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# Northern Education Initiative Plus

## Early Grade Reading Assessment Midline Report



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### DISCLAIMER

This document was produced for review by the United States Agency for International Development. It was prepared by Creative Associates International.

## Abbreviations

CWPM	Correct words per minute
EA	Education Area
EGR	Early grade reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
GON	Government of Nigeria
IRR	Inter-rater reliability
LGEA	Local Government Education Authority
NCE	Nigeria Certificate in Education
NEI	Northern Education Initiative
ORF	Oral reading fluency
P	Primary
RARA	Reading and Access Research Activity
RCT	Randomized controlled trial
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
USAID	U.S. Agency for International Development
Y	Year

# EXECUTIVE SUMMARY

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Funded by the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus activity (The Initiative) is strengthening the ability of the states of Bauchi and Sokoto to provide access to quality education— especially for girls, orphans and children enrolled in nontraditional schools—and improve reading skills for more than 1 million school-aged children and youth.

The program trains and equips around 12,000 teachers and learning facilitators who can reach children in schools and non-formal learning centers (NFLCs). By incorporating early grade reading instruction concepts, techniques, practice, and materials into national teacher training programs, graduates will be equipped with a full set of instructional skills that will have a direct and positive impact on their students' primary school learning outcomes.

As part of its scheduled monitoring and evaluation (M&E) activities, the Initiative is conducting outcome evaluations in formal schools to measure changes at the school level in Early Grade Reading (EGR) achievement of Grade 2 and 3 pupils, in the pedagogical practices, knowledge, and beliefs of teachers, head teachers, and in school and classroom resources.

This report provides baseline to midline comparisons in each of these areas for the formal primary schools of Initiative-targeted Local Government Education Authorities (LGEAs).

## STUDY DESIGN

The Initiative's Early Grade Reading Assessment (EGRA) and related assessments in formal schools are employing a cross-sectional methodology; specifically, baseline measurements of the reading outcomes of Grade two and Grade three learners in Y1 (before any EGR intervention) are being compared to those of subsequent cohorts of learners taken at the same time of the school year in Y3 (midline) and Y5 (endline).

At midline in each state, 50 formal schools were selected from the 10 targeted LGEAs by stratified random sampling. At each school, 12 grade two pupils and 12 grade three pupils, equally divided by sex when possible, were randomly selected for testing and interviewing. Grade two pupils were administered the Hausa EGRA only, while grade three pupils took both the Hausa and English EGRAs. The grade two Hausa teacher and the grade three English teacher were observed delivering lessons and were interviewed. At each school the head teacher was also interviewed. In schools with more than one grade two and or grade three

classroom, a single grade two classroom and a single grade three classroom were randomly selected.

Consistent with the system strengthening agenda of the Initiative, the assessors were drawn from state education institutions, in particular the State Universal Basic Education Board (SUBEB) and the LGEAs. Training for the midline data collection was held from June 25-30, 2018 in Bauchi and July 16-20, 2018 in Sokoto.

TABLE 1. DATA COLLECTION SUMMARY FOR MIDLINE

	# of schools	# of Primary 2 Students	# of Primary 3 students	# of Teachers	# of Head Teachers
Designed Sample (per state)	50	600	600	50	50
Bauchi Actual Midline Sample (SY 2017/18)	50	602	599	50	50
Sokoto Actual Midline Sample (SY 2017/18)	50	608	599	47	49

## RESULTS SUMMARY

### PRIMARY 2 EGRA IN HAUSA

Comparison of mean scores from baseline to midline (displayed in the table below) shows that in five out of six EGRA subtests pupils completing Primary 2 in Initiative schools at midline were performing significantly ( $p < .05$ ) better on average in both states than pupils at the end of P2 prior to the program's implementation.

TABLE 2. MEAN PRIMARY 2 HAUSA EGRA RESULTS FOR BASELINE (SY 2015/16) AND MIDLINE (SY 2017/18), BY STATE

Hausa EGRA Results (P2)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
Bauchi				

Syllable Identification (CSPM)	3.0	10.3	7.4	0.5
Familiar Words Correct (CWPM)	2.2	5.6	3.3	0.4
Oral Passage Reading (CWPM)	3.0	7.3	4.3	0.3
Reading Comprehension (questions correct out of 5)	0.2	0.5	0.3	0.3
Dictation (letters correct out of 15)	2.0	5.9	3.9	0.7
Dictation (words correct out of 5)	0.3	1.1	0.9	0.6
<b>Sokoto</b>				
Syllable Identification (CWPM)	3.2	6.5	3.3	0.3
Familiar Words Correct (CWPM)	1.9	3.0	1.1	0.2
Oral Passage Reading (CWPM)	1.9	3.9	1.9	0.2
Reading Comprehension (questions correct out of 5)	0.1	0.2	0.1	0.1
Dictation (letters correct out of 15)	3.2	3.8	0.7	0.1
Dictation (words correct out of 5)	0.5	0.5	0.0	0.0

Comparison to baseline also found statistically significant ( $p < .01$ ) reductions in zero scores in all Hausa EGRA subtests in both Bauchi and Sokoto, with the exception of Oral Passage Reading scores in Bauchi. The most dramatic drops in zero scores came in Bauchi for Dictation, when scored in terms of letters (an estimated 38% drop), and to a lesser extent Dictation scored in terms of words. These improvements in Dictation scores indicate quite widespread progress among pupils in at least at the basic level of *encoding*. Syllable identification in both states also showed important, if more moderate declines in zero scores, which demonstrates some progress at this basic level of *decoding*.

However, despite the significant and encouraging reductions in zero scores, in all subtests other than dictation *well over half of sampled Primary 2 students in Bauchi and Sokoto were still unable to read or respond to a single question-item correctly*, which clearly indicates that many targeted students are not yet being effectively reached by the Initiative's package of EGR interventions.

## PRIMARY 2 HAUSA BENCHMARKS

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The Initiative has worked with relevant state and national stakeholders to set Hausa fluency and comprehension benchmarks for Primary 2. Short-term benchmarks, to be used for the duration of the Initiative, were set at 20 correct words per minute (Oral Passage Reading subtest) and 40% reading comprehension (Reading Comprehension subtest). The percentages of pupils

meeting both ORF and Comprehension benchmarks at midline were 13.2% in Bauchi and 5.2% in Sokoto, up from 5.4% and 2.7% respectively at baseline.

### PRIMARY 3 EGRA IN HAUSA

Hausa EGRA results from Primary 3 pupils showed even stronger increases in means and even steeper decreases in zero scores from baseline than were seen in the P2 sample. Mean scores for Syllable Identification increased in Bauchi by 15.2 correct syllables per minute (from 6.3 to 21.5) and in Sokoto by 8 (from 8.4 to 16.4). It thus appears that in P3 roughly another 20% of pupils are making their very first steps toward reading (as evidenced by progression from zero scores relative to P2). In Bauchi specifically, P3 zero scores for all subtests *except ORF* actually dropped below 50%. These more pronounced P3 results suggest that, under current formal school conditions in the context, P3 might be a more relevant level than P2 for setting standard Hausa EGR targets.

Hausa EGRA Results (P3)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
Bauchi				
Syllable Identification (CSPM)	6.3	22.2	15.9	0.9
Familiar Words Correct (CWPM)	4.0	14.9	10.9	0.8
Oral Passage Reading (CWPM)	5.1	18.0	13.0	0.7
Reading Comprehension (questions correct out of 5)	0.4	1.4	1.0	0.7
Letter Dictation (letters correct out of 15)	3.9	9.8	5.9	0.9
Word Dictation (words correct out of 5)	0.8	2.2	1.4	0.7
Hausa EGRA Results (P3)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline

				to Midline)
Sokoto				
Syllable Identification (CWPM)	8.4	17.0	8.6	0.5
Familiar Words Correct (CWPM)	5.0	10.0	5.0	0.4
Oral Passage Reading (CWPM)	4.9	10.7	5.7	0.4
Reading Comprehension (questions correct out of 5)	0.3	0.8	0.5	0.8
Letter Dictation (letters correct out of 15)	5.6	7.8	2.2	0.6
Word Dictation (words correct out of 5)	1.1	1.4	0.3	0.2

### PRIMARY 3 ENGLISH EGRA RESULTS

In P3, reading of English Familiar Words also showed pronounced improvement both in terms of the increases in mean score and decreases in zero scores (which dropped to 45% in Bauchi). English Oral Passage Reading showed improvements that were slightly more moderate. However, results on both the listening and the reading comprehension subtests, though modestly improved in three out four cases, suggest that P3 pupils' actual *understanding* of English remains a substantial constraint. Zero scores for English listening comprehension hovered near 80% for both states, while zero scores for Reading Comprehension were in the range of 75% (Bauchi) to 85% (Sokoto).

Benchmarks for English in P3 were set at 30 correct words per minute and 40% reading comprehension. Bauchi improved from 2.7% to 8.9% meeting the combined benchmark; Sokoto saw a more modest improvement, rising from 0.9% at baseline to 3.8%.

### EGR INSTRUCTIONAL PRACTICES

All of the teachers interviewed in Sokoto and almost all of the teachers interviewed in Bauchi (96%) reported receiving training from the Initiative. The Initiative's teacher training has clearly influenced instructional practice in many classrooms. Classroom observation confirmed increased levels of implementation of a range of key elements of EGR practice. Compared to

baseline, substantially increased percentages of lesson time were spent on *sentence and passage reading*. This would ideally be an appropriate focus for the end of grade two and grade three. However, passage reading appears still to be above the level of most learners in this context, as they have not yet made progress in the more foundational EGR skills.

### TEACHERS' EGR KNOWLEDGE

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Large percentages of teachers surveyed responded correctly to most questions about EGR pedagogy and learning. However, low rates of correct response to a question about the purpose of *formative assessment*, corroborated by findings from other instruments, indicates much room for improvement in teachers' understanding of this crucial element of instructional practice.

### AVAILABILITY OF TEACHING AND LEARNING MATERIALS

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The Initiative's reading books have largely reached the pupils: Roughly nine tenths of our sampled pupils had them. Classroom inventories also confirmed that teachers have the Initiative's guides and that use of relevant EGR TLMs has significantly increased over baseline.

## CONTINUING CHALLENGES

The above summary includes some encouraging results, including the acquisition, for thousands more pupils, of at least initial EGR skills. However, there remain several key factors limiting the program's impact in terms of learning outcomes. Key among these factors, which were signaled in the baseline report and have since been further investigated through project monitoring mechanisms, are high rates of absenteeism among both teachers and students; insufficient time on task more generally; and low capacity and motivation of the education officials who are tasked to serve as coaches to teachers. The findings of multiple regression analysis further support these conclusions, particularly for Primary 2 students. Significant positive relationships were found in both states between class length and student achievement on the Hausa oral reading fluency subtest. Findings also highlight the critical issues of student and teacher absences, with significant negative relationships found between reported absences and student achievement. Additional measures to address these factors, as well as reinforcement of EGR training for teachers, could be expected to improve learning outcomes further by end line.



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# 1. INTRODUCTION

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## PROGRAM DESCRIPTION

Funded by the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus (the Initiative) activity strengthens the ability of Bauchi and Sokoto states to provide access to quality education— especially for girls, orphans, and children enrolled in nontraditional schools—and improve reading skills for more than 1 million school-aged children and youth.

The Initiative uses a holistic approach to address critical supply and demand factors that affect learning, teaching, management, parental participation, and responsiveness to children’s needs. Such factors include reading practice, teachers’ knowledge of Hausa and English, availability of teachers’ guides, teachers’ utilization of teaching aids/guides, the availability of pupils books, availability of pupil exercise books/pencils/biros and pupil attendance.

Consistent with the USAID Forward strategy, this project focuses on building programmatic ownership among federal, state and Local Government Education Authorities (LGEAs), as well as increase their commitment to the provision of quality early grade reading (EGR) instruction and increased access. The Initiative seeks to strengthen LGEAs’ ability to better train and manage teachers; improve their capability to plan, budget, and deliver professional development; ensure school governance; mobilize community support for learning; and ensure timely distribution of materials.

In the 3 years since its start, the Initiative has trained and equipped approximately 8,000 teachers and learning facilitators teaching children in schools and non-formal learning centers (NFLCs), respectively. By incorporating EGR instruction concepts, techniques, practices, and materials into national teacher training programs, program graduates are being equipped with a full set of instructional skills that will have a direct and positive impact on their students’ primary school reading performance.

Over the course of the program, the Initiative seeks to reach nearly 1.4 million children in Primary 1 – 3, along with more than 500,000 out-of-school children, youth, and adolescent girls attending around 11,000 Non- Formal Learning Centers (NFLCs), Adolescent Girls Learning Centers (AGLCs) and Youth Learning Centers (YLCs).

The Initiative is implemented by Creative Associates International in collaboration with 3 U.S.-based organizations: Education Development Center (EDC), Florida State University (FSU), and

Overseas Strategic Consulting (OSC), and four local organizations: Value Minds, Civil Society Action Coalition on Education for All (CSACEFA), Reading Association of Nigeria (RAN) and the Federation of Muslim Women’s Associations in Nigeria (FOMWAN). The Initiative will also engage more than 46 local NGOs in pursuit of its objectives through grants for management of NFLCs and establish of communication structures for advocacy and sensitization of community leaders and parents for their improved participation in the promotion of EGR at community levels.

## **STRUCTURE OF REPORT**

As part of its scheduled monitoring and evaluation (M&E) activities, the Initiative is conducting outcome evaluations at baseline (Y1), midline (Y3), and endline (Y5) in formal schools to measure changes at the school level with Primary 2 and 3 pupils and teachers, as well as head teachers, participating in the Initiative intervention. The results of the evaluation activities are used to inform the project technical and management teams as well as measure change in learner performance over the life of the Initiative intervention.

The purpose of this report is to provide data on student achievement in formal primary schools of Initiative-targeted Local Government Education Authorities (LGEAs) from *baseline* levels (SY 2015/16) to results after 2 years of project intervention (*midline* levels) (SY 2017/18), responding to the following research questions:

- What is the increase, from *baseline* to *midline*, in the percentage of pupils who, by the end of Primary 2, demonstrate that they can read and understand the meaning of Hausa grade level text (ES.1-1)?
- What is the increase, from *baseline* to *midline*, in the percentage of pupils who, by the end of Primary 3, demonstrate that they can read and understand the meaning of English grade level text (Custom 3)?
- What is the increase, from *baseline* to *midline* in the percentage of teachers using structured lessons and other evidence-based reading instructional approaches (Custom 6)?

Additionally, this report presents findings on the context of early grade reading instruction:

- What is the increase in teachers’ and head teachers’ correct response rate to questions about EGR pedagogy?
- What is the increase in observed and reported availability of EGR resources to pupils in both schools and homes?

- What is the increase of head teacher and school supervisor observation, monitoring, and coaching of teachers' EGR pedagogy?
- What is the increase in reported family/home support to pupils' EGR?

The report is organized according to the categories of data specified above. It begins with a brief overview of the methodology and evaluation design, including an overview of the data collection process (Section 2). A more detailed description of the methodology, data collection, and tools can be found in Annex 1.

Sections 3 and 4 provide an overview of the context of early grade reading in study schools in terms of the home environment, classroom environment, and school leadership. Following that, in Section 5, reading performance of Primary 2 students before the Initiative (SY 2015/16) is compared to results after two years of project implementation (SY 2017/18) in order measure changes in Primary 2 student achievement in Hausa. Similarly, Section 6 presents a comparison of Primary 3 student performance before the Initiative (SY 2015/16) and after two years (SY 2018/18) in order measure changes in Primary 3 student achievement in Hausa and English.

## 2. METHODOLOGY

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### EVALUATION DESIGN

As the Initiative implemented its EGR intervention in all formal schools in the selected LGEAs, it was deemed infeasible to retain a group of control schools that would have permitted a fully experimental study design (Randomized Control Trial).

Instead, the evaluation follows a cross-sectional design in its EGRA and related formal school assessments, as recommended by USAID Education Strategy. Specifically, baseline measurements (SY15/16) will be compared to midline measurements (SY 17/18) and endline measurements (SY 19/20) to measure changes in reading outcomes.

TABLE 3 STANDARDIZED LEARNER, TEACHER, AND SCHOOL ASSESSMENTS DATA COLLECTION SCHEDULE

	Year 1		Year 3		Year 5
State	(May 2016)	Year 2	(July <sup>1</sup> 2018)	Year 4	(May 2020)
Bauchi	Baseline		Midline		Endline
Sokoto	Baseline		Midline		Endline

### SAMPLE SELECTION

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The evaluation design employed cluster-based sampling, selecting a random sample of schools in each state, stratified by LGEA, and then randomly selecting pupils in each of the schools. The study constructed a sampling frame using EMIS data from the 2014/15 Annual School Census for the baseline evaluation and the EMIS data from the 2016–2017 Annual School Census for the midline evaluation. The sampling frame was based on the enrollments of pupils in Primary 2 and 3 in the Initiative’s ten LGEAs in each state.

The overall sample size, cluster size (number of pupils per school), and number of schools were designed to detect a moderate effect size in each of the 2 states,  $d=.35$  at the learner level, which corresponds to approximately 24% of an average increase in scores at midline and end

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<sup>1</sup> The midline was originally planned for May 2018 but was delayed due to the disruption in normal school calendar caused by the Ramadan fast and holidays in Bauchi and Sokoto.

line compared to the baseline, with the target power of 0.8. Considerations of budget, time, and resources also factored in to the sampling design.

In each state, 50 formal schools were selected from the ten targeted LGEAs by stratified random sampling: five schools per LGEA, with the probability of selection proportional to the school's population (of Primary 2 and 3 pupils). In schools with more than one Primary 2 or Primary 3 classroom, data collectors drew sampled students from the combined arms of the class. At each school and each grade of single arms or combined arms, 12 pupils, equally divided by sex, were randomly selected for testing and interviewing. The Primary 2 Hausa teacher scheduled for Hausa class in the school timetable on the day of visit was observed delivering a Hausa lesson and was interviewed. The English teacher scheduled on the school timetable for the Primary 3 that same day was observed delivering an English lesson. At each school the head teacher was also interviewed and asked to provide enrollment and attendance data for the school.

As in the baseline evaluation, the midline evaluation applied post-stratification weights to the sample to compensate for differences between the representation of male and female pupils in the sample and the relative LGEA pupil populations, according to the school census data. Consequently, the actual *N* (sample size) for each sample is only reported in this section and in Sections 2 and 3 (presenting contextual findings); in subsequent sections, *Ns* will not be reported and weighted data will be used.

TABLE 4 EGRA SAMPLE, BY STATE

	Evaluation Stage	# of schools	# of Primary 2 Students	# of Primary 3 students	# of Teachers	# of Head Teachers
	Designed Sample (per state)	50	600	600	50	50
Bauchi	Actual Baseline Sample (SY 2015/16)	50	575	575	46	50
	Actual Midline Sample (SY 2017/18)	50	602	599	50	50

Sokoto	Actual Baseline Sample (SY 2015/16)	50	597	583	44	50
	Actual Midline Sample (SY 2017/18)	50	608	599	47	49

### EGRA TOOL DEVELOPMENT

In spring 2017, NEI Plus conducted a four-day workshop to review the existing EGRA instruments (used for the baseline EGRA administration) and develop additional versions that were comparable for administration during midline and endline. These versions were subsequently pilot tested using common-persons equating, as recommended in the *EGRA Toolkit*. Following the implementation of the pilot and a review of the data collected, the Initiative selected the version of the instrument to be implemented in the midline evaluation. A detailed description of the tool development and piloting process can be found in Annex 1.

### DATA ANALYSIS

All collected data were cleaned by the Initiative M&E staff and analyzed using standard statistical techniques such as univariate and bivariate statistics, as needed for different analytical purposes. As the baseline and midline assessments utilized different EGRA instruments, analysts reviewed adjusted for the remaining minor differences between instrument versions. Reviewing the data collected during the pilot administration, analysts concluded that the small sample of nonzero scores ( $n \approx 100$ ) limited the types of recommended statistical equating approaches. Consequently, analysts used linear equating to create scaled scores. Linear equating was only applied to subtests with more than twenty question items and only applied to non-zero scores. A detailed description of the equating process is found in Annex 1. Throughout this report, adjusted scores are presented in findings through frequency distributions, mean scores and percentages of students meeting reading performance benchmarks, but not in findings presenting zero scores. Where appropriate, results were disaggregated by sex, grade, and state. Central tendency analysis (e.g. mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests (independent samples t-test) were conducted to estimate differences from baseline to midline samples and between genders, where appropriate. Additionally, effect size (Cohen’s d and h) calculations were calculated to assess magnitude of difference between groups.

Additional details on the study methodology, including a detailed overview of the data collection training and assessor inter-rater reliability; the data collection tools, and the equating procedures can be found in Annex 1.

## **LIMITATIONS**

This study has some limitations. Since the evaluation design does not include random assignment of schools, teachers, or students into participant and non-participant groups to assess the impact of the program, the attribution of the observed outcomes to the program will be limited, as there are other factors that may have contributed to the changes between cohorts in the studied outcomes. Additionally, the administration of the midline data collection was delayed due to the timing of term 3 school exams in SY 2017-18. Consequently, in order for students to receive a full school-year worth of instruction, it was necessary to conduct data collection at the end of June through the end of July, as compared to May for the baseline data collection.

An additional limitation derives from that fact that time, budgetary, and logistical constraints required the training of assessors and the data collection to be conducted separately in the two states. Faced with this situation, measures were taken to ensure the maximum possible harmonization of the training and the data collection procedure between the two states, and indeed the same experienced head trainers led the training in both states.

Nonetheless, the practical separation of the Bauchi and Sokoto EGRA baseline exercises meant that IRR tests were not conducted *across* the two states. As a result, any comparison of EGRA and of the classroom observation results between states should be undertaken with caution and considered only as potentially indicative.

Additionally, in the course of data analysis, it was discovered that in a small portion of schools, pupils were sampled from multiple teachers' classrooms. In those schools, the EGRA scores are not able to be reliably linked to a single teacher observed, and consequently, could not be included in correlations to teaching.

# 3. STUDENT CONTEXT INTERVIEW FINDINGS

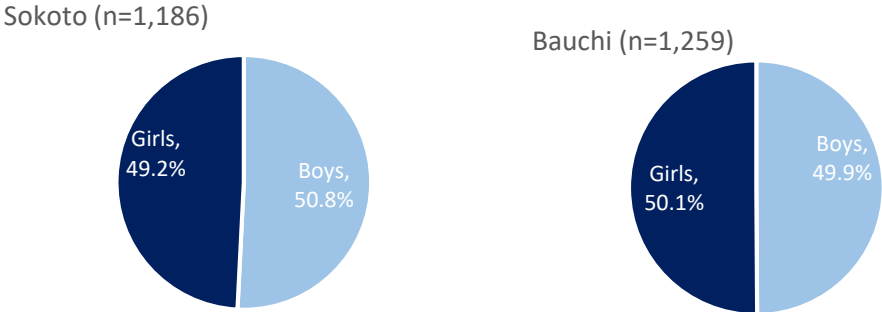
It is widely recognized in the field of education that contextual factors, such as supportive home environments, adequate nutrition, and early exposure to literacy, play prominent roles in helping children succeed academically. Additional school factors such as safety in school as well as the availability of reading materials can contribute to improved performance.

The student questionnaire was administered immediately following the EGRA with each sampled student. Data collected included demographic characteristics of the sampled population, information on school preparedness and available resources for Hausa EGR learning.

## STUDENT DEMOGRAPHICS

The total numbers of students sampled in the midline data collection in each state are displayed in Figure 1 below. The population of boys and girls sampled in each state is about the same size, with a few more boys than girls in Bauchi and a few more girls than boys in Sokoto.

