher trainer and received instruction on providing support to the School Support Officers who served as reading coaches. His new skills will continue to be put to use through the pre- and in-service teacher training for which Mr. Yalwa is responsible.

Materials and reports developed under RARA can be found at www.eddataglobal.org.



Success Story

Bauchi Teacher is a Rising Star in Efforts to Support Reading Improvement



Safiya Bala facilitating the training of teachers, head teachers, and School Support Officers on reading pedagogy and the use of RARA-developed Hausa literacy materials. Photo credit by: RARA

Telling Our Story

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Washington, DC 20523-1000
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Safiya Bala, a Hausa teacher and Assistant Head Mistress at Fadaman Mada Model Primary School in Bauchi, has been keen to improve early grade reading outcomes in Northern Nigeria since she served as a data collector for an early grade reading assessment (EGRA) in 2010. Through that experience, Safiya learned that children’s reading levels were very low, and that classroom instruction had to be improved. Through the Reading and Access Research Activity (RARA), Safiya has had the opportunity to build her skills in reading pedagogy and to receive training to help her maximize her potential and effectiveness as a teacher.

“The RARA program has tremendously increased my knowledge of teaching reading skills—especially in the Hausa Language—which has greatly impacted on my profession and self-esteem,” Safiya said.

The purpose of RARA, which was funded by the U.S. Agency for International Development (USAID) and implemented by RTI International (through the EdData II mechanism) from February 2014 to November 2015, was to conduct research to help inform the Nigerian government, donor partners, and others about issues related to education access and reading outcomes. RARA worked closely with the Nigeria education authorities—in particular the State Universal Basic Education Boards to develop, implement, and evaluate an approach to improving Hausa reading instruction in Primary 2 in Bauchi and Sokoto states.

Under RARA, Safiya participated in the development and piloting of the Hausa literacy materials. She was also trained to train other teachers how to use the materials and implement the pedagogical approach being evaluated. Finally, Safiya also learned how to support school supervisors during the monitoring of the implementation of RARA-developed materials in the schools.



USAID provides support to the State Universal Basic Education Board in Sokoto and Bauchi states to enhance systems to improve educational quality for a positive impact on decision making and planning practices. Photo credit by: RARA

Safiya's training and participation in RARA Hausa reading research activities has increased her confidence that children can learn to read within a short time if teachers are well trained and committed to teaching reading. She is now supporting reading-related activities in the state, including the Leadership, Empowerment, Advocacy and Development program, implemented by RTI, which trains teachers how to teach early grade reading in Hausa using RARA literacy materials. In addition, the skills that Safiya received through RARA motivated her to organize voluntary reading classes for pupils in her community using RARA materials. Passionate about her work, Safiya is also pursuing additional education to allow her to better support state-wide efforts to improve reading.



Success Story

Teachers Create Print-Rich Environment to Help Children Learn to Read



Primary 2 pupils of Rumbukawa Primary School, Sokoto North LGEA, in their newly secured classroom with charts displayed on walls. Photo credit by: RARA

“All my pupils do their homework because they know we have a wall to display the work, and they all want to see their work on the wall.”

- Mudassir Bello Aliyu

Telling Our Story

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Washington, DC 20523-1000
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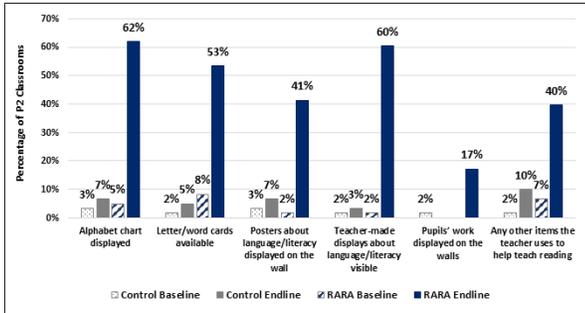
For many children in Northern Nigeria, printed materials at school are the first or only reading materials available. However, too many classrooms contain little to no print, and teachers are unaware of the value printed materials have in helping children learn to read.

To promote print-rich classrooms as part of an overall approach to improving literacy in the early grades, the Reading and Access Research Activity (RARA) educated teachers on the importance of exposing students to print material and what they could do to transform their classrooms accordingly. RARA provided teachers with specific ideas, but did not provide any materials. Many teachers took the information to heart—and acted upon it. Teachers who had been trained on the RARA-developed approach began to ensure availability of printed materials in their classrooms in a variety of ways. They posted the alphabet, words, song charts, and other print-rich materials throughout their classrooms.

“Being aware of how a print-rich environment can help my pupils in learning how to read, I created charts but I couldn’t display them because the class windows and door have broken. The charts will be torn down before morning,” explained Abubakar Alhaji, a Primary 2 Hausa teacher in Rumbukawa Primary School in Sokoto State. “When a block of classrooms was renovated for the school, I requested Primary 2 to be moved into one of the classes so my pupils can have a print-rich environment that will help them in reading.”

In Gidan Gero Primary School, also in Sokoto, the Primary 2 Hausa teacher, Mudassir Bello Aliyu, dedicated a section of a wall to display pupils’ work. “I started displaying pupils’ work in order to encourage the pupils to read their books and practice writing from home,” Mudassir said. “All my pupils do their homework because they know we have a wall to display the work, and they all want to see their work on the wall.”

Prevalence of Print-Rich Environment in P2 Hausa Classrooms



Section of wall dedicated for displaying pupils' work in Gidan Gero Primary School, Kware LGEA, Sokoto State Photo: Zahra'u Abubakar Maishanu

The head teacher at Kyadawa Model Primary School reports the dedication of one of his teachers in making sure the classroom is print-rich. **“The teacher spends a lot of his personal time including weekends to create charts for his pupils,”** the head teacher explains.

An evaluation of the RARA approach indicated that classrooms with teachers implementing the new approach to literacy instruction were found to be significantly more print-rich than were the classrooms of teachers who did not use the RARA approach (see the graph above). 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 at baseline. The availability of letter and word cards, posters, and other teaching materials also increased. Analysis of early grade reading assessment results vis-à-vis the classroom environment shows that children whose classrooms had text displayed had statistically significant higher outcomes than pupils whose classrooms did not. 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.



Print rich classroom. Photo: RARA