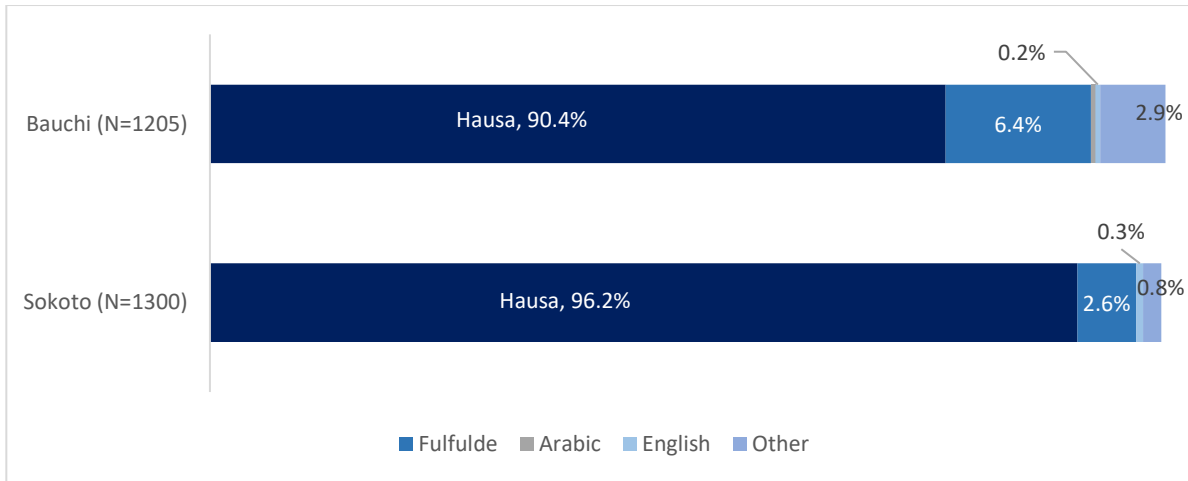
FIGURE 1 SAMPLE STATISTICS, BY STATE AND GENDER



In both states, students predominantly reported speaking primarily Hausa at home, although the percentage was greater in Sokoto. In Bauchi, about 6.4% reported speaking Fulfulde in the home as compared to 2.6% in Sokoto. Other languages spoken at home include, but are not limited to Yoruba, Jarawa, and Kanuri.



FIGURE 2 LANGUAGES PRIMARILY SPOKEN AT HOME (N=2505)



The mean ages of sampled students were found to be slightly higher than would be expected for primary 2 and Primary 3 enrollments (assuming that children would normally enter Primary 1 at age six). Overall there was little or no variance in the mean ages for P2 and P3 students across states and gender.

TABLE 5 MEAN AGE OF SAMPLED PUPILS BY STATE

Mean	Bauchi (n=1,186)	Sokoto (n=1,259)
Primary 2	8.78	8.6
Primary 3	10.06	10.3

## PUPILS' SCHOOL EXPERIENCE AND HOME ENVIRONMENT

Within the questionnaire, students were asked a standard series of questions touching on conditions that could potentially influence their EGR achievement. These include other forms of educational participation (prior to and parallel to the formal school), absenteeism levels, and at-home support for reading.

In Sokoto, participation in a supplemental school, such as a faith-based non-formal learning center, was nearly universal: more than eight out of ten students attended other schools, while in Bauchi, seven out of 10 students attended supplemental school. It is important to note that the reported levels of this participation in additional schooling were nearly identical for boys and girls in both states.

In Sokoto, 94% of those attending a supplementary school were attending one devoted solely to Quranic learning, with an additional 4.9% attending a school that combined Quranic learning with some Western learning. In Bauchi, the percentages for these two categories were 77.6% and 19.4% respectively.

In comparison to the baseline data, there is slight reduction in the number of students who attend supplemental schools in both Sokoto and Bauchi. There is a reduction of at least 4% across both states with Sokoto seeing a higher reduction (8%) in the number of girls who attend supplemental schools.

More students reported missing school in Sokoto than in Bauchi. The percentages of students reporting being absent from formal school in the previous week were highly consistent across genders in each state, with Sokoto hovering near 35% and Bauchi hovering near 27%.

Compared to the baseline data, both states saw a reduction in the number of students who were absent from school in the prior week. However, the reduction is significantly higher in Bauchi, particularly with the girls, which show at least a 14.7% decrease from the baseline data.

**FIGURE 3 ATTENDS SUPPLEMENTAL SCHOOL (N=2533)**

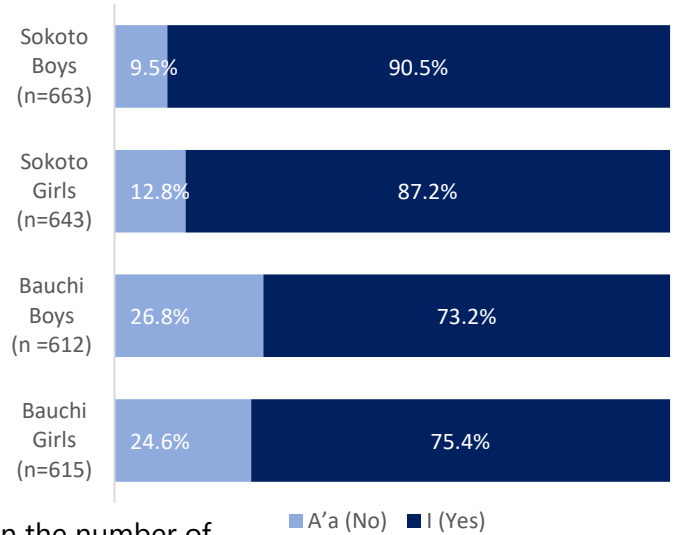
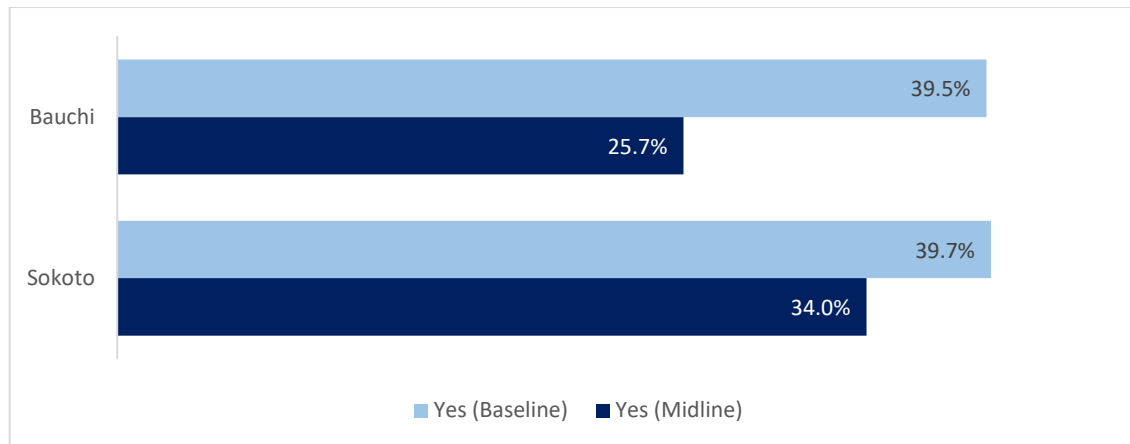


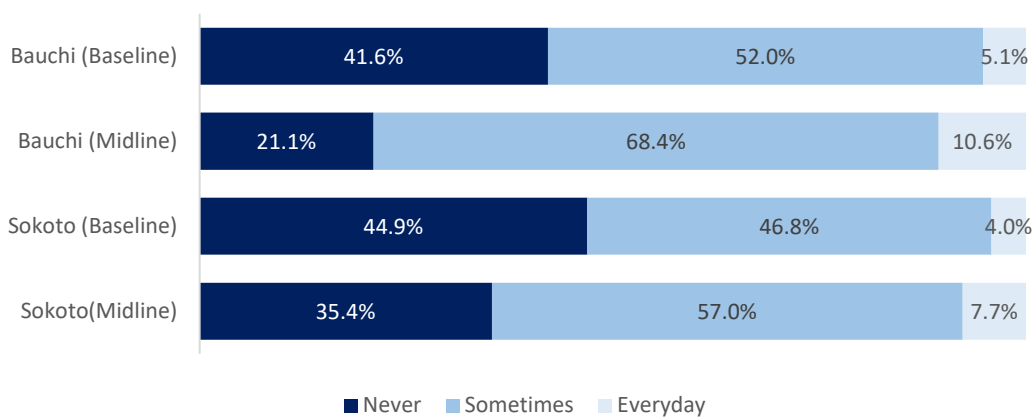
FIGURE 4 WERE YOU ABSENT FROM SCHOOL IN THE PRIOR WEEK?



The majority of the students across Bauchi and Sokoto generally reported having Hausa reading books. Across the two states only about one in ten students reported not having a Hausa reading book, and at least eight out of ten students reported having time to read either in the classroom or at the school library. Boys in Sokoto reported not having time to read at the highest rate (15.8%).

In comparison with the baseline data, both states show an increase in the number of students who report practicing reading at home “sometimes” or “everyday”. Bauchi in particular shows a substantial increase (16.4%) in the number of students who report practicing reading “sometimes” at home. Nevertheless, more than a third of students in Sokoto and more than a fifth of students in Bauchi report never practicing reading at home.

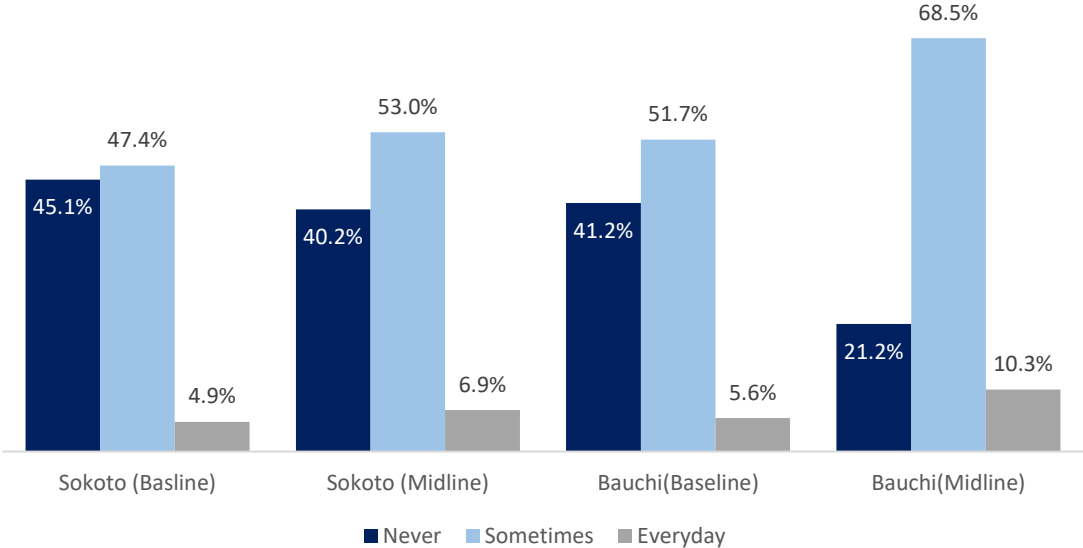
FIGURE 5 HOW OFTEN DO YOU PRACTICE READING AT HOME?



Additionally, more students at midline than baseline reported being read to home “every day” or at least “sometimes,” and this increase was consistent in both states and across genders. Bauchi, in particular, saw a 20% reduction in the portion of students reporting that they are never read to at

home. Despite this reduction, about two-fifths of Sokoto students and one-fifth of Bauchi students reported that they are never read to at home, signifying the need for further work in this area.

FIGURE 6 HOW OFTEN DOES SOMEONE READ TO YOU AT HOME?



# 4. SCHOOL AND LEARNING ENVIRONMENT FINDINGS

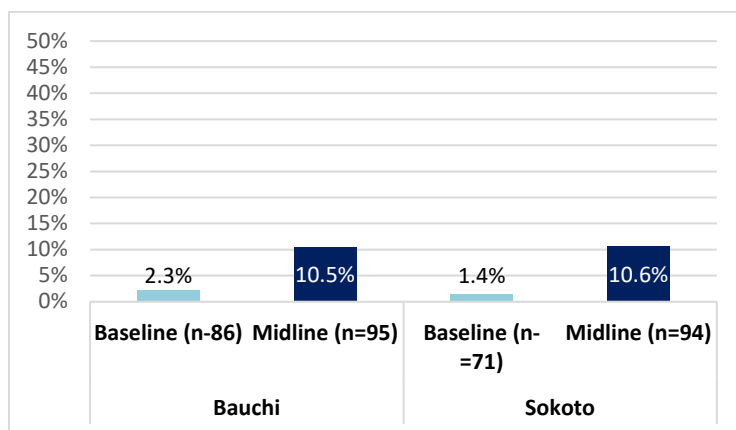
The school environment and school leadership is critical to understanding the teaching and learning that is taking place in the school. Concurrently with the EGRA student assessment, the data collection team gathered data on the school context and environment, including: 1) the classroom environment and visibility of EGR resources, 2) the school leadership and support to teachers, and 3) teacher characteristics and teaching practices.

## CLASSROOM ENVIRONMENT

The Initiative’s training and ongoing support of teachers has included efforts to promote the use of EGR teaching and learning materials (TLMs) in the classroom. Classroom observation at baseline and mid-line included a check for the visible presence or availability of certain categories of such materials. Overall, observation findings at midline show significant increases in the presence of learning materials from baseline to midline; however, despite these promising findings, at midline, less than half of all classrooms observed had any of the specified resources visible. Additionally, across almost all categories, a higher percentage of classrooms in Sokoto were observed to have visible EGR resources than did those in Bauchi.

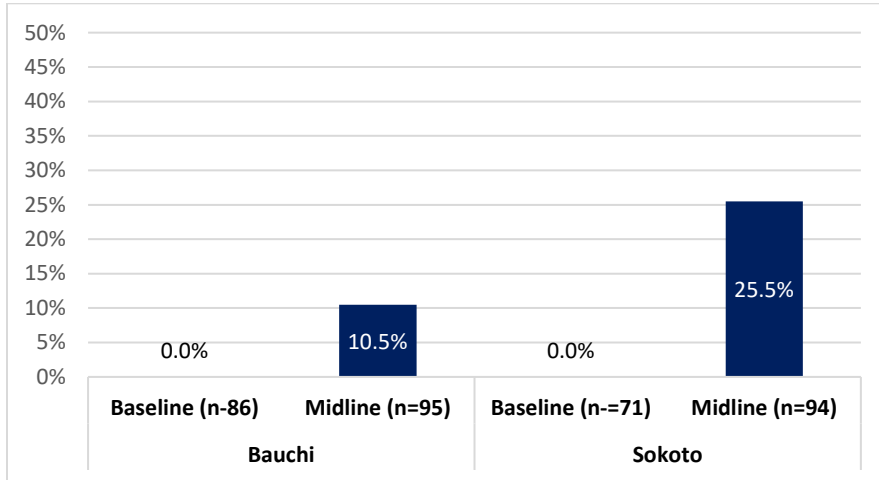
As displayed in the following graph, the percentage of classrooms with visible letter and word cards for Hausa language increased significantly from baseline, but was still quite low with cards displayed in only about one-tenth of sampled classrooms.

FIGURE 7 PERCENT OF CLASSROOMS WITH HAUSA LETTER/WORD CARDS, BY STATE



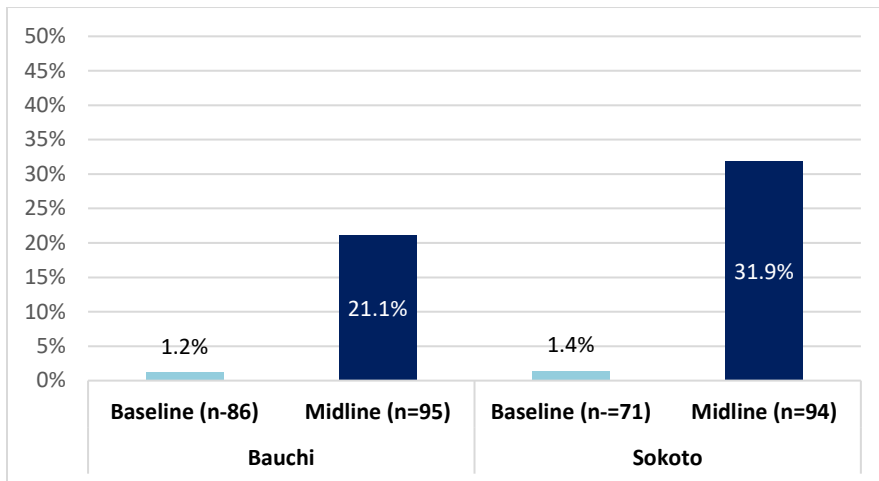
Similarly, posters supporting EGR and language learning, which had been completely absent in the baseline sample, were seen in about 11% of classrooms in Bauchi and about 26% of classrooms in Sokoto.

FIGURE 8 PERCENT OF CLASSROOMS WITH POSTERS ABOUT LANGUAGE/LITERACY DISPLAYED, BY STATE



EGR resources and displays made by teachers themselves also increased from a very rare occurrence at baseline to roughly 32% of sampled classrooms in Sokoto and 22% in Bauchi at midline. This finding may signify an encouraging step towards a culture of TLM creation among EGR teachers.

FIGURE 9 PERCENT OF CLASSROOMS WITH TEACHER-MADE DISPLAYS/RESOURCES ABOUT LANGUAGE LITERACY, BY STATE



As displayed in the following three figures, the trend of a stronger presence of EGR resources in Sokoto classrooms also extended to the display of pupils' work in classrooms, the availability of supplemental reading materials, and the use of additional items for EGR instruction.

FIGURE 10 PERCENT OF CLASSROOMS WITH PUPILS' WORK DISPLAYED ON THE WALLS, BY STATE

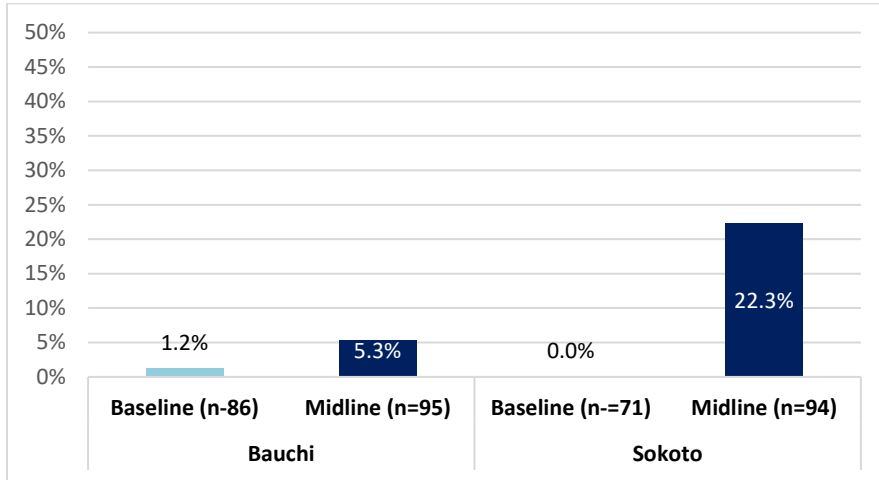


FIGURE 11 PERCENT OF CLASSROOMS WITH READING MATERIALS BESIDES TEXTBOOKS AVAILABLE FOR PUPILS TO READ INSIDE THE CLASSROOM, BY STATE

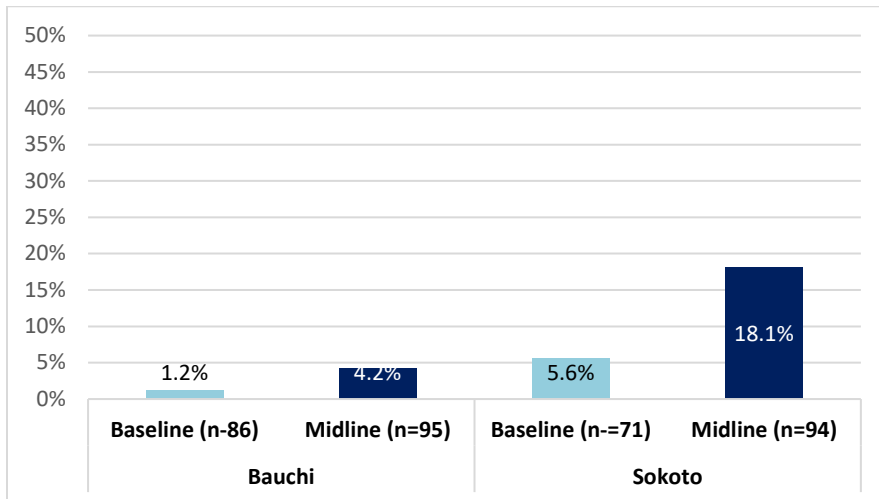
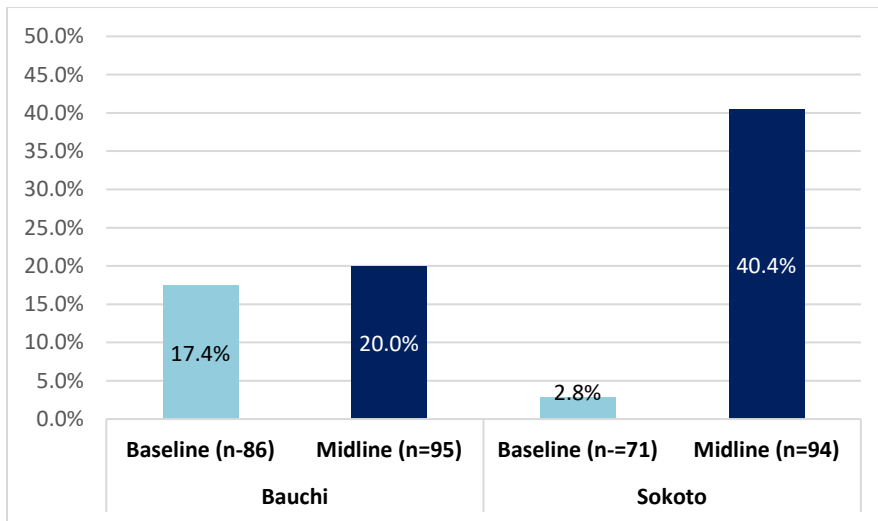
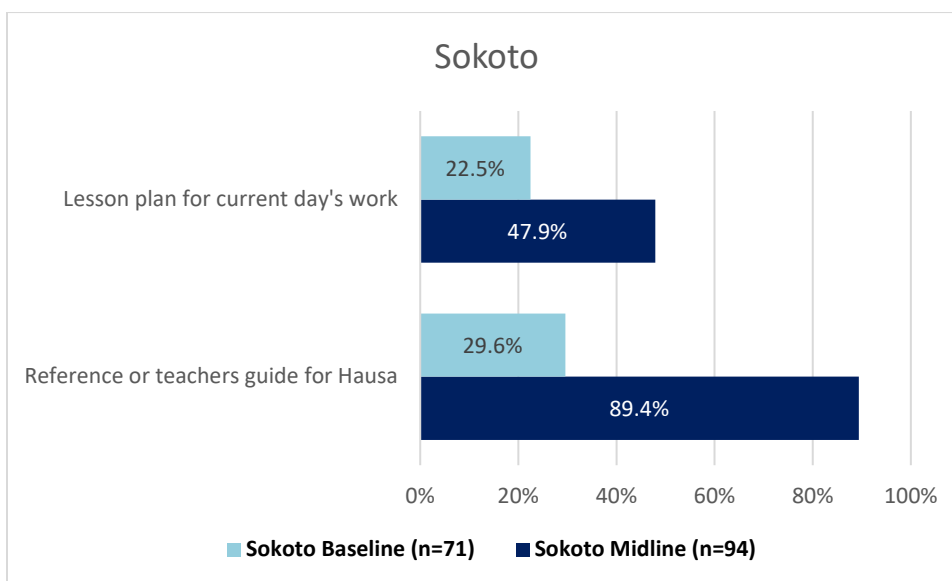


FIGURE 12 PERCENT OF CLASSROOMS WITH ANY OTHER ITEMS USED BY THE TEACHER TO TEACH READING, BY STATE

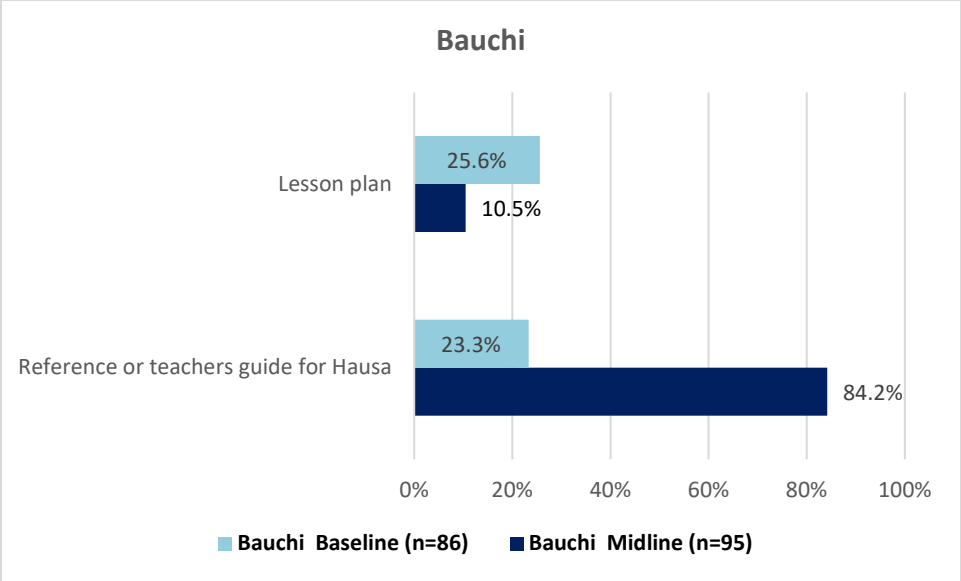


Classroom observers also checked whether teachers had a teachers' guide for Hausa and whether they had prepared their own work plan for the observed lesson. Since the Initiative provided Mu Karanta guides to early primary Hausa teachers over the first two years of the project, it was not surprising at midline that nearly 90% of observed teachers in Sokoto and nearly 85% in Bauchi were found to be in possession of this teachers' guide. The incidence of the teacher having a lesson plan actually appeared to decrease in Bauchi from a low baseline level. However, this result is likely explained by teachers' own reliance on the Mu Karanta lessons. The policies of the two states may vary as to what the teacher is expected to notate when referring to Mu Karanta to indicate the lesson for the day.

FIGURE 13 TEACHER HAS TEACHERS' GUIDE AND LESSON PLAN, BY STATE





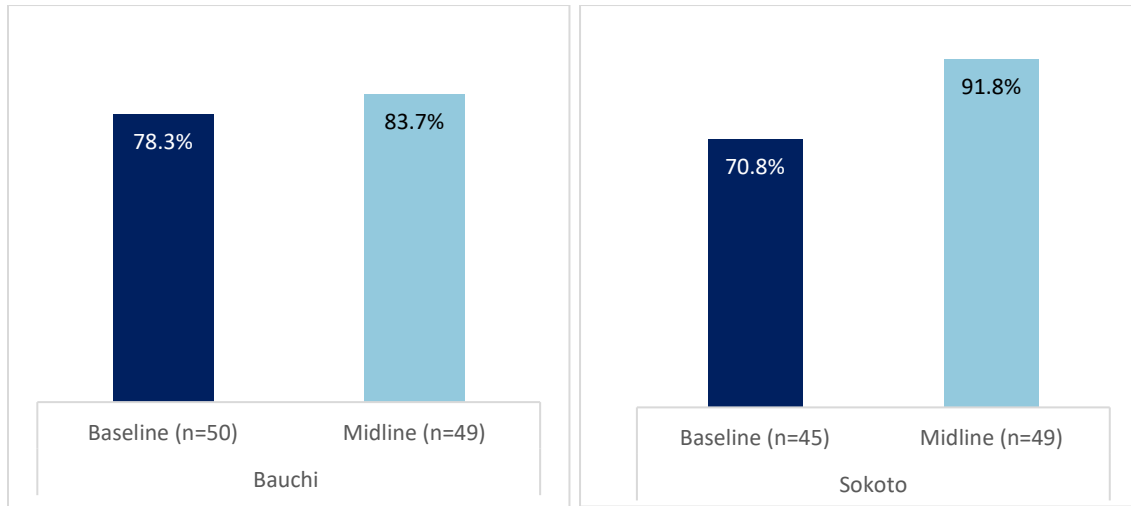


**SCHOOL LEADERSHIP**

From the 50 schools sampled in each state, data collectors conducted interviews with 49 head teachers in Bauchi and Sokoto, respectively, to obtain information on school support and supervision of Hausa instruction. The overwhelming majority of head teachers interviewed were male, though notably more female head teachers were found in Bauchi (about 18%) than in Sokoto (2%).

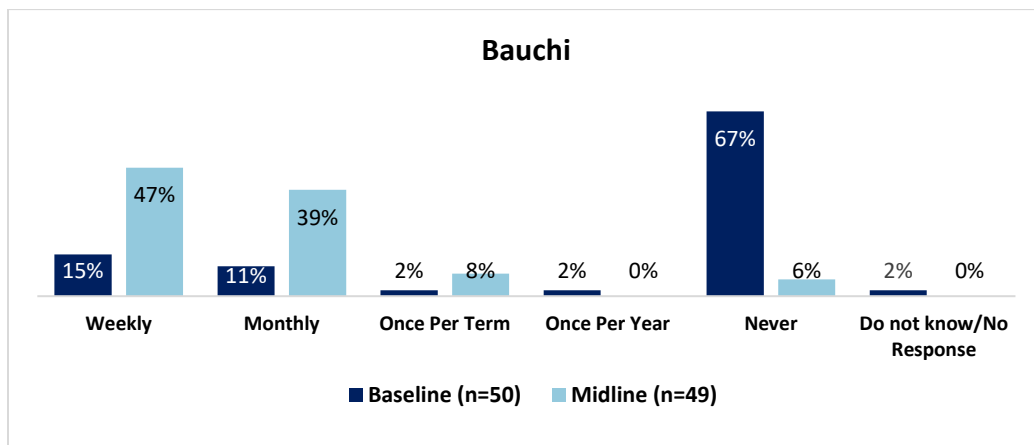
As seen in the figure below, at midline, increased levels of head teachers in both states reported receiving specific training in how to support Hausa teachers. Additionally, the overwhelming majority of head teachers in both states responded that it was their own responsibility to provide school-based supervision and support to Hausa teachers.

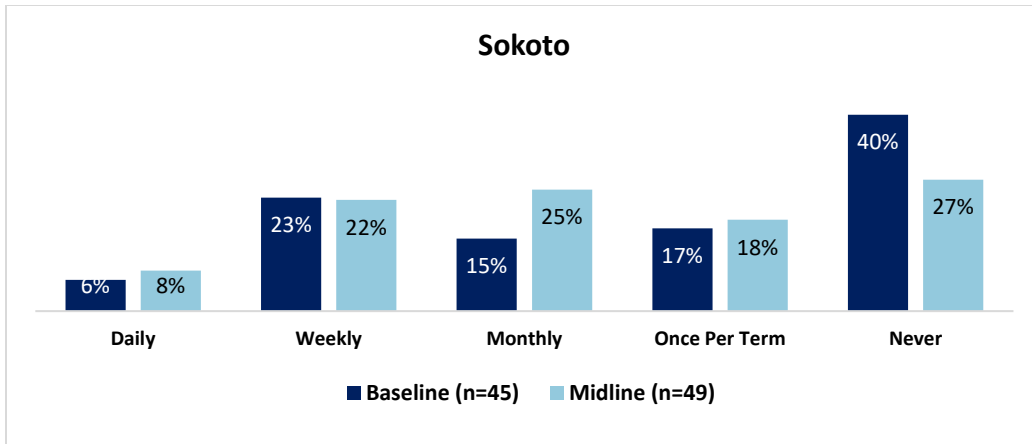
FIGURE 14 PERCENT OF HEAD TEACHERS TRAINED TO SUPPORT HAUSA TEACHERS



Head teachers were also asked about the frequency of monitoring and supervision of Hausa Primary 2 teachers by decentralized officers of SUBEB (Area Education Officers and School Support Officers). At baseline, over two-thirds of the head teachers interviewed in Bauchi and about 40% of head teachers interviewed in Sokoto responded that such supervisory visits *never* occurred. At midline, the percent of head teachers in Bauchi responding *never* has dropped drastically to about 6%, with corresponding increases in responses of *weekly* and *monthly* supervisory visits. In Sokoto, fewer head teachers responded *never* at midline as well, though the decrease in *never* responses was not as significant.

FIGURE 15 HOW FREQUENTLY WERE PRIMARY 2 TEACHERS OBSERVED BY AEO/SCHOOL SUPERVISOR/SSO?

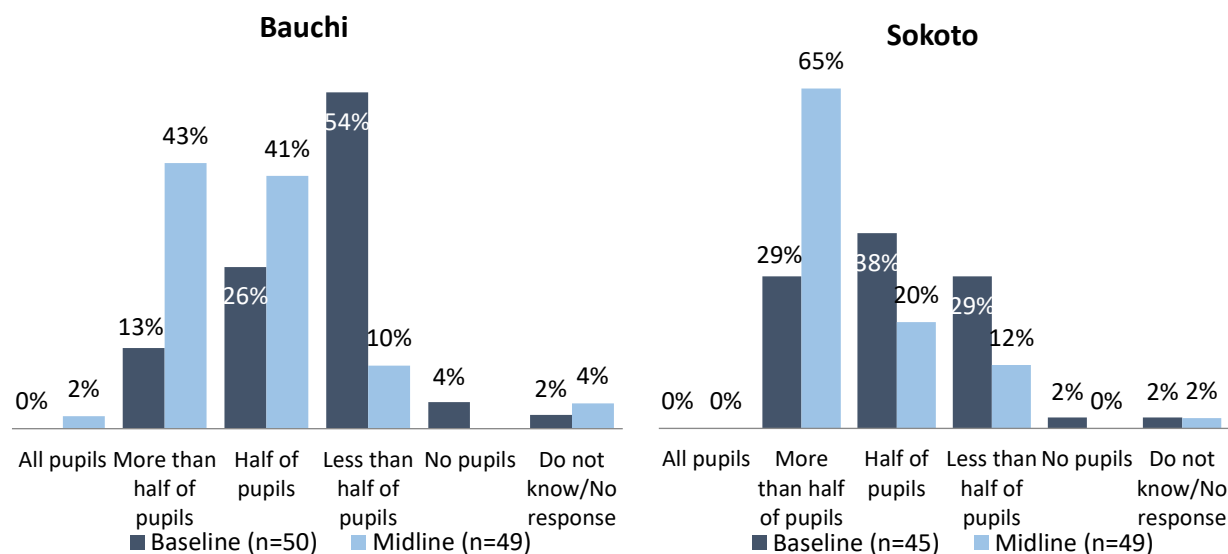




### HEAD TEACHERS' EGR KNOWLEDGE AND BELIEFS

Head teachers were also asked about their perceptions of learners' reading abilities with data collectors asking head teachers how many of the pupils in their schools they believed could "read and comprehend well" in Hausa. At baseline, the majority of head teachers in Bauchi and about one-third of head teachers in Sokoto reported that less than half of students could read and comprehend well in Hausa. Surprisingly, the Initiative's interventions appear to have contributed to head teachers' overestimation of students' reading ability. At midline, the overwhelming majority of head teachers reported that half or more of their pupils could read and comprehend well in Hausa. These findings are further corroborated by teachers' perceptions similarly overestimating pupils' abilities, detailed further in a subsequent section. These findings, compounded with the low rates of formative assessments observed, indicate that additional emphasis on formative assessment and head teacher classroom supervisory visits are needed to increase awareness of the low levels of students' reading ability.

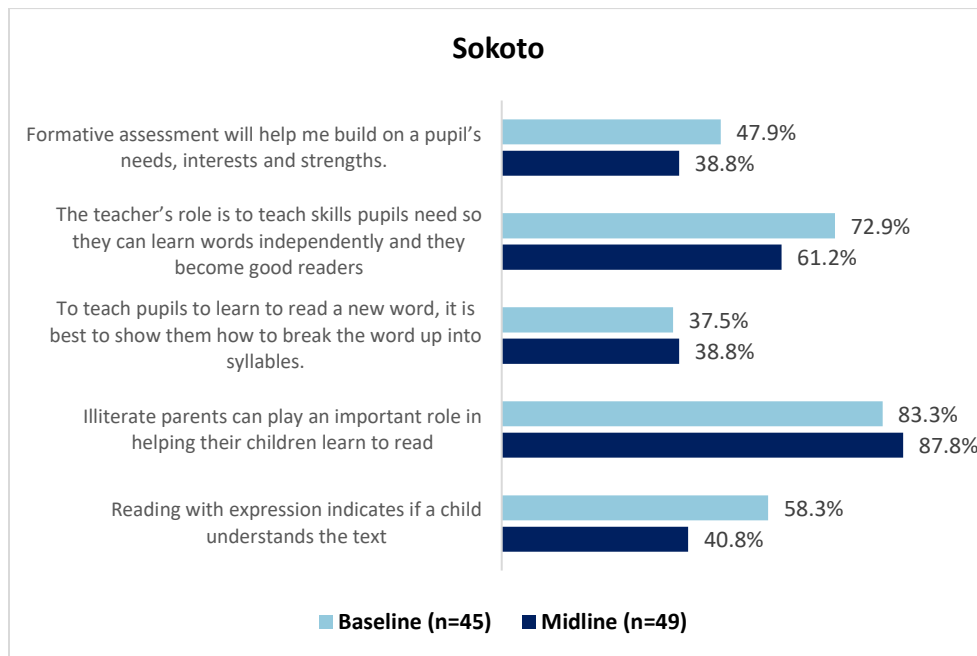
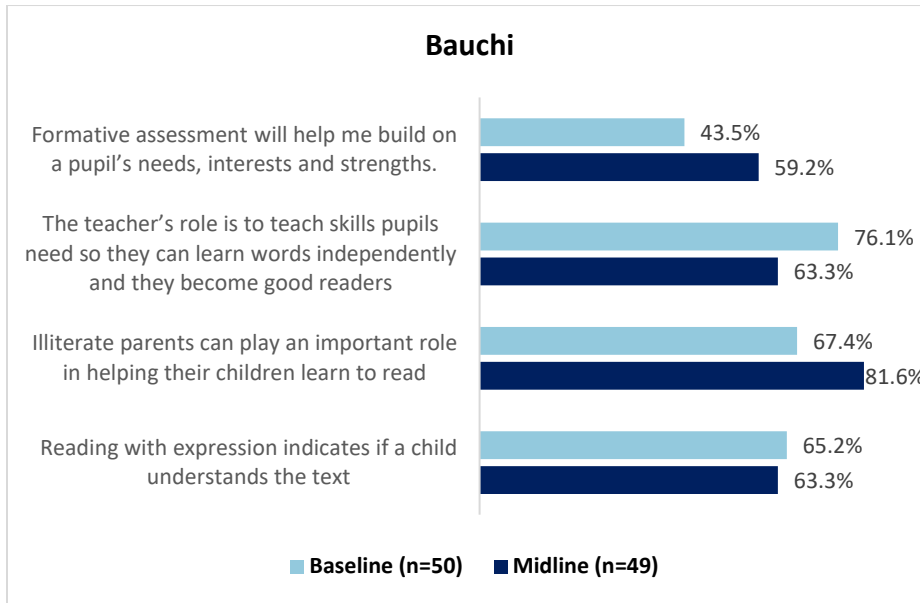
FIGURE 16 HOW MANY PUPILS IN YOUR P2 CLASS CAN READ AND COMPREHEND HAUSA WELL?



Head teachers were also asked a series of questions intended to gauge their knowledge about and attitudes toward EGR instruction. All questions had one correct answer that follows current best practices in early grade reading instruction and one incorrect answer that is derived from common misconceptions or from conventional but unreflective instructional practice. The results of key questions have been broken down by state (Bauchi and Sokoto).

The figures below show the percentage of head teachers in each state selecting the correct answer to each prompt at baseline and midline. In both states, the overwhelming majority of head teachers correctly believe that illiterate parents can play an important role in helping their children learn to read. While this result did not change greatly from baseline to midline for Sokoto teachers, there was a larger increase from two-thirds majority to four-fifths majority in Bauchi. Notably, both states saw a decline in the rate of correct responses regarding the teacher’s role to teach skills pupils need to learn words independently. Although at midline the majority of head teachers correctly answered this prompt, the rate of correct responses dropped about 13 percentage points in Bauchi and about 12 percentage points in Sokoto. As indicated in the figure below, in Bauchi, more head teachers at midline correctly recognized the role of formative assessments in helping pupils, while fewer teachers in Sokoto at midline than baseline (about 38%) correctly responded to this prompt. In Sokoto, another discouraging finding is that far fewer head teachers at midline than baseline correctly believed that reading with expression indicates if a child understands the text, down from about 58% at baseline to 41% at midline. This perhaps indicates the need for additional head teacher trainings with emphasis on EGR best practices.

FIGURE 17 CORRECT RESPONSES TO EGR KNOWLEDGE PROMPTS (%),BY STATE

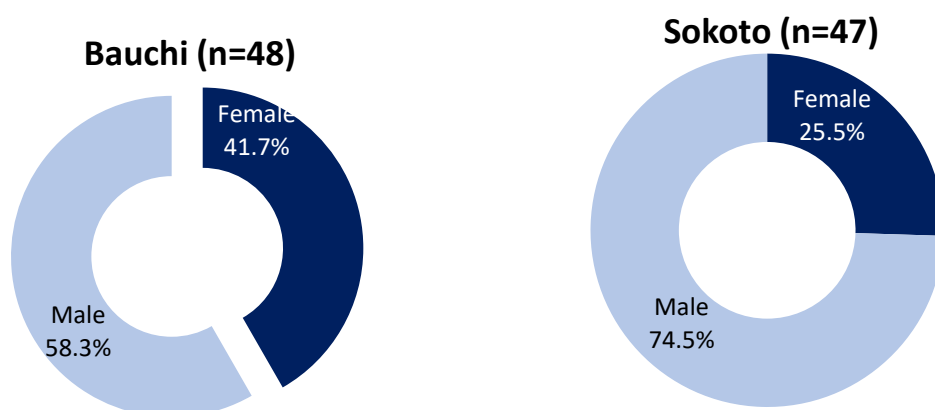


## TEACHER CHARACTERISTICS AND EGR KNOWLEDGE

From the 50 schools sampled in each state, data collectors conducted teacher interviews with 48 Primary 2 Hausa teachers in Bauchi and 47 Primary 2 teachers in Sokoto. Data from this questionnaire provides an initial indication of basic characteristics of this subset of the primary teaching corps in the targeted LGEAS.

In Bauchi, just over half of the sampled Primary 2 Hausa teachers were male; but in Sokoto nearly three quarters teachers were male, a finding consistent with established EMIS data, and with important implications for teacher training that is geared to ensuring equal learning opportunities for both boys and girls.

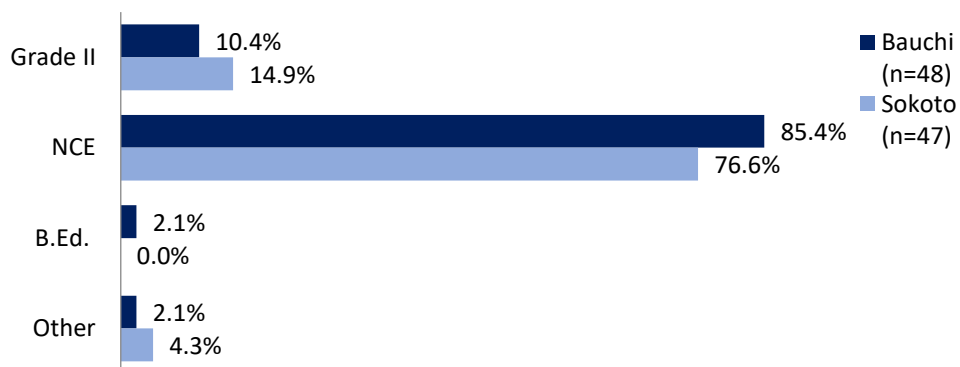
**FIGURE 18 TEACHER GENDER BREAKDOWN**



## TEACHER CREDENTIALS, SPECIALIZATION, AND EXPERIENCE

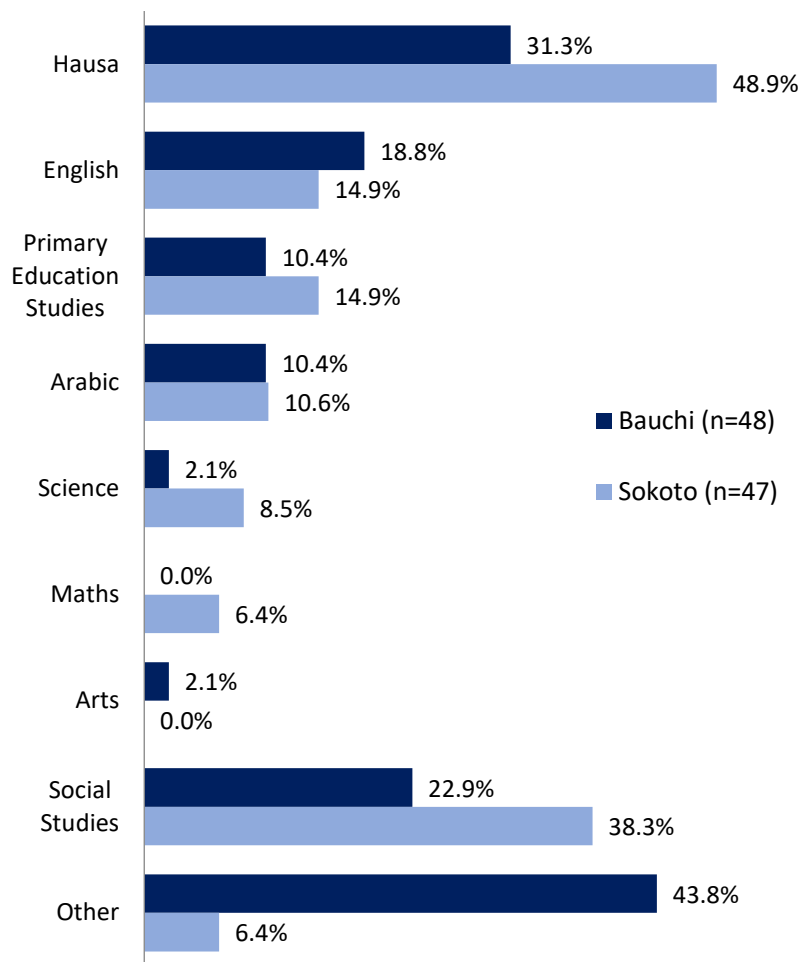
Teachers in both Bauchi and Sokoto reported having about 13 years of experience in teaching. Even though the Nigeria Certificate in Education (NCE) is the official required teacher certification for primary teachers in both Bauchi and Sokoto, not all teachers reported the NCE as their highest earned professional qualification. In Bauchi, 41 of the 48 sampled teachers held this credential (85.4%); but in Sokoto, only 36 of the 47 sampled teachers had completed the NCE (76.6%).

**FIGURE 19 WHAT IS YOUR HIGHEST TEACHING QUALIFICATION?**



Since some teachers had not completed this official pre-service training program, it is not surprising that an even lower percentage of them reported having *specialized* in Hausa during pre-service. In Bauchi, only 31.3% of the 48 Primary 2 Hausa teachers sampled reported having specialized in Hausa during pre-service training. In Sokoto, the number was slightly higher, as nearly half of the 47 Primary 2 Hausa teachers sampled reported having done such a specialization. These breakdowns are surprising given that fewer teachers completed the NCE professional credential in Sokoto than in Bauchi.

**FIGURE 20 WHAT WAS YOUR SPECIALIZATION DURING PRE-SERVICE TRAINING?**

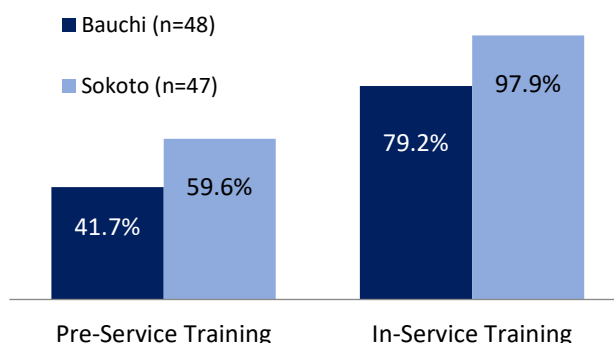


### TEACHER PRE- AND IN-SERVICE TRAINING

Primary 2 Hausa teachers were also asked more precisely about their training in teaching Hausa *reading* to pupils during their pre-service and in-service training. In both cases, Sokoto teachers again reported higher rates of receiving such instruction – 59.6% during pre-service training and 97.9% during in-service training – compared to Bauchi Primary 2

Hausa teachers – 41.7% of whom reported receiving such instruction in pre-service training and 79.2% during in-service training. These midline results showed great improvement from baseline results, when only 27.3% of Primary 2 Hausa teachers in Bauchi and 44.0% in Sokoto received this training during pre-service training and 25.0% of Bauchi teachers and 40.0% of Sokoto teachers received it during in-service training.

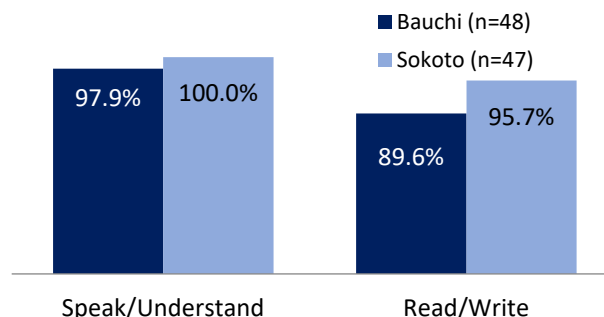
**FIGURE 21 PERCENT OF TEACHERS WHO RECEIVED TRAINING IN TEACHING HAUSA READING TO PUPILS**



## LANGUAGES SPOKEN BY P2 HAUSA TEACHERS

To teach children to read in Hausa, it is arguably essential that teachers themselves not only master the language orally but also be confidently literate in it as well. Fortunately, when Primary 2 Hausa teachers were asked which language they speak, understand, read, and write best, the results in both Bauchi and Sokoto pointed overwhelmingly to Hausa.

**FIGURE 22 PERCENT OF TEACHERS REPORTING ON THEIR HAUSA ABILITIES**



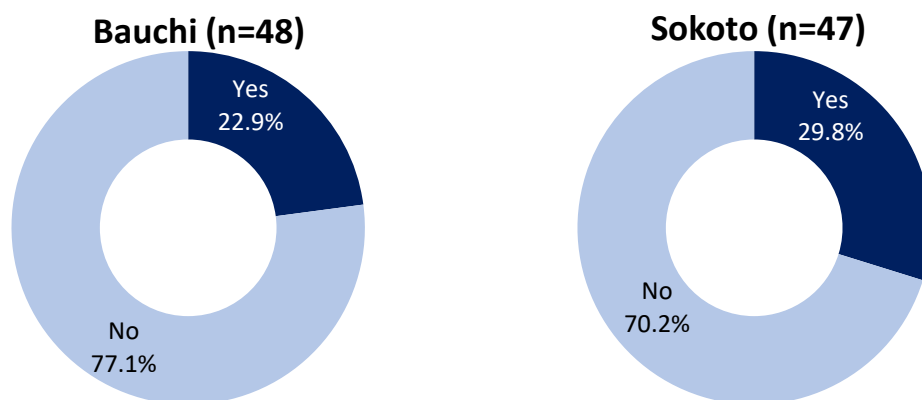
## TEACHER ABSENTEEISM

Data from schools' attendance registers, where available, have not been judged to be a consistent and reliable source of information on teachers' attendance and absence patterns. The Primary Hausa teachers interviewed did offer some insight into the teacher absenteeism rate at the sample schools, as about 20-30% of teachers in both Bauchi and Sokoto reported having been absent from school at least once in the previous week. While few of these teachers offered reasons as to why they were absent, about 19% of these teachers in Bauchi and 24% of these teachers in Sokoto reported illness as their main reason for missing school.



The snapshot of teacher absenteeism rates at midline do not differ much from baseline, when 20% of teachers in Bauchi and 27% of teachers in Sokoto had reported being absent at least one day in the week prior to the administration of the Teacher Interview.

**FIGURE 23 WERE YOU ABSENT FROM SCHOOL ANY DAY LAST WEEK? (P2 HAUSA TEACHERS)**



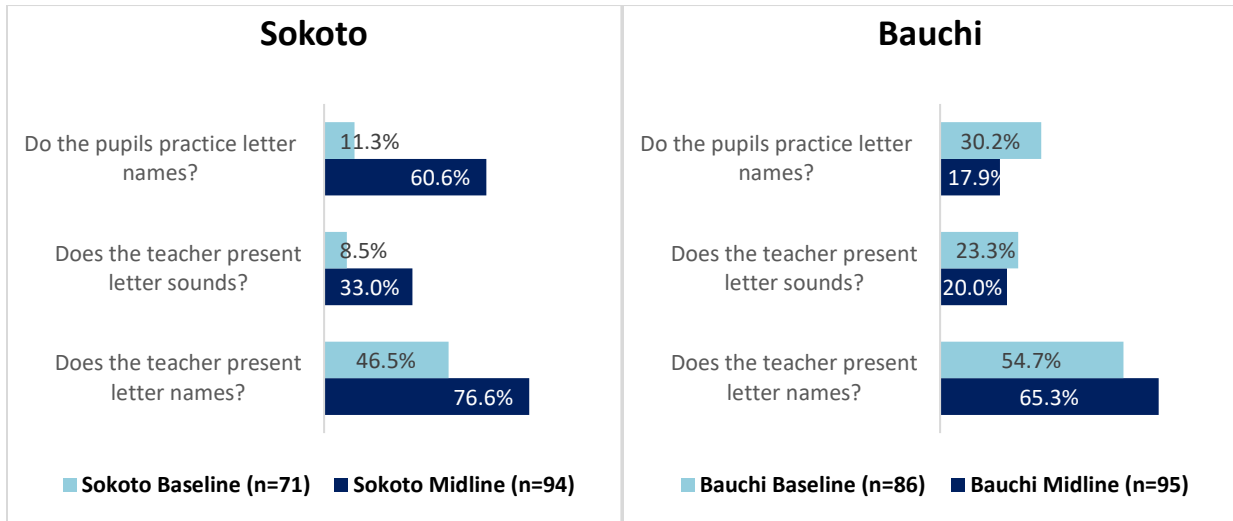
## TEACHER INSTRUCTIONAL PRACTICES

### NON-TIMED CLASSROOM OBSERVATION FINDINGS

The non-timed classroom observation instrument was designed to record the simple presence or absence within a lesson of elements of evidence-based EGR pedagogy and of effective instruction and classroom management overall. By its nature the non-timed instrument cannot provide data on the duration of any observed practices, or, most crucially, on their quality.

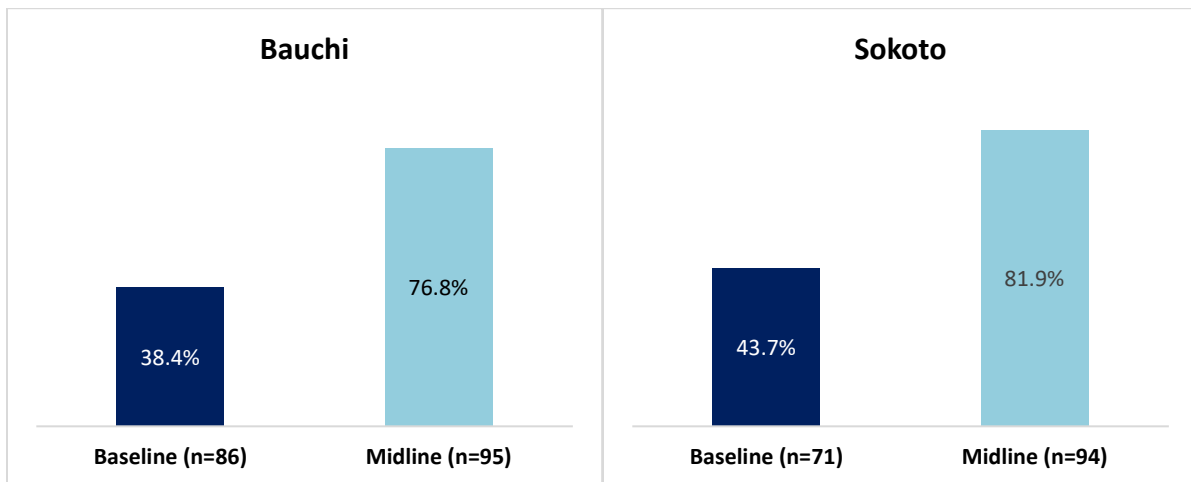
It is also important to stress that one would not necessarily expect to find all elements of EGR pedagogy practiced in a single lesson, and that relative emphasis on particular pre-reading and early reading skills would ideally follow a progression throughout different periods of the first, second, and third grade years. The classrooms were being observed near the end of the school year in Primary 2 (Hausa) and in P3 (English). In both states, there was an increase in teachers presenting letter names compared to baseline (2016). However, there was a decrease in pupils practicing letter names and teachers presenting letter sounds in Bauchi, while the same sharply increased in Sokoto state. This suggests that Sokoto state was still concentrating on letter sounds and letter names towards the end of the school year. In both states, more teachers were observed presenting letter names in Hausa compared to English lessons.

FIGURE 24 PHONEMIC AWARENESS AND ALPHABETIC PRINCIPLE (% YES RESPONSES), BY STATE



Findings on the EGRA show a reduction of about 18% in zero scores for Hausa syllables at P2, which suggests an improvement in *decoding* skills. In both states, inclusion of instructional activity focused on decoding was observed to have doubled compared to baseline. Decoding in Hausa was observed twice as much as in English lessons.

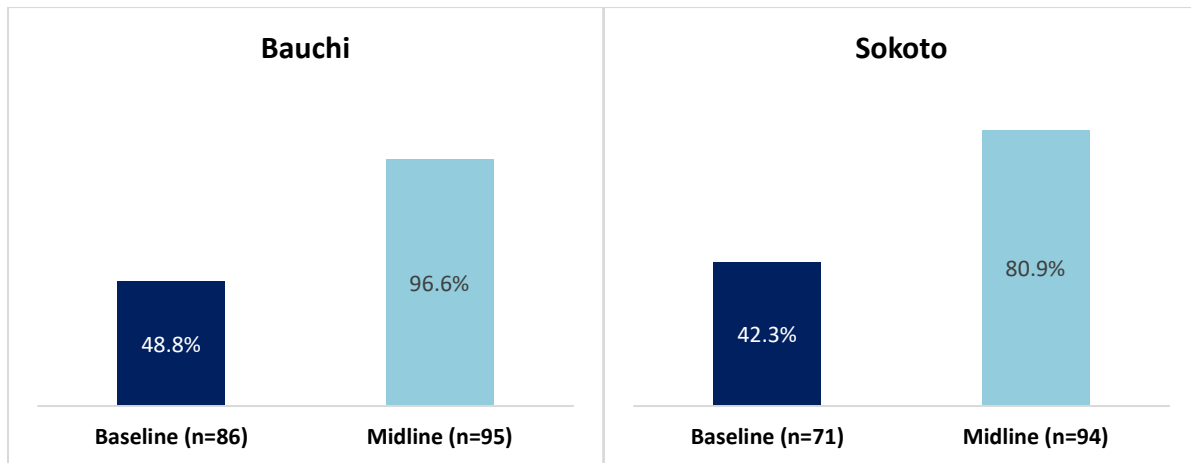
FIGURE 25: DECODING – DOES THE TEACHER INTRODUCE SYLLABLES OR SOUNDS TO FORM OR BREAK APART WHOLE WORDS, OR BLEND LETTERS TOGETHER TO MAKE SOUNDS?



The EGRA results show that reading of full sentences or passages still remains a challenge for the vast majority of pupils. However, over 80% of the teachers in both states were observed to facilitate passage or sentence reading in class. This also represents a doubling of the rate seen

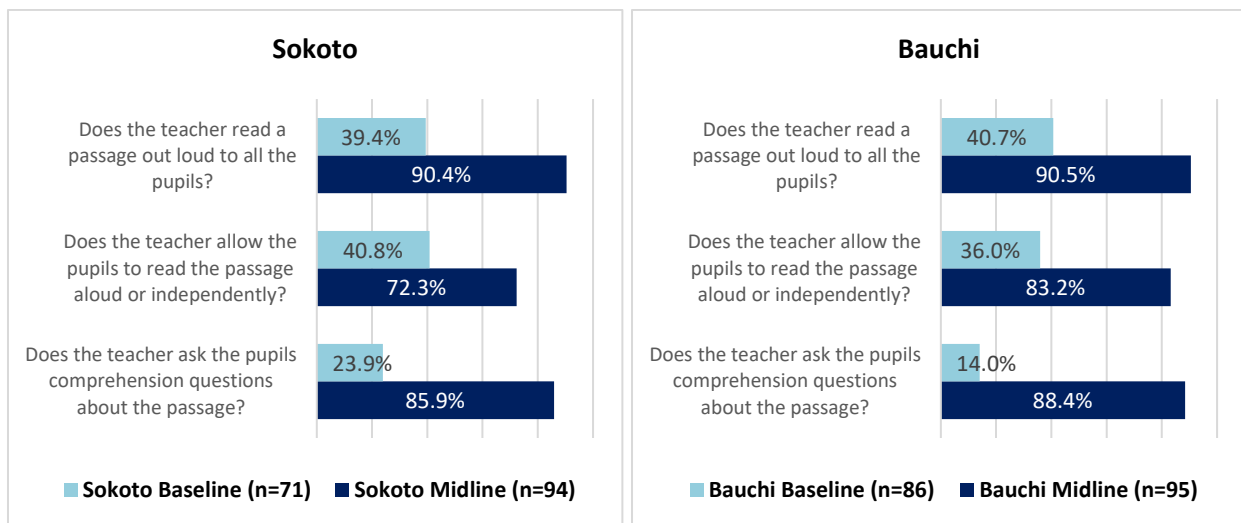
at baseline, where less than half of the teachers were observed providing sentences for pupils to read.

FIGURE 26 SENTENCE READING – DOES THE TEACHER PROVIDE SENTENCES FOR PUPILS TO READ?



Midline data also suggest that more teachers are asking pupils comprehension questions about the passage they have read. This increased from 14% (baseline) to 88% (midline) of observed teachers in Sokoto and from 23.9% (baseline) to 86% (midline) in Bauchi.

FIGURE 27 PASSAGE READING

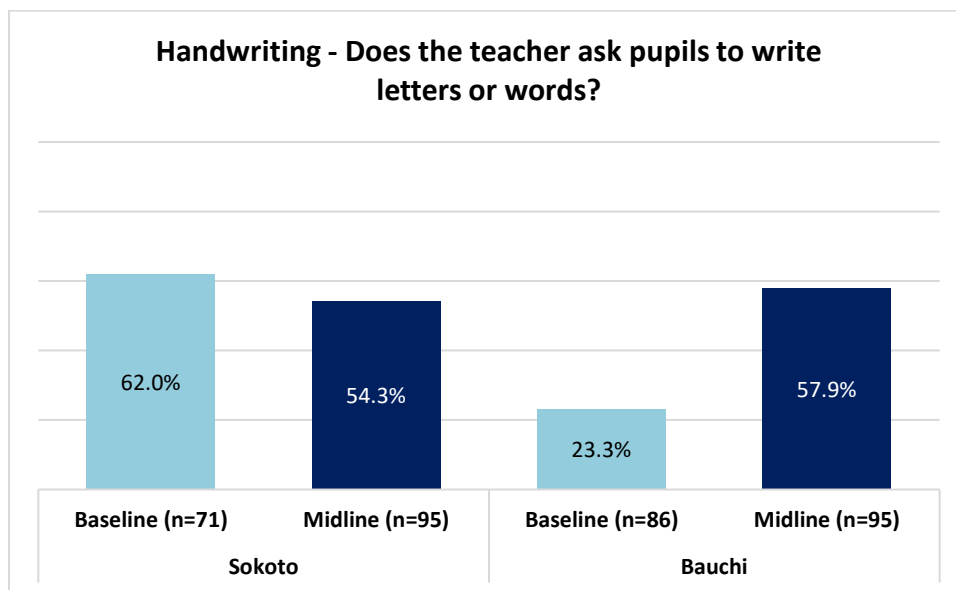


## WRITING

In terms of *writing* practice, overall a higher percentage of teachers were observed to task children with writing compared to baseline in Bauchi state. However, in Sokoto state there was a

drop in the percent of teachers observed to task children in writing from 62 % in baseline to 54% for midline. Notably, in this percent decrease is likely attributable to the increased sample size at midline, with 95 classrooms observed compared to 71 classrooms at baseline. Consequently, the actual number of teachers observed instructing children in writing increased from about 44 classrooms at baseline to 52 classrooms at midline.

FIGURE 28 HANDWRITING – DOES THE TEACHER ASK PUPILS TO WRITE LETTERS OR WORDS?

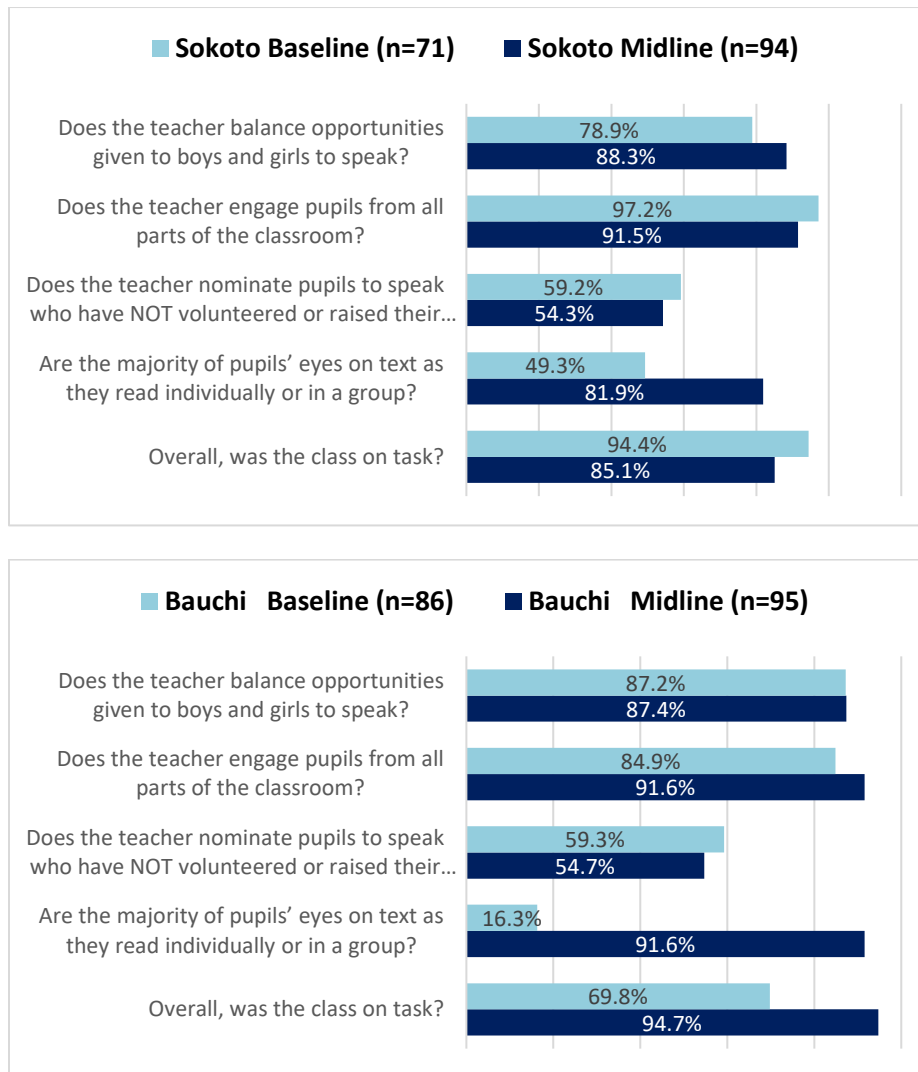


## PUPIL ENGAGEMENT, FEEDBACK AND SUPPORT

The non-timed classroom observation instrument also records potential observations of broader pedagogical and classroom management practices related to engaging pupils and providing supportive and constructive feedback.

Though there is still room for improvement, quite high percentages of teachers were observed to be broadly inclusive in terms of making an effort to engage students from all parts of the classroom and to balance opportunities to speak between boys and girls. However, the observed incidence of teachers more *actively* engaging their less assertive pupils (by calling on those not raising their hands) was rather lower, and even below observation at baseline. There was a tremendous improvement over baseline on "*majority of pupil's eyes on text as they read individually*" suggesting that teachers are encouraging both individual and group reading.

FIGURE 29 PUPIL ENGAGEMENT (“YES” RESPONSES SHOWN)

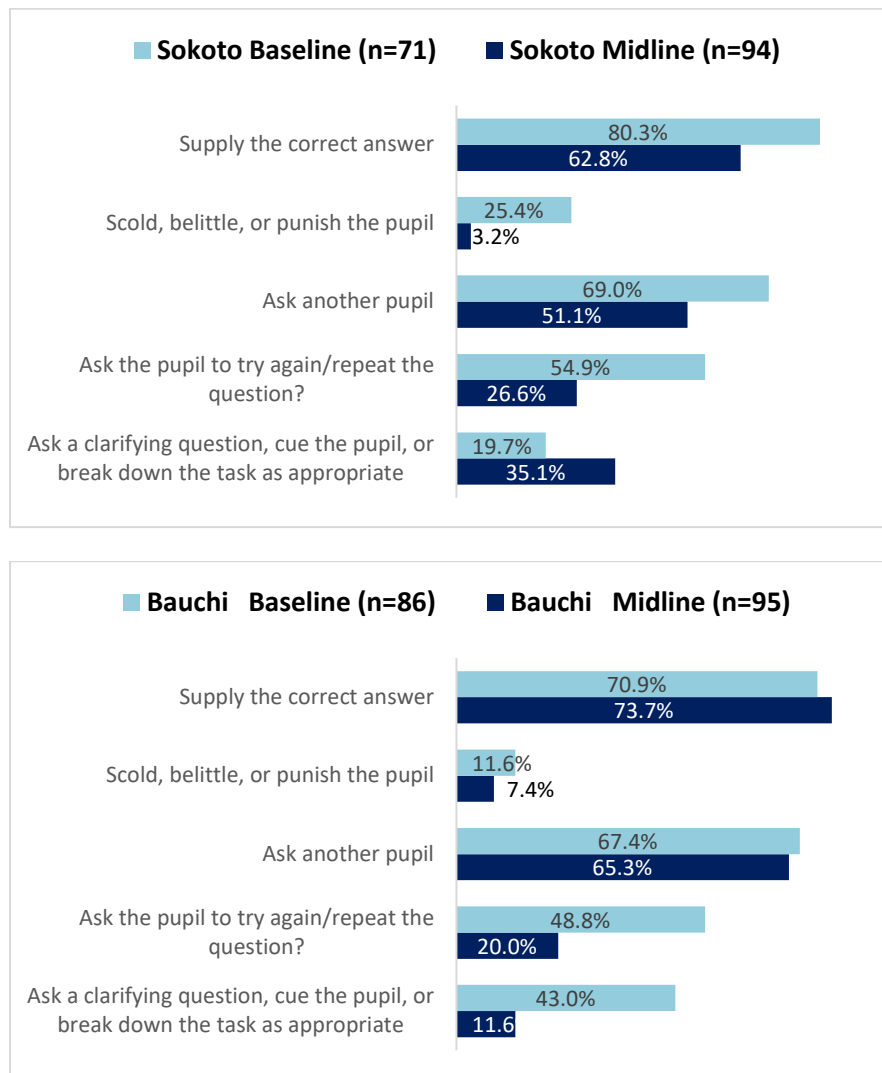


Certain teacher feedback practices have greater potential to support pupil reasoning skills, as well as their confidence. In less than half of what was observed at baseline in each state, the teacher at least gave a pupil a second opportunity to correctly answer a question if the first attempt was incorrect. This suggests teachers are not providing more opportunities to pupils to attempt the question for the second time.

In terms of going the extra step of actual dialogue with a pupil by posing a clarifying question, or providing support to the pupil's reasoning by breaking down the question or offering cues, this was observed in less than half of the lessons in both Sokoto and Bauchi States. However, there was an improvement over baseline in Sokoto while there was a decline from 43% to 12 %

of observed classes. The most commonly observed teacher reactions to pupils' incorrectly answered questions were to simply supply the correct answer or to pass the question to another pupil. Negative feedback, in the form of scolding or insults (or worse) was observed to have declined in both states.

FIGURE 30 IF A PUPIL RESPONDED INCORRECTLY, DID THE TEACHER... ("YES" RESPONSES SHOWN)

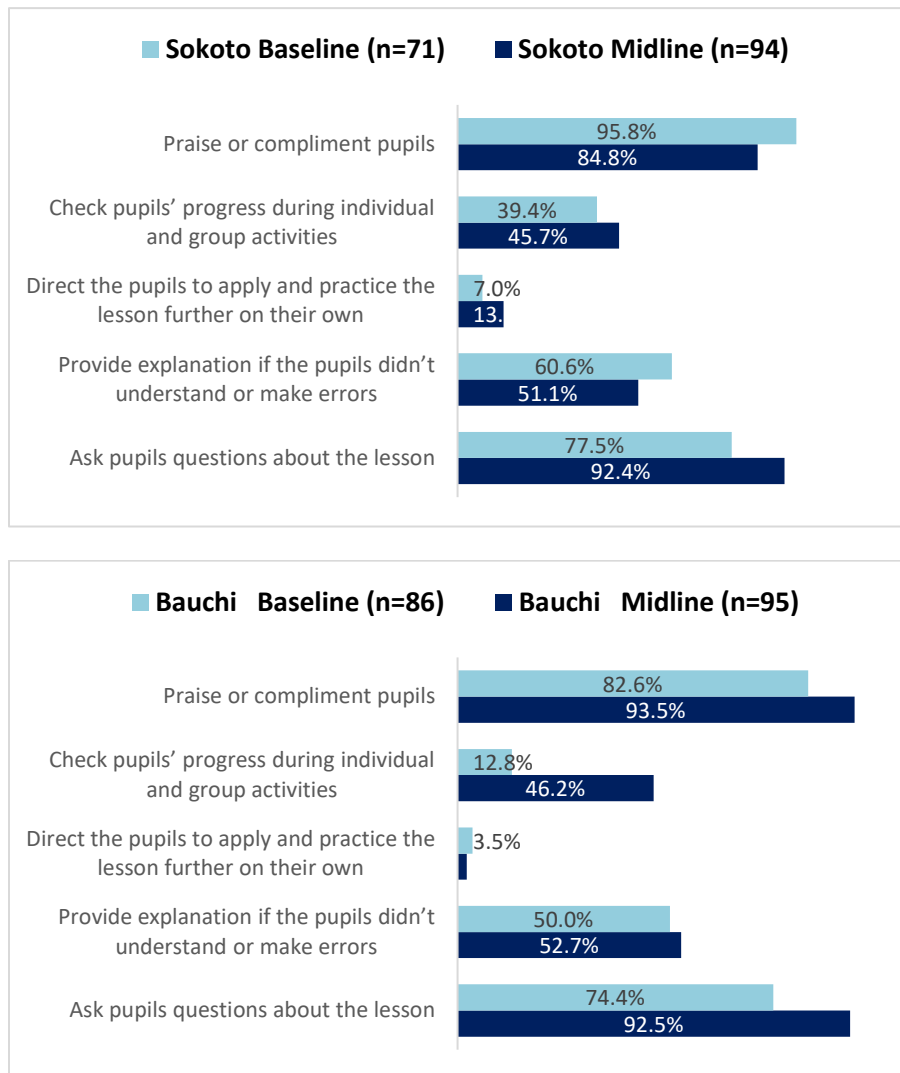


The non-timed instrument included further potentially observable practices that would tend to more actively engage pupils in the learning process and support their confidence. In this area it is encouraging that nearly all teachers were observed to praise or compliment pupils (though there is still some room for improvement in Sokoto, which saw a slight decline over baseline). Almost all observed teachers posed some form of questions to pupils in in both states; however,

they were observed to provide additional explanations when encountering pupil misunderstanding in only about half of observed lessons in both Bauchi and Sokoto.

There was a great improvement over baseline in Bauchi on “teachers checking on pupil progress during individual work” from 13% to 46%. This observation was however similar to that of Sokoto state. In both states, teachers were rarely observed directing pupils to practice the lesson further on their own.

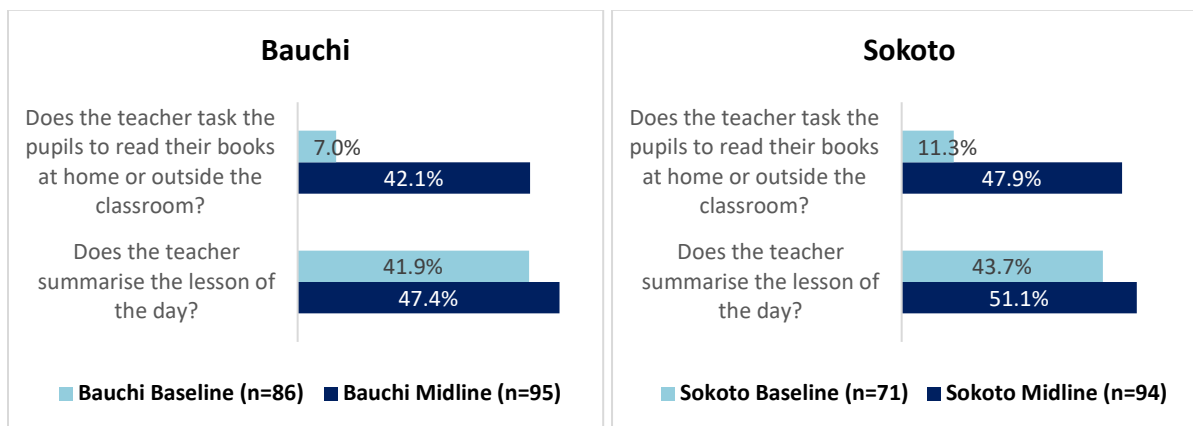
FIGURE 31 OVER THE COURSE OF THE LESSON, DID THE TEACHER:



In a similar vein, teachers were observed to summarize the key points of their lesson in fewer than half of the observed lessons in Bauchi and just above half of the classes in Sokoto,

representing slight improvement over baseline for both states. In both states, more teachers were observed to task pupils to read their books at home or outside the classroom, as compared to baseline findings.

FIGURE 32 LESSON CLOSURE AND PRACTICE



### TIMED CLASSROOM OBSERVATION FINDINGS

The timed classroom instrument was administered at baseline only in P2 *Hausa* lessons; at midline, however, assessors were encouraged to also observe P3 English lessons when time permitted. The results provide estimates both of overall lesson duration and of the proportions of lesson time spent in different modes of classroom interaction and on various elements of EGR instruction.

The first salient finding from the use of the timed instrument is that actual Hausa lesson durations were shorter than the official designated length of 60 minutes. On the other hand, average the English classes lasted 39 minutes for both states, which is slightly longer than the standard English lesson of 30 minutes; this is one and half times improvement over baseline where the average observed lesson lasted 26 minutes.

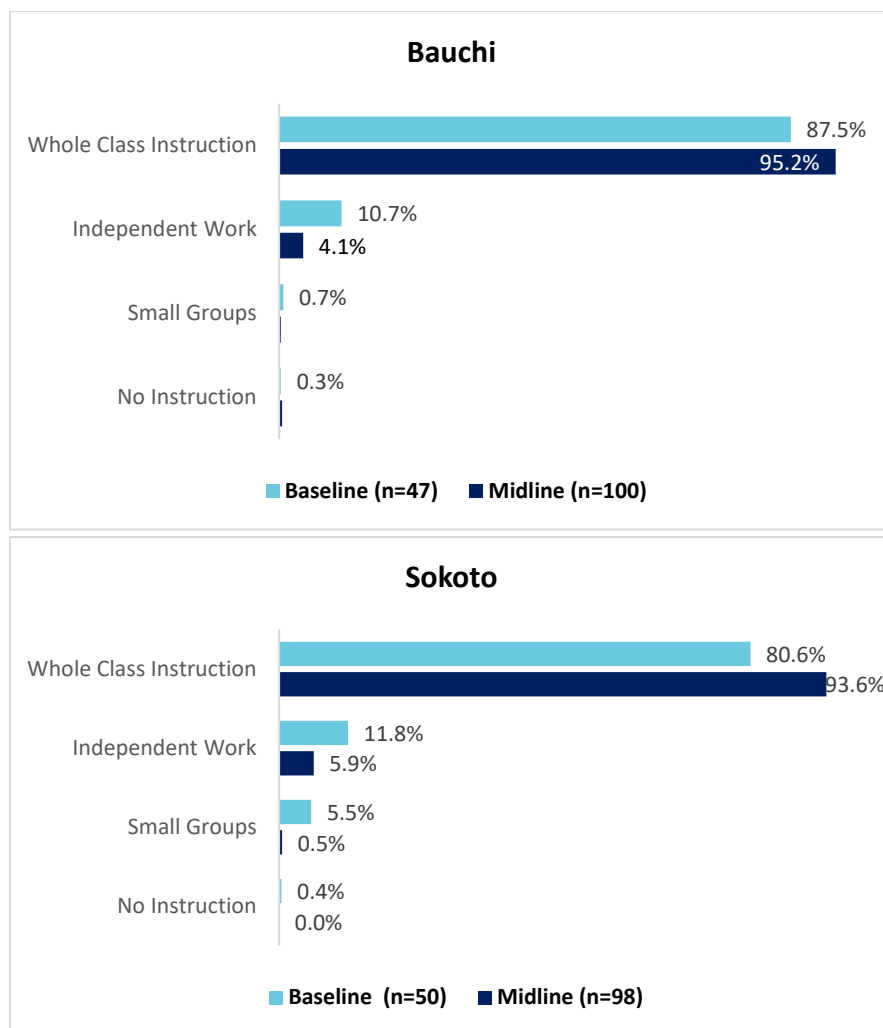
TABLE 6 AVERAGE LENGTH OF CLASSROOM OBSERVATION

Average duration of Hausa Lesson (minutes)		
	Baseline	Midline
Sokoto	27.1	38.8
Bauchi	25.4	40.5



A second key finding from the timed instrument is that over 90% of lesson time in each state is estimated to have been spent with the teacher instructing the whole class from the front (whole class instruction). This is higher compared to baseline where approximately 84% was spent on whole class instruction. Pupils were estimated to have spent less than 7% of lesson time on individual work as compared to 11% at baseline. Less than 1% of time was estimated to be spent in any group learning activities. In Bauchi, even while being observed, teachers were estimated to be off task (no instruction) about 0.5% of the time. This is actually an improvement over baseline where 5.5% on *non-instruction* was observed in Sokoto and 0.7% in Bauchi.

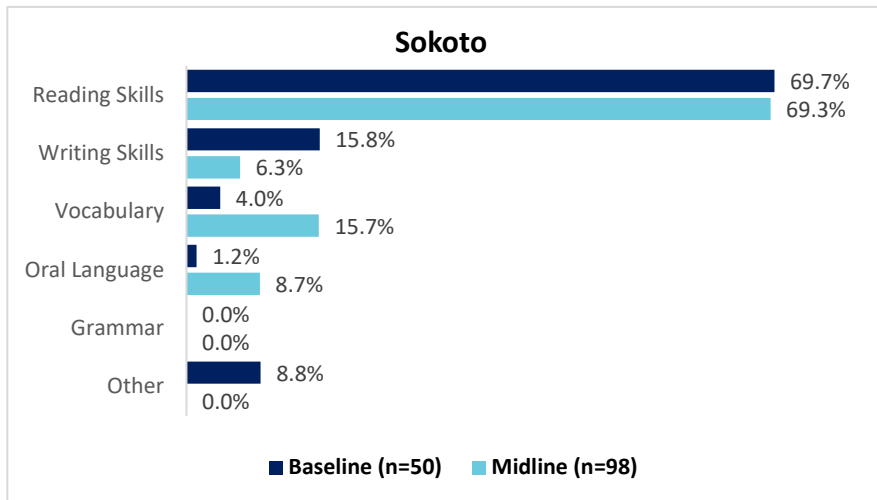
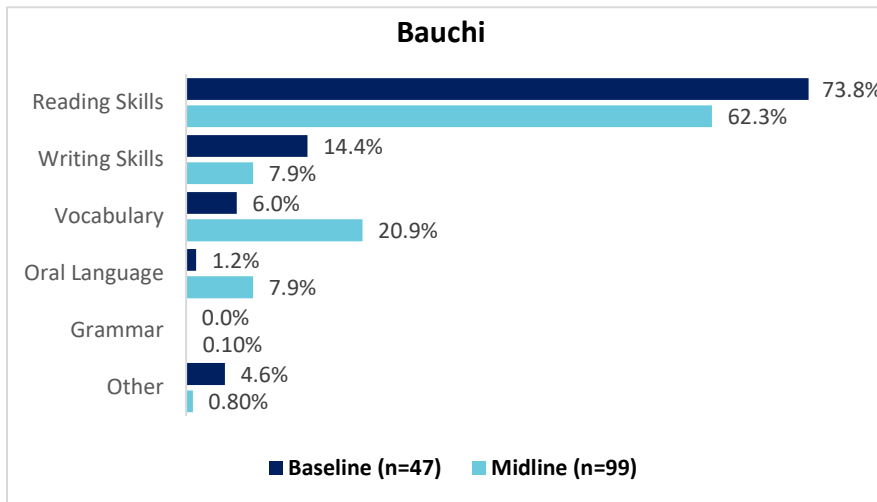
FIGURE 33 PERCENTAGE OF TIME IN DIFFERENT INSTRUCTIONAL/INTERACTIVE MODES IN THE CLASSROOM



The timed classroom instrument also provided estimates of the proportion of classroom time spent in broad EGR skill areas as well as on specific skills. In both states, the greatest portion of

time in observed lessons was dedicated to reading skills (averaging 65% for both states), followed by vocabulary (about 19%). Vocabulary increased the most in both states, from an average of 5% to 19%. There has been a decline in writing in both states for an average percentage decrease of 7% comparing to baseline findings.

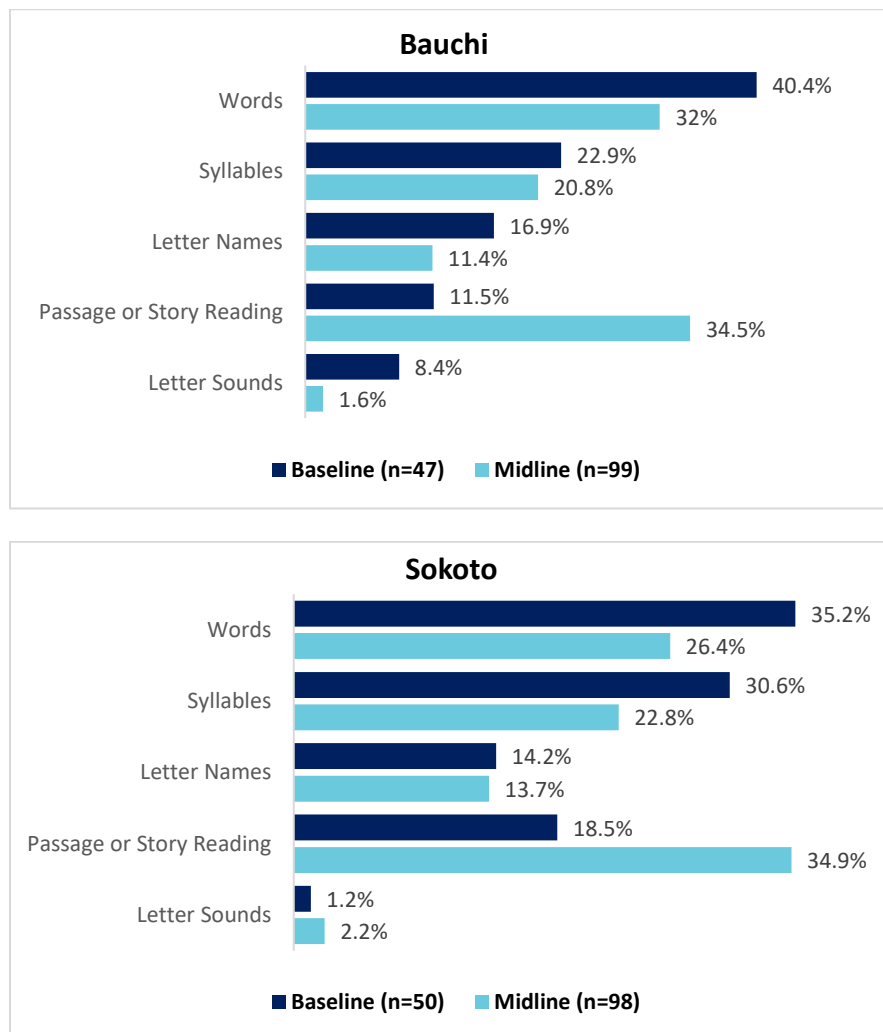
FIGURE 34 PERCENTAGE ESTIMATES OF TIME SPENT ON EGR SKILL AREAS



Within the broad area of reading skills, the timed classroom observation instrument helps to qualify the findings of the untimed instrument by providing estimates of the proportions of lesson time spent on different forms of reading practice. While it was reported above that practicing letter names was commonly observed in lessons, the timed instrument yielded an

estimate of only an average of 12.5% of lesson time on this task overall within time allotted to reading– less than the proportion of time allotted to word and syllable reading. This is a decline comparing to baseline where total estimated allotted time was at 16.9% in Bauchi and 13.7% in Sokoto. It is however important to note that time allotted to letter names was slightly higher in Hausa lessons compared to English lessons. Most significantly, percentage of time allotted to passage or story reading more than doubled over baseline in both Bauchi and Sokoto. Considering the very low number of pupils

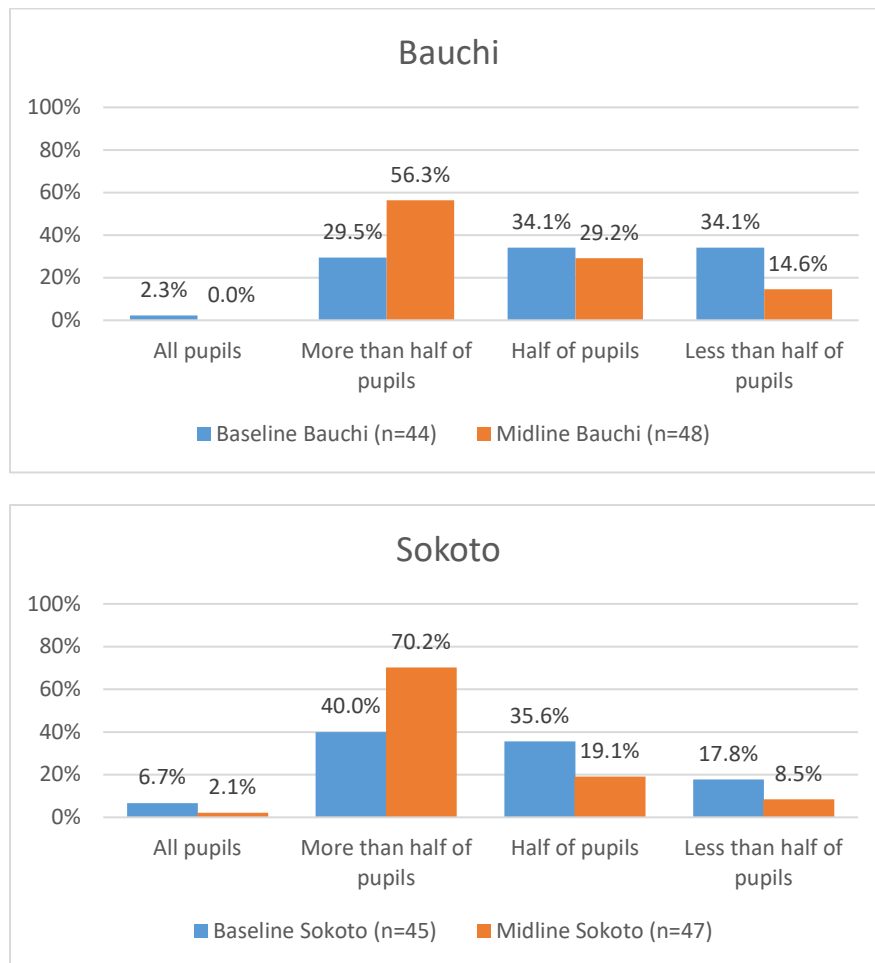
FIGURE 35 ESTIMATES OF TIME PERCENTAGE ON SPECIFIC COMPONENT SKILLS (FINER ANALYSIS OF TOTAL TIME SPENT ON READING SKILLS)



## KNOWLEDGE AND ATTITUDES TOWARD EARLY GRADE READING AND LITERACY ACQUISITION

To understand teachers' perceptions of learners' reading abilities, data collectors asked them how many pupils in their classrooms they believed could "read and comprehend well" in Hausa. Somewhat unexpectedly, and contrary to intentions, the Initiative's interventions appear to have substantially increased teachers' *overestimation* of the reading progress of their pupils. Training teachers to regularly check pupil progress via various means of formative assessment should ideally have resulted in increased recognition that substantial majorities of pupils are *not* reading and comprehending well. Instead, we now found that 70.2% of teachers in Sokoto and 56.3% in Bauchi reported that more than half of their pupils could read and comprehend well in Hausa. When read in the light of the EGRA results, this finding strongly indicates that teachers are not using forms of formative assessment that could make them aware of the very low levels of Hausa EGR skills among their pupils.

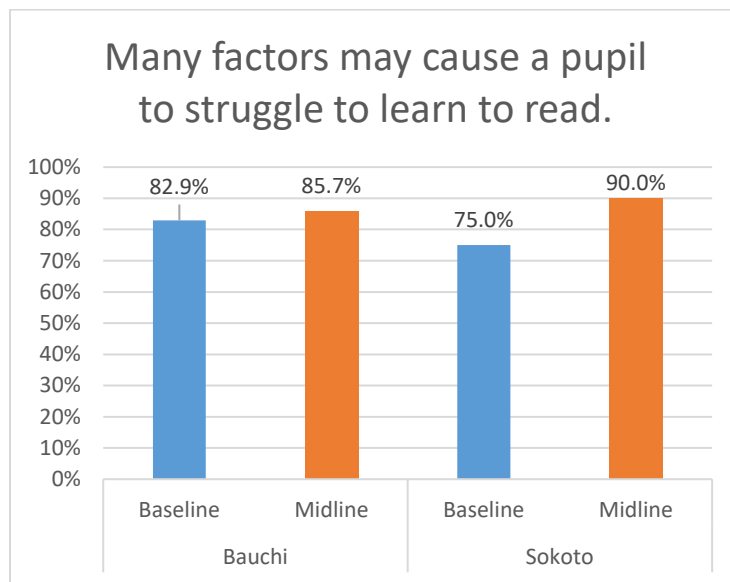
FIGURE 36 HOW MANY PUPILS IN YOUR P2 CLASS CAN READ AND COMPREHEND HAUSA WELL?



Teachers were also asked a series of questions intended to gauge their knowledge about and attitudes toward reading instruction. All questions had one correct answer that follows current best practices in early grade reading instruction and one incorrect answer that is derived from common misconceptions or from conventional but unreflective instructional practice. The results of these questions have been broken down by state (Bauchi and Sokoto).

As indicated in Figure 37 below, an overwhelming majority of P2 Hausa teachers in both Bauchi and Sokoto correctly believe that many factors may cause a pupil to struggle to learn to read. While these results did not change greatly from baseline to midline for Bauchi teachers, there was an encouraging 15% increase in selection of the correct answer among Sokoto teachers.

FIGURE 37 PERCENT OF TEACHERS CORRECTLY SELECTING THE STATEMENT: “MANY FACTORS MAY CAUSE A PUPIL TO STRUGGLE TO LEARN TO READ”



When asked about how best to gauge a pupil’s reading comprehension, P2 Hausa teachers’ responses were nearly evenly split, as indicated in Figure 38 below. At midline, nearly half of the teachers interviewed still selected the wrong answer (“Reading words correctly indicates if a pupil understands the text”), suggesting a need for more training in this area.

FIGURE 38 PERCENT OF TEACHERS CORRECTLY SELECTING THE STATEMENT: "READING WITH EXPRESSION INDICATES IF A PUPIL UNDERSTANDS THE TEXT."

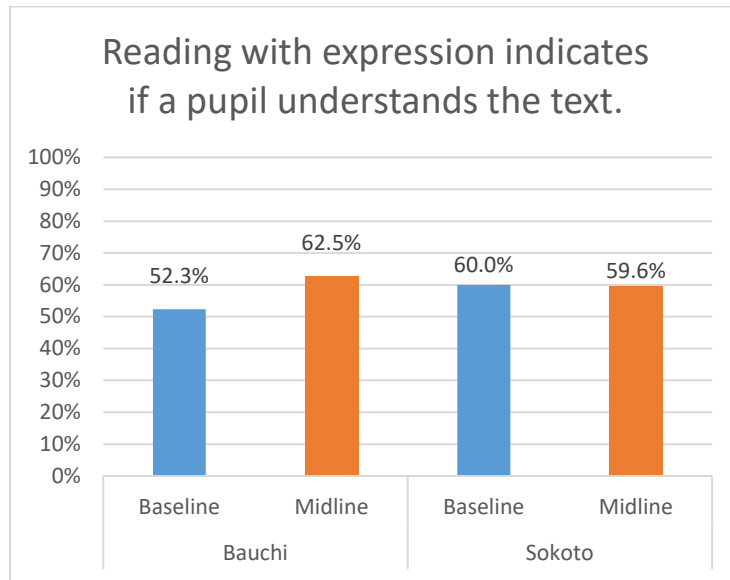


Figure 39 below indicates that the majority of P2 Hausa teachers across both Bauchi and Sokoto understand that even illiterate parents can play a role in their child's learning. Still, however, a sizeable percentage of teachers in Sokoto (34.0%) do not believe that uneducated parents can assist their pupil to learn to read. It appears that 91.7% of female teachers but only 57.1% of male teachers in Sokoto believed that uneducated parents could play a part in their child's education. While the percentage of teachers who selected the correct answer increased from baseline to midline in Bauchi, it actually decreased in Sokoto, suggesting a need for more training on this subject in that state.

FIGURE 39: PERCENTAGES OF TEACHERS CORRECTLY SELECTING THE STATEMENT: "UNEDUCATED PARENTS CAN PLAY AN IMPORTANT ROLE IN HELPING THEIR PUPIL LEARN TO READ."

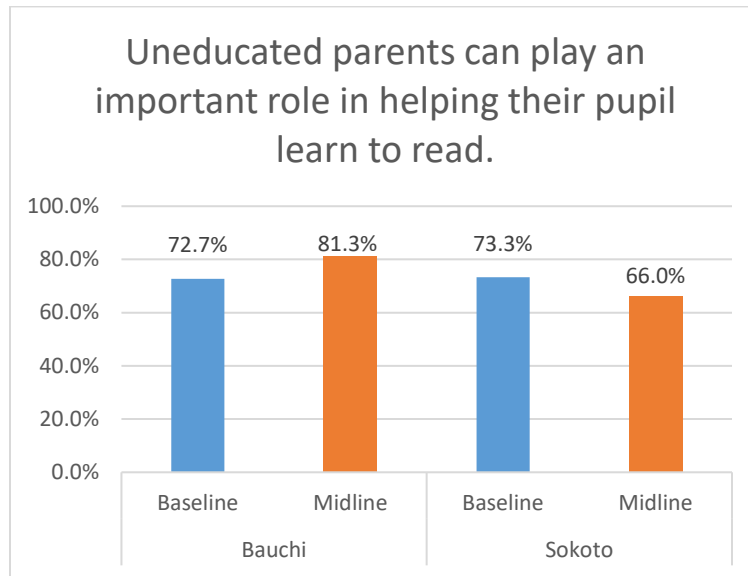
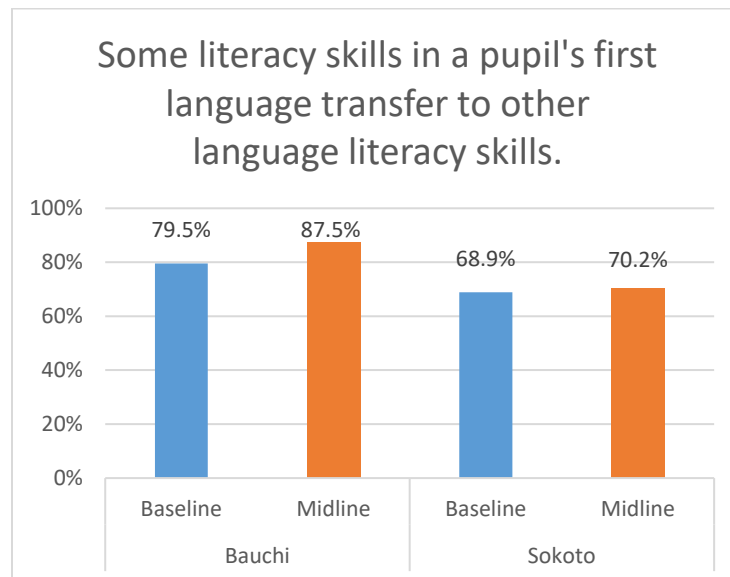


Figure 40 below illustrates that the vast majority of P2 Hausa teachers in both Bauchi and Sokoto recognize that literacy skills are transferable from a child's first language to a second language. The percentage of teachers who selected the correct answer increased slightly from baseline to midline in both Bauchi and Sokoto.

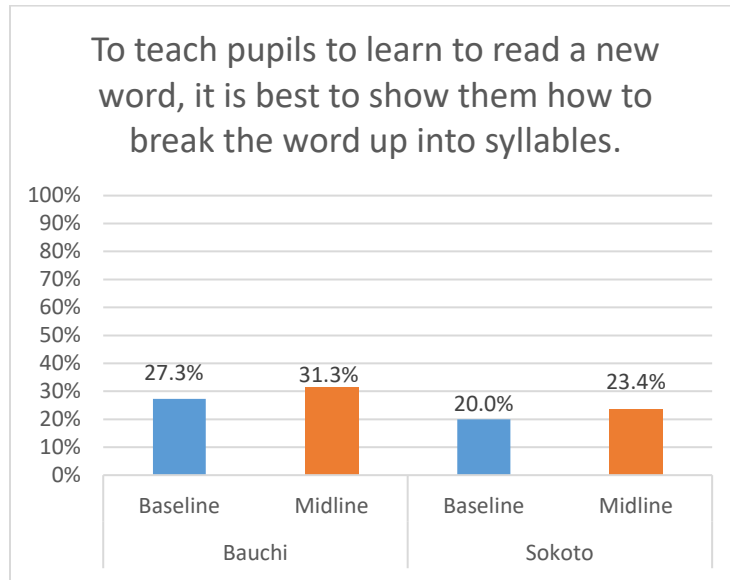
FIGURE 40 PERCENT OF TEACHERS CORRECTLY SELECTING THE STATEMENT: "SOME LITERACY SKILLS IN A PUPIL'S FIRST LANGUAGE TRANSFER TO OTHER LANGUAGE LITERACY SKILLS."



The highest percentage of incorrect answers from teachers concerned the approach to teaching new words, as indicated in Figure 39 below. Only 31.3% and 23.4% of P2 Hausa teachers, in Bauchi

and Sokoto respectively, affirmed that breaking words up into syllables is the best method for teaching pupils new words, with the remainder incorrectly selecting that the best method is to “point at the word and tell [students] to repeat it.” While these midline results represent an increase from baseline, they strongly suggest a need for more targeted training in this area.

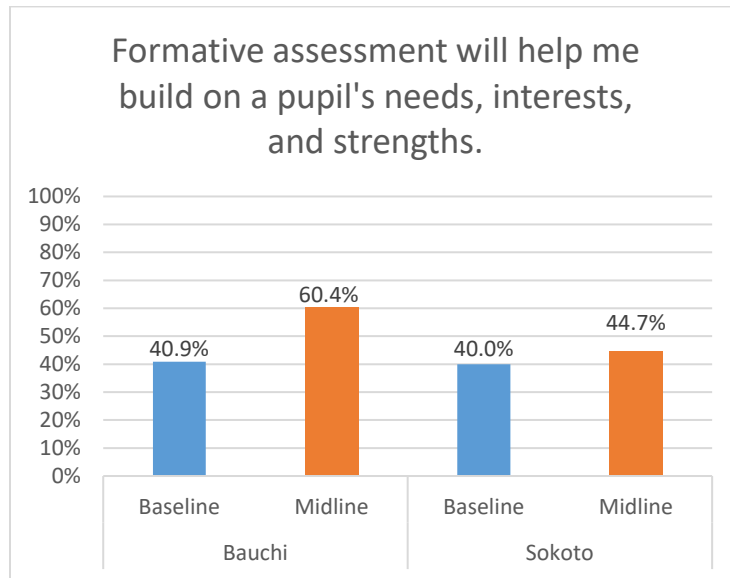
FIGURE 41 PERCENT OF TEACHERS CORRECTLY SELECTING THE STATEMENT: "TO TEACH PUPILS TO LEARN TO READ A NEW WORD, IT IS BEST TO SHOW THEM HOW TO BREAK THE WORD UP INTO SYLLABLES."



There was also a high level of misunderstanding about the role of formative assessment in early grade reading instruction, as illustrated in Figure 42 below. Only slightly more than half of P2 Hausa teachers in Bauchi and less than half of P2 teachers in Sokoto understood that formative assessment helps them to build on a pupil’s needs, interests, and strengths. Nonetheless, these results show some improvement from baseline – particularly among teachers in Bauchi.



FIGURE 42 PERCENT OF TEACHERS CORRECTLY SELECTING THE STATEMENT: "FORMATIVE ASSESSMENT WILL HELP ME BUILD ON A PUPIL'S NEEDS, INTERESTS, AND STRENGTHS."



## 5. PRIMARY 2 EGRA RESULTS

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### HAUSA EGRA RESULTS FOR PRIMARY 2: COMPARISON OF BASELINE (SY 2015/16) TO MIDLINE (SY 2017/18)

This section provides a summary of improvements in Hausa EGRA results by comparing the cohort immediately before the NEI Plus intervention began (SY 15/16) to the cohort having two years of exposure to the Initiative (SY 2017/18). Both cohorts were assessed at the end of Primary 2.

Comparison of mean scores (including all zero scores) shows that in five out of six EGRA subtests students completing Primary 2 in Initiative schools, in both Bauchi and Sokoto states, were performing significantly ( $p < .05$ ) better than students prior to the program's implementation. The single exception was the performance of pupils in Sokoto state on Dictation when scored in terms of full words correct.

The following table provides the mean subtest results for the baseline and midline samples of Primary 2 students, by state.

As displayed in the table, Primary 2 students in Bauchi showed the largest improvements in Dictation (in terms of both Letters and Words correct), and in Syllable Identification. On average, out of a possible total of 15 letters across five words, students in Bauchi were able to write an additional four letters correctly at midline compared to students at baseline, as well as writing about one additional full word correctly. Additionally, Bauchi students at midline were able to read 7.5 additional correct syllables per minute, on average, compared to students at baseline. Effect size calculations<sup>2</sup> yield effect sizes conventionally considered to be in the "medium" range for these three subtests. The dictation subtest, when scored in terms of letters, showed the greatest effect size difference of  $d = 0.74$ .

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<sup>2</sup> Effect size is a statistical measure that is used to estimate the magnitude of difference between two measures. Effect size was computed by dividing the differences between the means of the two groups by the pooled standard deviation. Cohen proposed rough interpretation of Effect sizes as follows: "small,  $d = .2$ ," "medium,  $d = .5$ ," and "large,  $d = .8$ ". However, these labels should not replace detailed reflection on the costs and benefits of achieved differences in means in order to determine comparative value. (Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.)

TABLE 7. MEAN PRIMARY 2 HAUSA EGRA RESULTS FOR BASELINE (SY 2015/15) AND MIDLINE (SY 2017/18), BY STATE

Hausa EGRA Results (P2)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
<b>Bauchi</b>				
Syllable Identification (CSPM)	3.0	10.3	7.4	0.5
Familiar Words Correct (CWPM)	2.2	5.6	3.3	0.4
Oral Passage Reading (CWPM)	3.0	7.3	4.3	0.3
Reading Comprehension (questions correct out of 5)	0.2	0.5	0.3	0.3
Dictation (letters correct out of 15)	2.0	5.9	3.9	0.7
Dictation (words correct out of 5)	0.3	1.1	0.9	0.6
<b>Sokoto</b>				
Syllable Identification (CWPM)	3.2	6.5	3.3	0.3
Familiar Words Correct (CWPM)	1.9	3.0	1.1	0.2
Oral Passage Reading (CWPM)	1.9	3.9	1.9	0.2
Reading Comprehension (questions correct out of 5)	0.1	0.2	0.1	0.1
Dictation (letters correct out of 15)	3.2	3.8	0.7	0.1
Dictation (words correct out of 5)	0.5	0.5	0.0	0.0

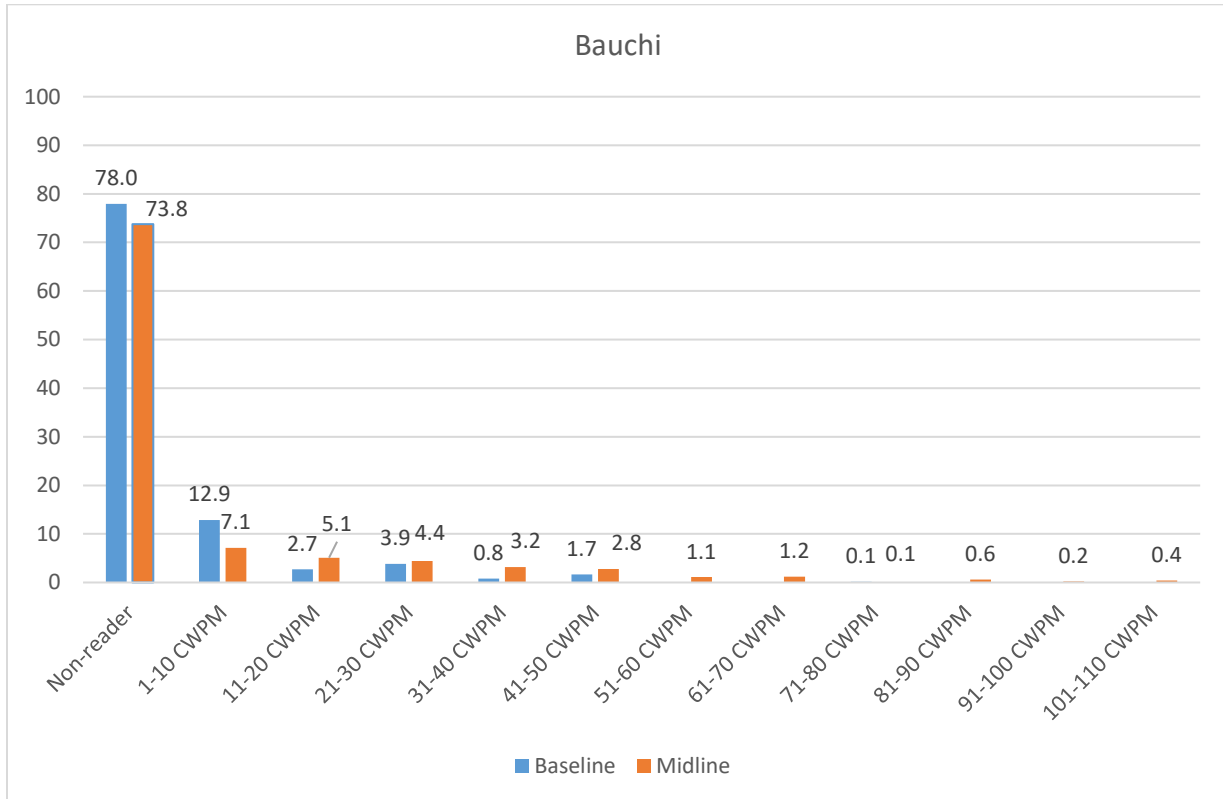
In Sokoto, Primary 2 students also had the largest improvements on the Syllable Identification subtest, in which students at midline were able to read 3.5 additional correct syllables per minute, on average, compared to students at baseline. Effect size calculations yield effect sizes conventionally qualifying as “small” for both syllable identification ( $d=0.29$ ) and oral passage reading ( $d=0.21$ ).

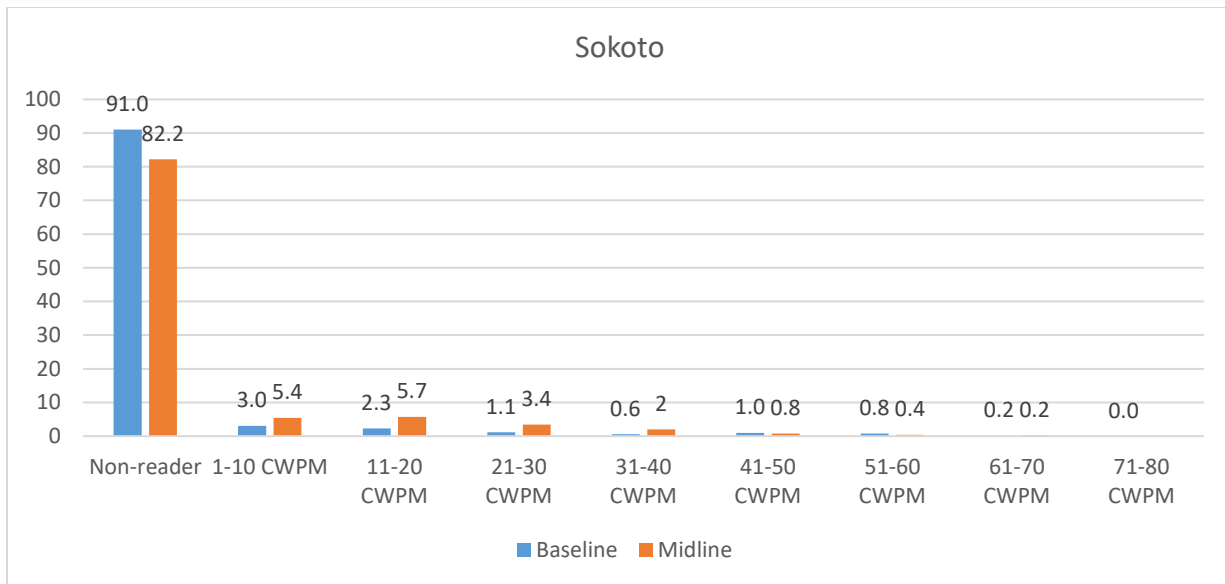
Also of interest, analysis showed improvement at a highly stringent level of statistical significance ( $p<.001$ ) in learner performance in the key EGRA measure of Oral Passage Reading.

Detailed results of Primary 2 Hausa EGRA and effect size calculations at baseline and midline can be found in Annex 3.

Additional detail on the P2 score distributions for the *ORF subtest* at baseline and mid-line is presented in the figure below. In Bauchi, the modest increase in the mean (to 7.7 at midline) was constituted in part by a slight decrease in zero scores from baseline. In addition, the percentage of pupils scoring between 1 and 10 WPM at baseline actually fell by almost half at mid-line, with corresponding increases in percentages of pupils reaching higher scoring segments. At mid-line, however, less than 7% of pupils read at 41 WPM or more.

**FIGURE 43. PERCENTAGE DISTRIBUTION OF HAUSA ORAL READING FLUENCY SCORES FOR PRIMARY 2, BASELINE AND MIDLINE**





In Sokoto, where baseline performance was weaker still, reduction of zero scores in the P2 ORF at midline was slightly more pronounced. Scores in the 1 to 10 range increased, those in the 11 to 20 range more than doubled, and those in the 21 to 30 range more than tripled. However, less than 4% of P2 pupils read 41 WPM or more in Sokoto.

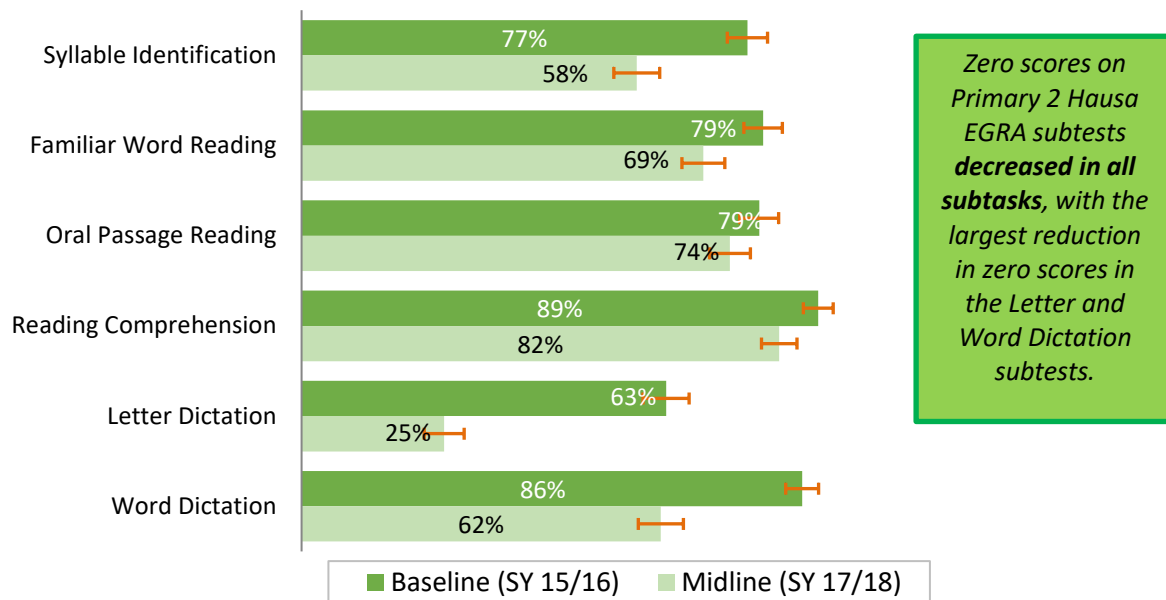
## ZERO SCORES

The analysis of Primary 2 Hausa assessment results found statistically significant ( $p < .01$ ) reductions in zero scores after two years of NEI Plus program implementation in almost all Hausa EGRA subtests in both Bauchi and Sokoto, with the exception of Oral Passage Reading Scores in Bauchi. The most dramatic drops in zero scores came in Bauchi for Dictation, scored in terms of letters, and to a lesser extent in terms of words, which suggests widespread progress among pupils at least at the basic level of *encoding* (recall that full words were read aloud to pupils). Note that Dictation scored by letters was already relatively strong in Sokoto at baseline and still improved modestly. Syllable identification in both states also showed important, if more moderate declines in zero scores, demonstrating some progress at this basic level of *decoding*.

However, despite the encouraging reductions in zero scores, in all subtests, except the dictation just noted, *well over half* of sampled Primary 2 students in Bauchi and Sokoto were still unable to read or respond to a single question-item correctly, clearly indicating that many targeted students are not yet being effectively reached by the interventions.

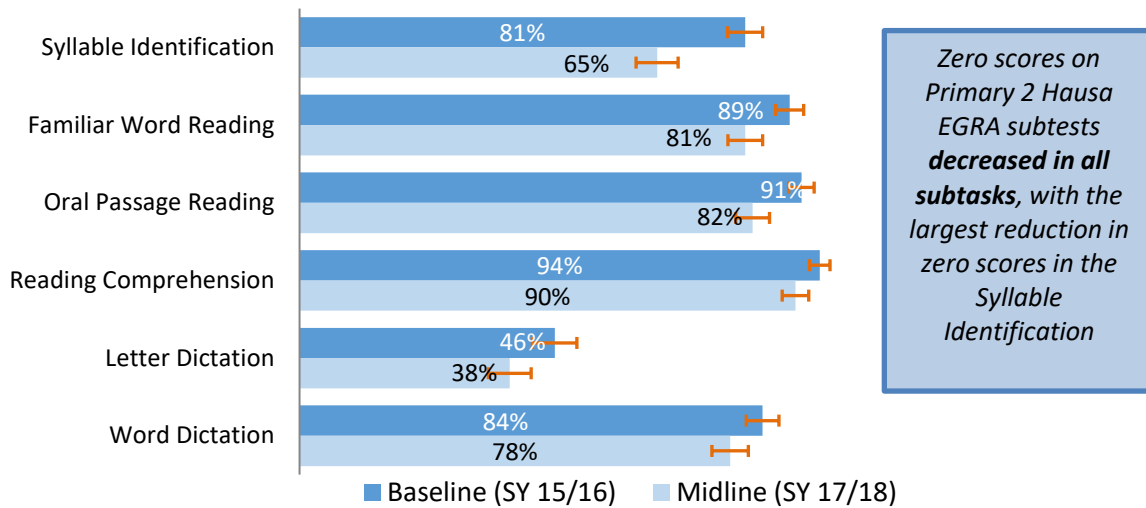
The figure below shows the percent of tested Primary 2 students scoring zero on Hausa EGRA subtests at baseline and midline.

FIGURE 44 PERCENT OF TESTED PRIMARY 2 STUDENTS IN BAUCHI SCORING ZERO ON HAUSA EGRA SUBTESTS AT BASELINE AND MIDLINE



As seen in the figure above, at baseline, the overwhelming majority of sampled Primary 2 students in Bauchi were unable to answer a single question-item correctly on any of the subtests. At midline, the incidence of zero scores decreased significantly across all subtests, except Oral Passage Reading. Effect size was calculated to examine the magnitude of the reduction of zero scores from baseline to midline. In Bauchi, effect size calculations showed small to medium effect sizes for the Syllable Identification, Familiar Words, and Reading Comprehension subtests, and medium to large effect sizes in the two Dictation subtests.

FIGURE 45 PERCENT OF TESTED PRIMARY 2 STUDENTS IN SOKOTO SCORING ZERO ON HAUSA EGRA SUBTESTS AT BASELINE AND MIDLINE



As seen in the figure above, at baseline, the overwhelming majority of sampled Primary 2 students in Sokoto were unable to answer a single question-item correctly on any of the subtests (except for Dictation scored by letters). At midline, the incidence of zero scores decreased significantly across all subtests. Effect size was calculated to examine the magnitude of the reduction of zero scores from baseline to midline. In Sokoto, effect size calculations showed small to medium effect sizes for the Syllable Identification, Familiar Words, and Oral Reading Passage subtests.

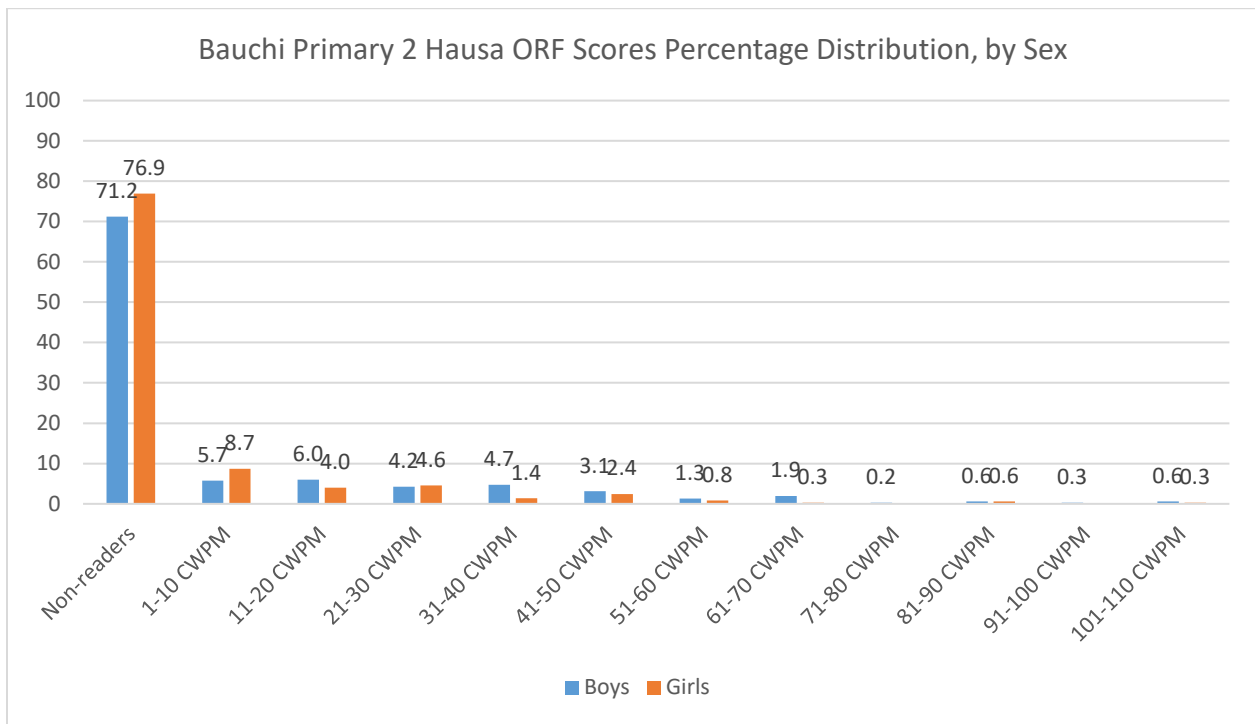
## RESULTS BY SEX

At baseline, data analysis found that Primary 2 boys' average scores appeared higher than girls' for all subtasks in the Hausa EGRA across both states and grades, though this difference was not statistically significant in all instances. At midline, *the gap between Primary 2 boys' and girls' average scores appears to be have widened in Bauchi state* with statistically significant differences ( $p < .01$ ) between boys' and girls' average scores for all subtests. In Bauchi, the largest difference was found in the Syllable Identification subtest, with Primary 2 boys identifying almost five more syllables correctly per minute than girls ( $p < 0.0$ ). Effect size calculations largely corroborate these findings, in that the effect sizes measuring the magnitude of gender differences in average scores on the Hausa EGRA subtests have increased from baseline, at which all effect size differences were below  $d = 0.1$ , to midline, at which all effect size differences are between  $d = 0.23$  and  $d = 0.29$ .

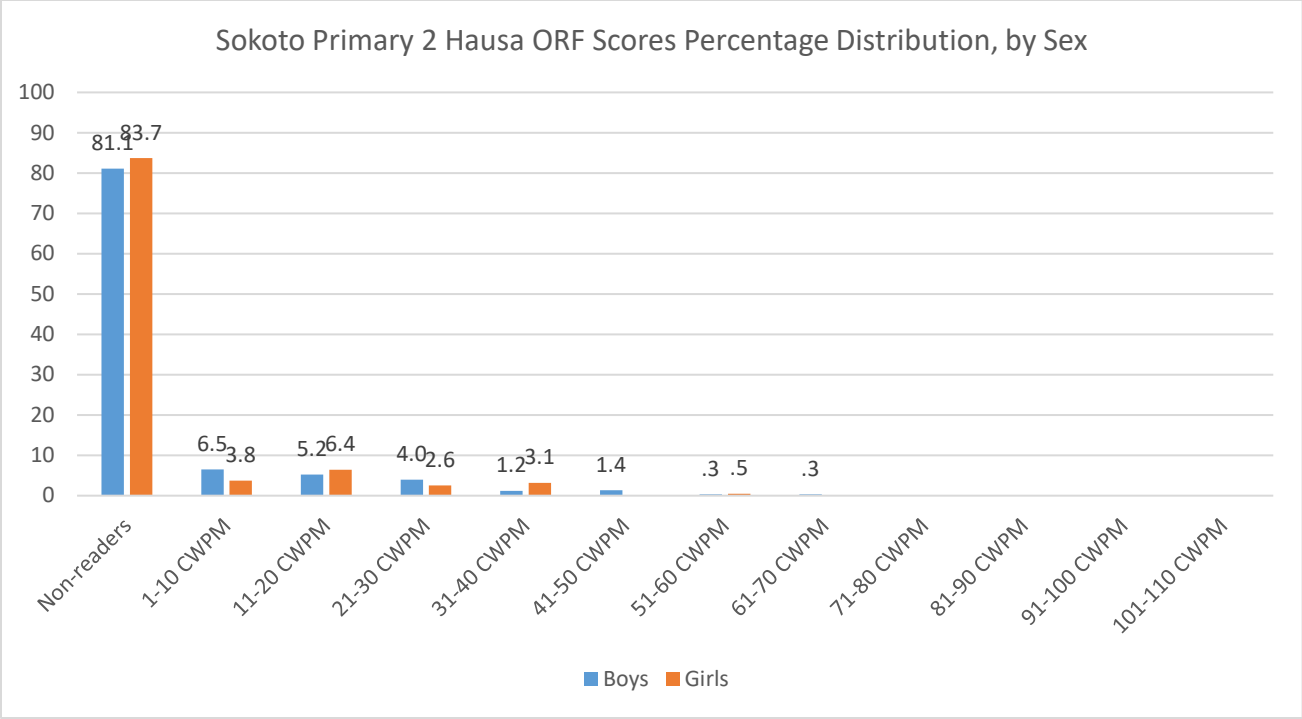
In Sokoto, by contrast, *the gap between Primary 2 boys' and girls' average scores at baseline appears to have diminished* and there were no significant differences found between boys' and girls' average scores for any of the subtests. Effect size calculations largely corroborate these findings: the effect size measuring the magnitude of gender differences in average scores on the Hausa EGRA subtests decreased from between  $d=0.09$  and  $d=0.25$  at baseline, to between  $d=0.00$  and  $d=0.04$  at midline.

Gender-based differences in student achievement are further visible in the frequency distributions below, which show the distribution of girls' and boys' performance on the Hausa oral reading fluency subtest.

**FIGURE 46 PERCENTAGE DISTRIBUTION OF HAUSA ORAL READING FLUENCY SCORES FOR PRIMARY 2, BY SEX**





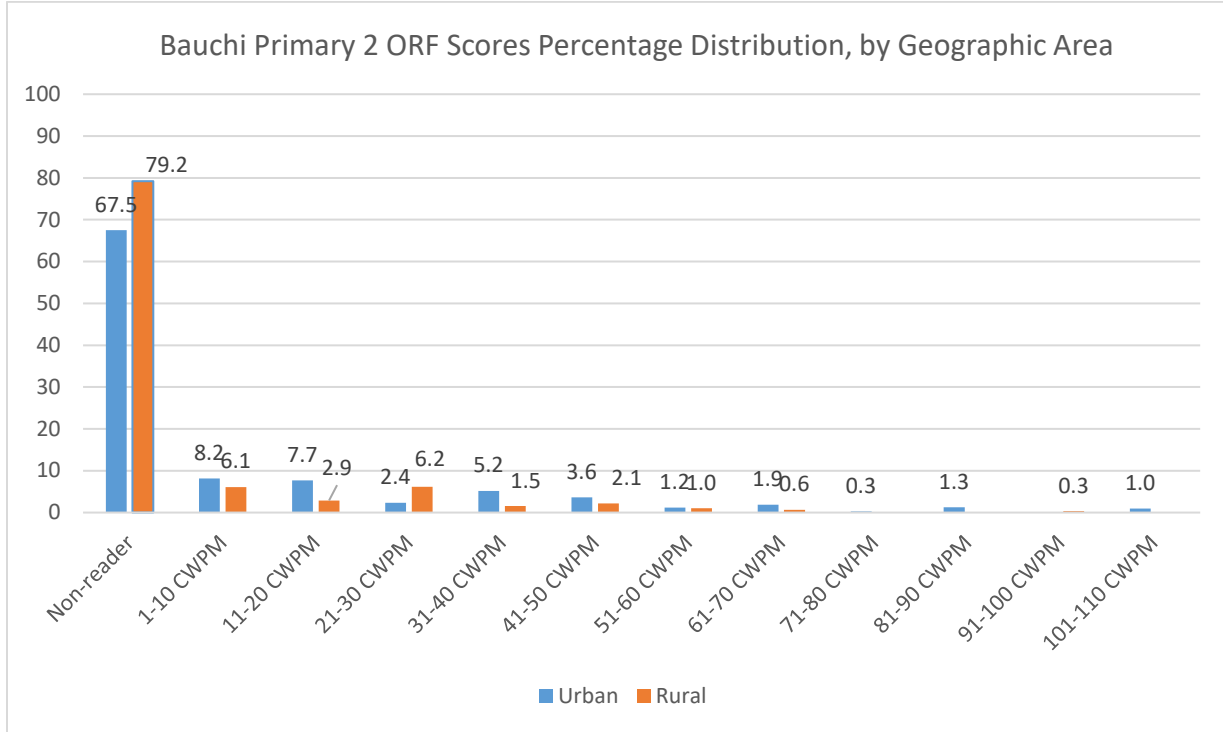


**RESULTS BY GEOGRAPHIC AREA**

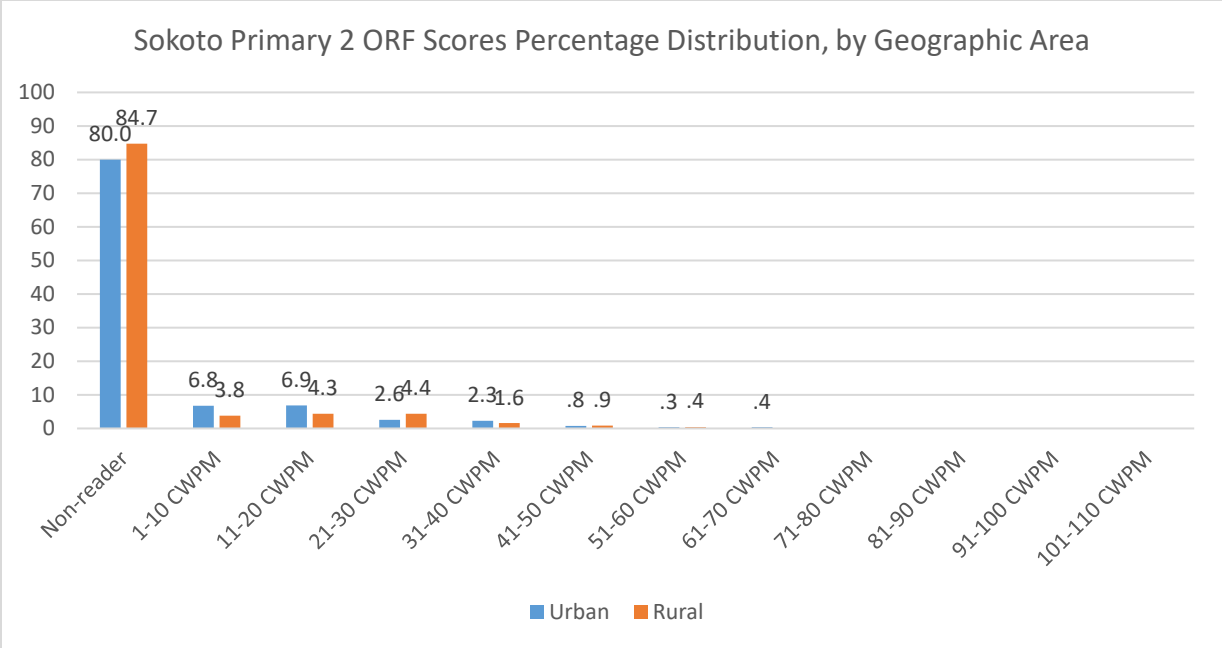
Midline EGRA results were also disaggregated by the geographic area designation of the school: urban or rural. As seen in the frequency distributions below, in both Sokoto and Bauchi, a higher proportion of Primary 2 students from rural schools than urban schools were unable to read a single word on the Hausa oral reading fluency subtest. In Bauchi, the difference in student achievement between urban and rural schools is further corroborated by the statistically significant difference in oral reading fluency mean scores ( $p < .000$ ). Primary 2 students from urban schools read, on average, about 4.5 correct words per minute more than Primary 2 students from rural schools: 9.7 cwpm vs 5.2 cwpm, respectively. In Sokoto, there is no statistically significant difference in student achievement on Hausa oral reading fluency between Primary 2 students from urban and rural schools (3.8 cwpm vs. 3.1 cwpm, respectively). Several factors, including a higher concentration of teachers, better access to reading materials, the likely higher literacy levels in the local urban population overall, higher levels of pupil attendance and lower teacher absenteeism help to explain the gap in EGRA outcomes in urban versus rural areas. Above all, learners in urban areas are likely better prepared to start school

than their rural counterparts, given trends in education and other social development indicators (e.g., access to healthcare) worldwide.<sup>3</sup>

**FIGURE 47 PERCENTAGE DISTRIBUTION OF HAUSA ORAL READING FLUENCY SCORES FOR PRIMARY 2, BY GEOGRAPHIC AREA**



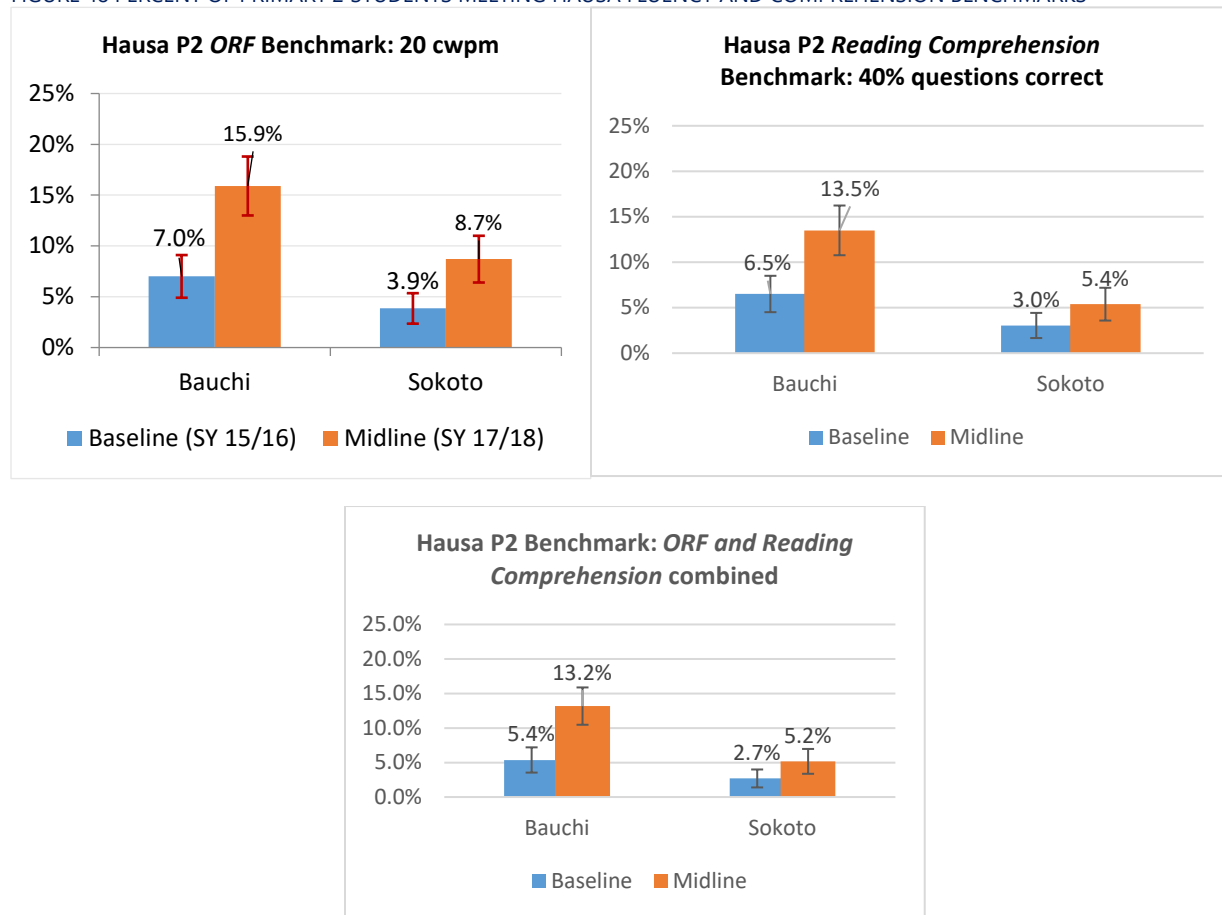
<sup>3</sup> Low learning gains in reading overall in Sokoto may make it difficult to detect any marked differences in EGRA scores between urban and rural children.



**BENCHMARKS**

The Initiative has worked with a full range of relevant state and national stakeholders to set Hausa fluency and comprehension benchmarks for Primary 2. Short-term benchmarks, to be used for the duration of the Initiative, were set at 20 words correct per minute (Oral Passage Reading subtest) and 40% reading comprehension (Reading Comprehension subtest). The results of the Hausa EGRA assessments show that at midline, after two years of the NEI Plus intervention, roughly 15.9% ( $\pm 2.9\%$ ) of Primary 2 students in Bauchi and 8.7% ( $\pm 2.3\%$ ) of Primary 2 students in Sokoto are meeting the Hausa oral reading fluency benchmark, up from roughly 7% and 4% respectively at baseline. Similarly, roughly 13.5% ( $\pm 2.7\%$ ) of Primary 2 students in Bauchi and 5.4% ( $\pm 1.8\%$ ) of Primary 2 students in Sokoto are meeting the reading comprehension benchmark, up from 6.5% and 3% respectively at baseline.

FIGURE 48 PERCENT OF PRIMARY 2 STUDENTS MEETING HAUSA FLUENCY AND COMPREHENSION BENCHMARKS



The percentages of pupils meeting both ORF and Comprehension benchmarks at midline were 13.2% in Bauchi and 5.2% in Sokoto, up from 5.4% and 2.7% respectively. Note in the figures that the increases measured in Sokoto both for Comprehension and for the ORF-comprehension combination do not show a separation between the error bars, indicating at least a 5% chance that the apparent increase could derive from sampling error.

Further details on Primary 2 Hausa EGRA results can be found in Annex 3.

## 6. PRIMARY 3 EGRA RESULTS

### HAUSA EGRA RESULTS FOR PRIMARY 3: COMPARISON OF BASELINE (SY 2015/16) TO MIDLINE (SY 2017/18)

As displayed in the following table and figures, Hausa EGRA results from Primary 3 pupils showed even more pronounced increases in means and decreases in zero scores from baseline.

These results demonstrate that in Primary 3 roughly another 20% of pupils are making their first steps toward reading (moving off of zero scores). For both states, effect sizes for the increase in P3 mean scores from baseline to midline are *at least .6 for all subtests* (except for dictation at the word level in Sokoto, which was already relatively high at baseline). These more pronounced results suggest that, under current formal school conditions in the context, P3 might be a more relevant level for setting standard EGR targets than P2.

TABLE 8. MEAN PRIMARY 3 HAUSA EGRA RESULTS FOR BASELINE (SY 2015/15) AND MIDLINE (SY 2017/18), BY STATE

Hausa EGRA Results (P3)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
<b>Bauchi</b>				
Syllable Identification (CSPM)	6.3	22.2	15.9	0.9
Familiar Words Correct (CWPM)	4.0	14.9	10.9	0.8
Oral Passage Reading (CWPM)	5.1	18.0	13.0	0.7
Reading Comprehension (questions correct out of 5)	0.4	1.4	1.0	0.7
Letter Dictation (letters correct out of 15)	3.9	9.8	5.9	0.9
Word Dictation (words correct out of 5)	0.8	2.2	1.4	0.7
<b>Sokoto</b>				
Syllable Identification (CWPM)	8.4	17.0	8.6	0.5
Familiar Words Correct (CWPM)	5.0	10.0	5.0	0.4

Oral Passage Reading (CWPM)	4.9	10.7	5.7	0.4
Reading Comprehension (questions correct out of 5)	0.3	0.8	0.5	0.8
Letter Dictation (letters correct out of 15)	5.6	7.8	2.2	0.6
Word Dictation (words correct out of 5)	1.1	1.4	0.3	0.2

FIGURE 49 BAUCHI: PERCENT OF TESTED *PRIMARY 3* STUDENTS SCORING ZERO ON HAUSA EGRA SUBTESTS

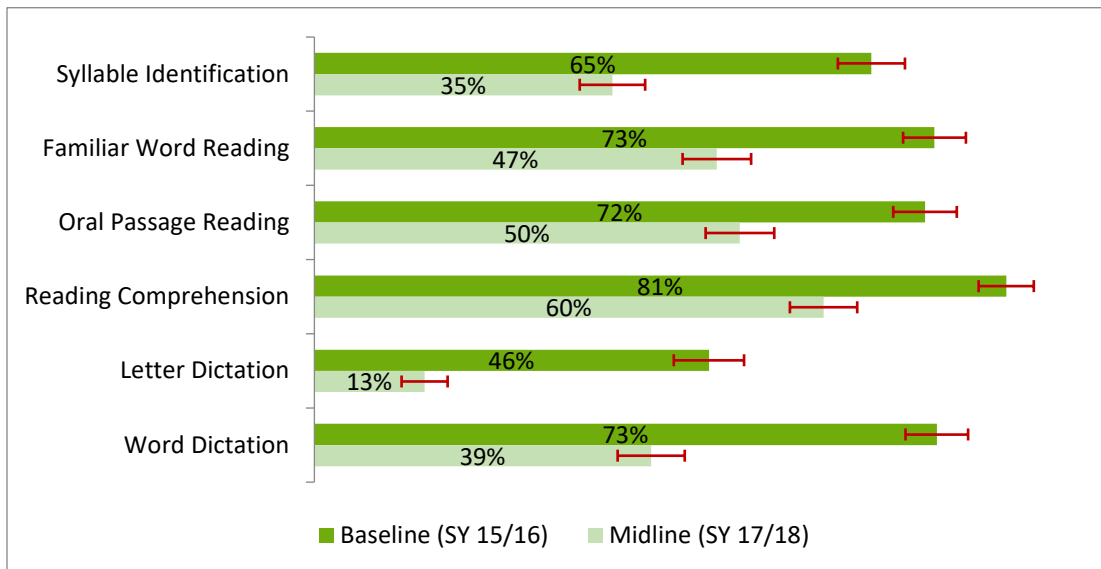
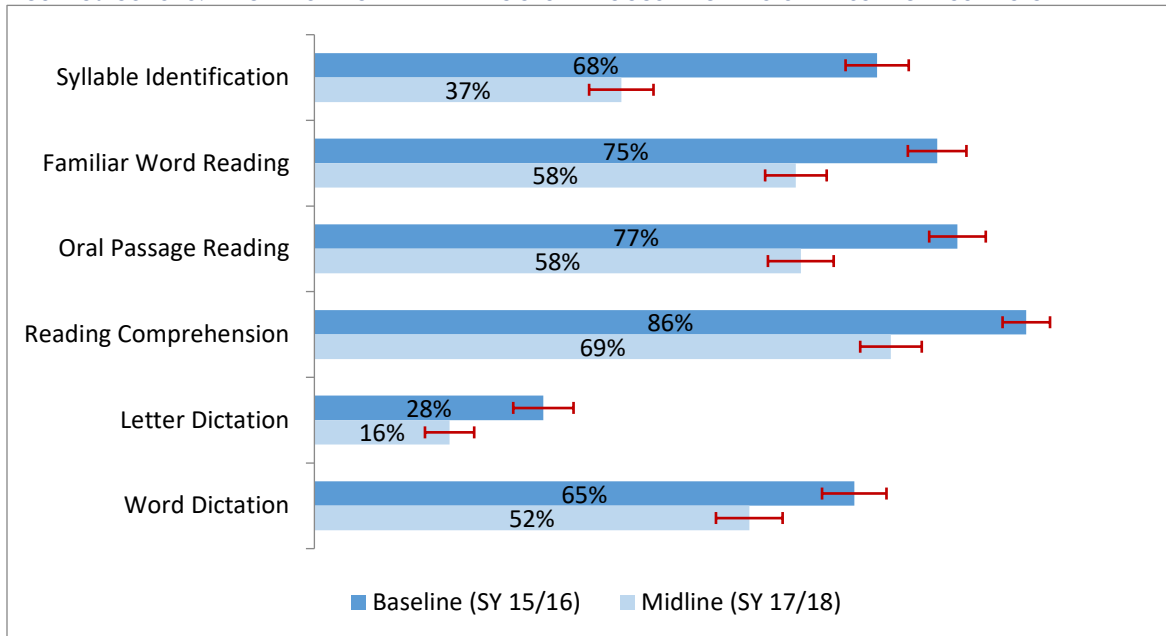


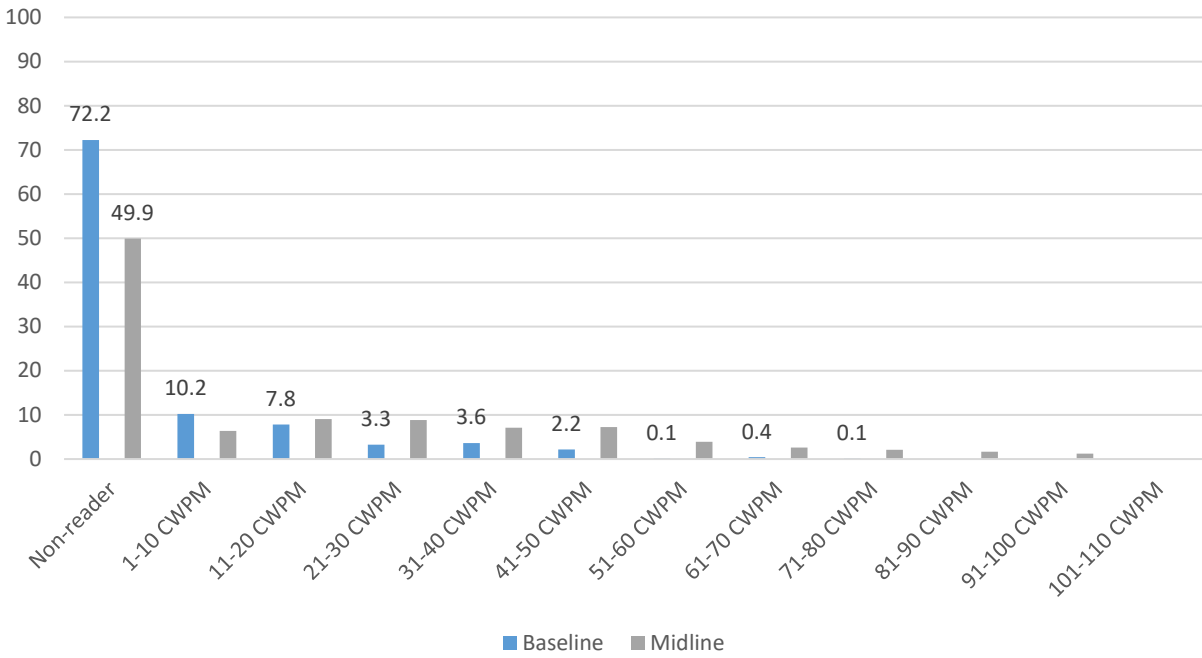
FIGURE 50 SOKOTO: PERCENT OF TESTED PRIMARY 3 STUDENTS SCORING ZERO ON HAUSA EGRA SUBTESTS



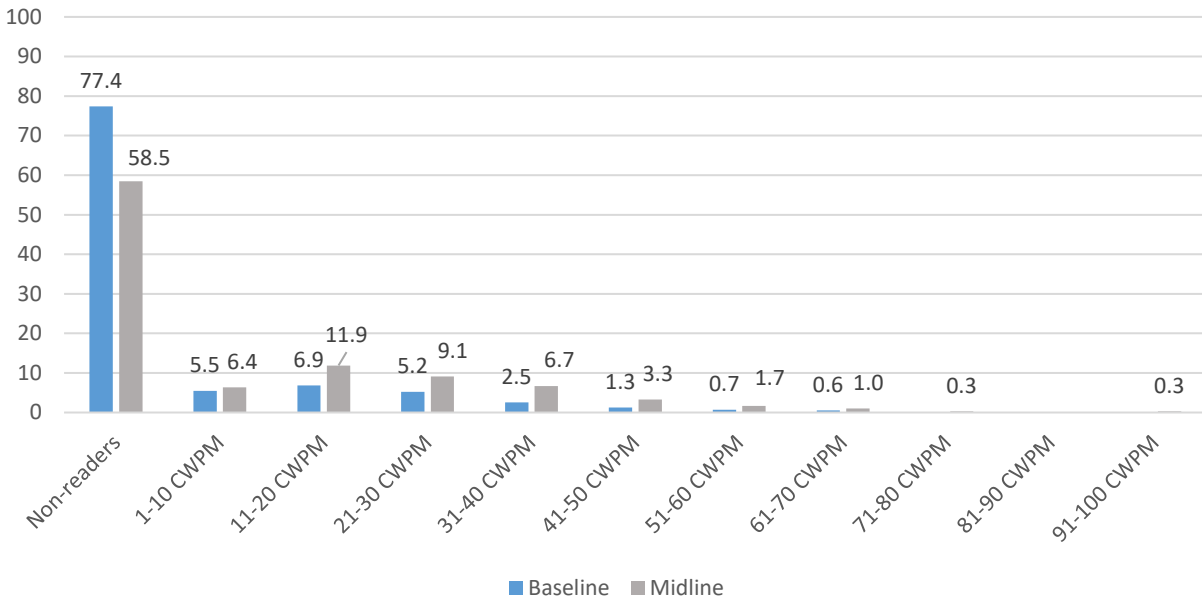
Additional detail on the P3 score distributions for the *ORF subtest* at baseline and mid-line is presented in the figure below. In Bauchi, the quite substantial increase in the mean (to 17.1 at midline) was constituted in large part by a more than 20 percentage point decrease in zero scores from baseline. In addition, there were strong increases at mid-line in all tranches from 11-20 WPM (95 of pupils) up to 41-50 WPM (7.3% of pupils). Sokoto saw a similar pattern of improvement, though starting from slightly lower baseline levels.

FIGURE 51. DISTRIBUTION OF HAUSA P3 ORF SCORES AT BASELINE AND MIDLINE

Bauchi Primary 3 ORF Scores Percentage Distribution



Sokoto Primary 3 ORF Scores Percentage Distribution



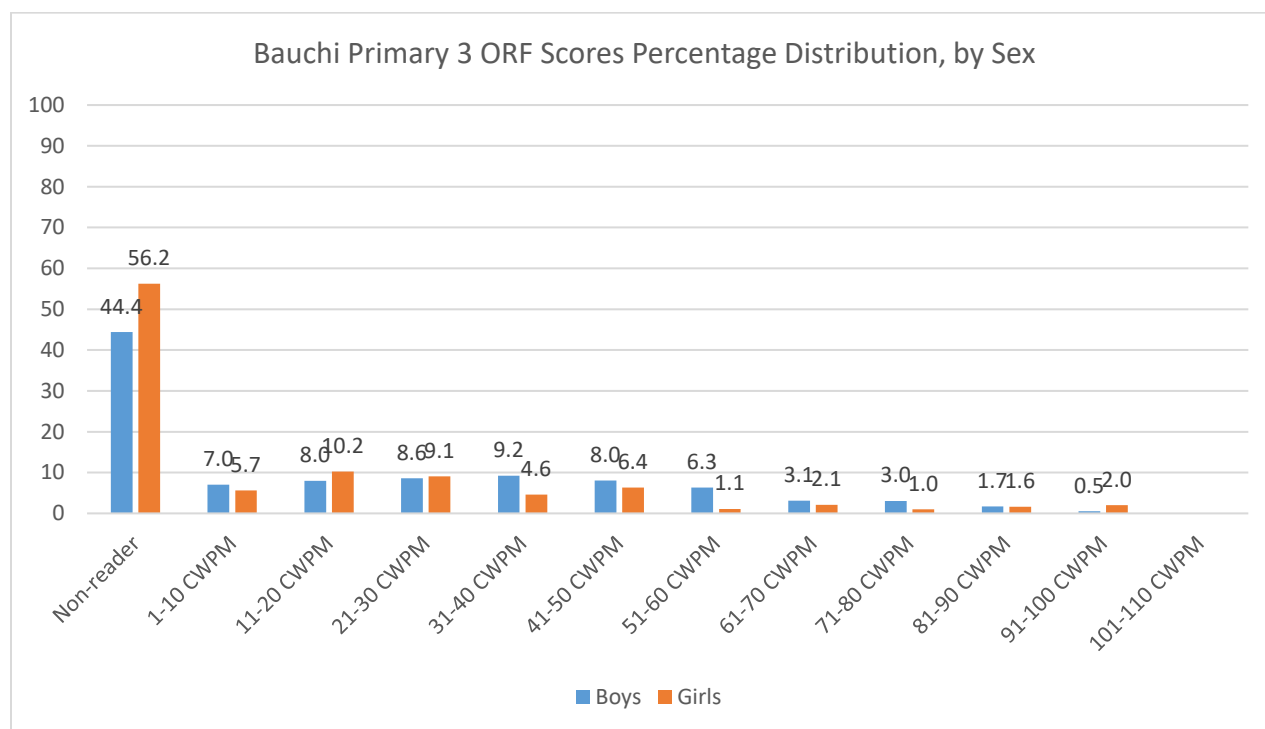


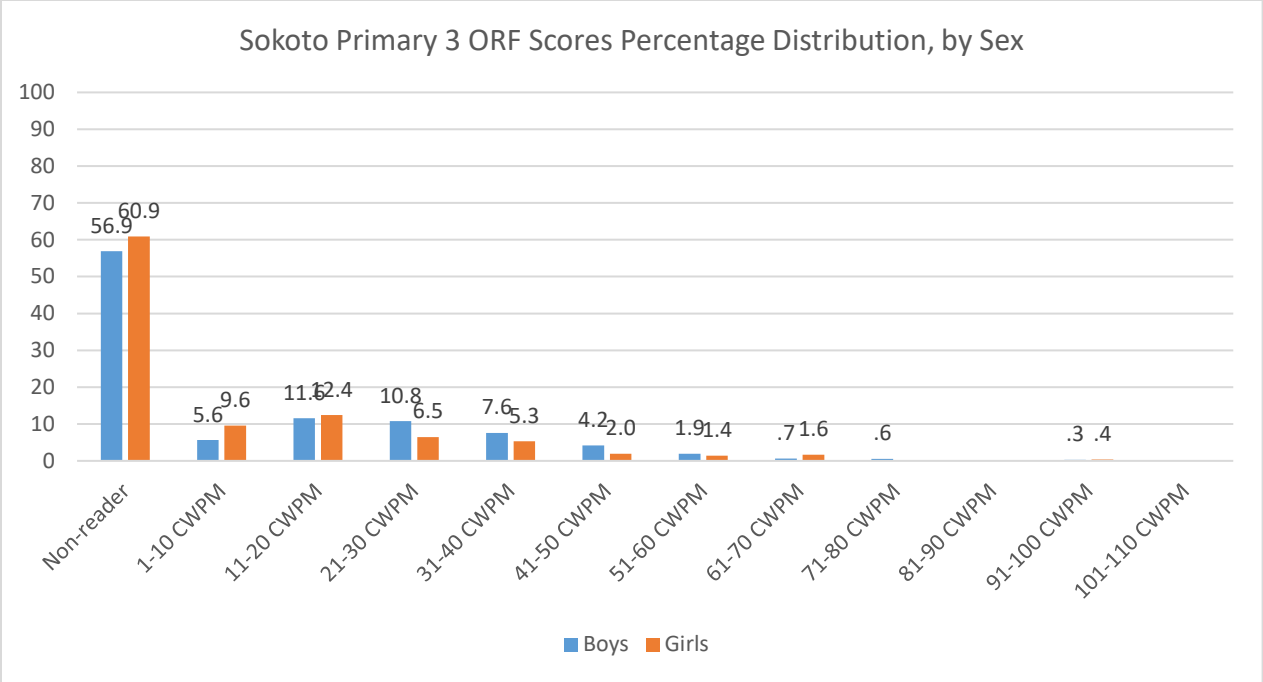
## RESULTS BY SEX

At baseline, data analysis found that Primary 3 boys' average scores appeared higher than girls' for all subtasks in the Hausa EGRA across both states and grades, though this difference was not statistically significant in most instances. At midline, *the gap between Primary 2 boys' and girls' average scores appears to be have widened in Bauchi state, particularly on the Hausa oral reading fluency subtest.* On average, Primary 3 boys in Bauchi state read about six correct words per minute more than Primary 3 girls ( $p < 0.000$ ).

In Sokoto, by contrast, *the gap between Primary 3 boys' and girls' average scores at baseline appears to have diminished* and there were no significant differences found between boys' and girls' average score on the Hausa oral reading fluency subtest (11.6 cwpm vs. 9.2 cwpm, respectively). Gender-based differences in student achievement are further visible in the frequency distributions below, which show the distribution of girls' and boys' performance on the Hausa oral reading fluency subtest.

**FIGURE 52 PERCENTAGE DISTRIBUTION OF HAUSA ORAL READING FLUENCY SCORES FOR PRIMARY 3, BY SEX**

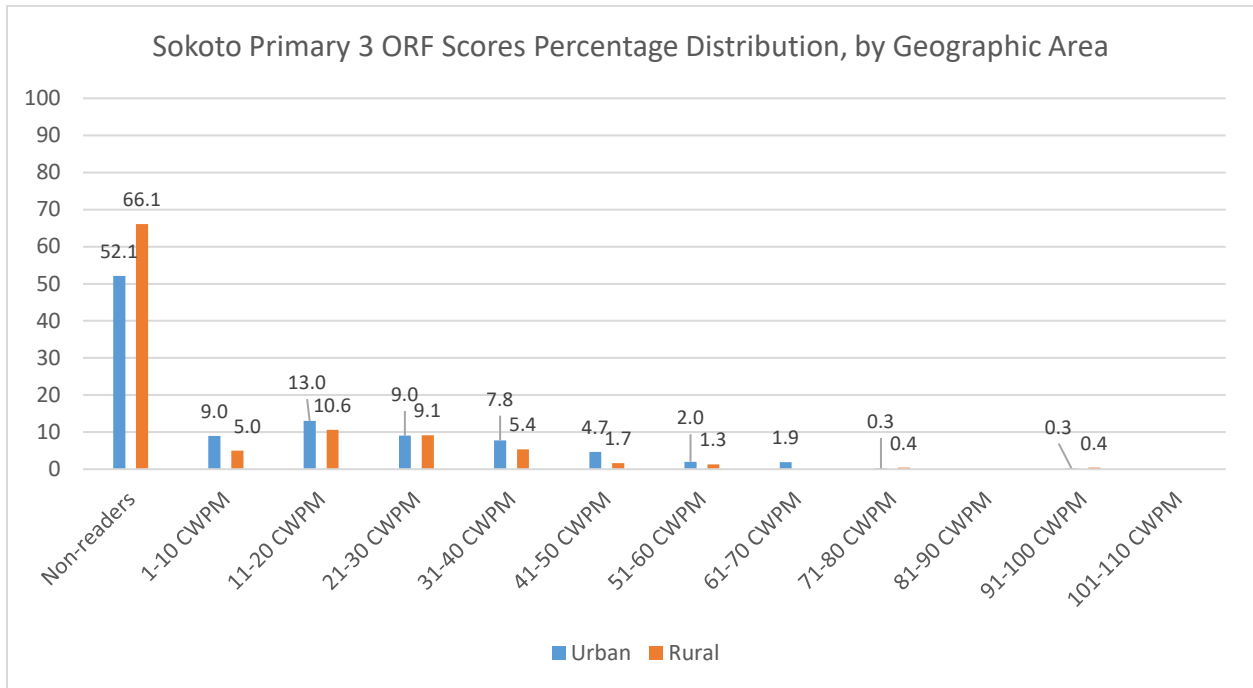
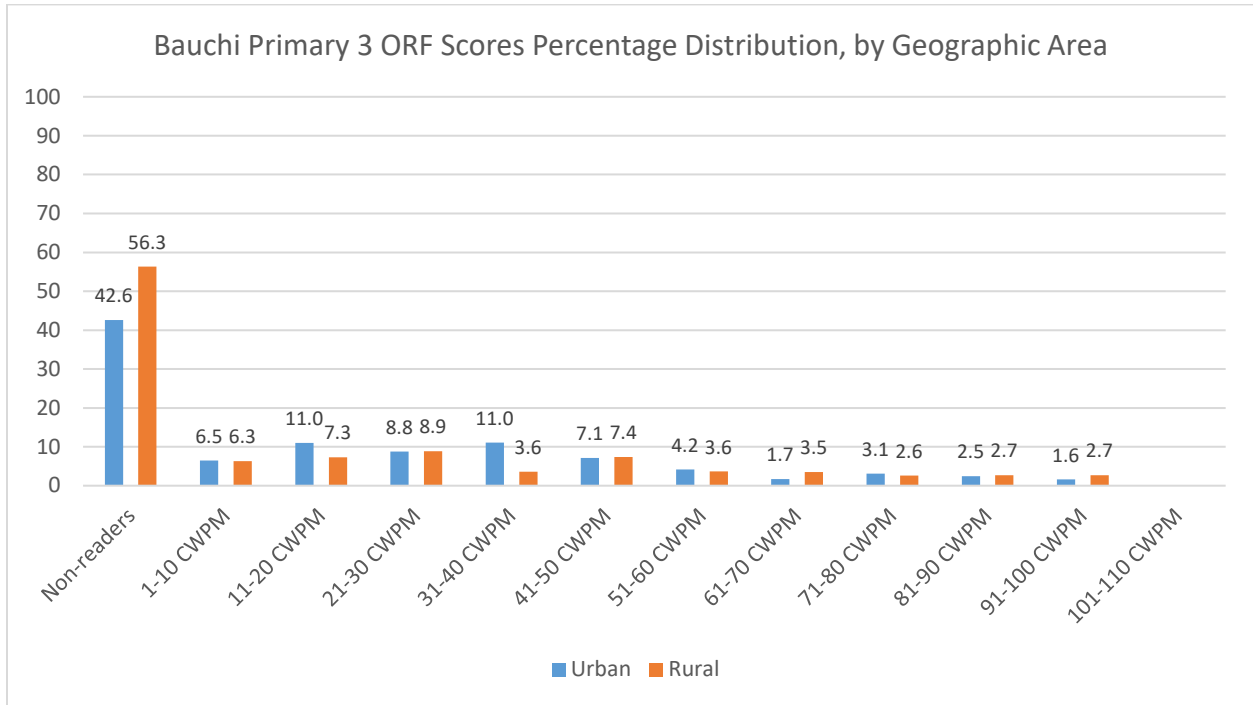




**RESULTS BY GEOGRAPHIC AREA**

Midline EGRA results for P3 were also disaggregated by the geographic area designation of the school: urban or rural. As seen in the frequency distributions below, in both Sokoto and Bauchi, a higher proportion of Primary 3 students from rural schools than urban schools were unable to read a single word on the oral reading fluency subtest. These differences in student achievement were further corroborated by statistically significant differences in average oral reading fluency scores between Primary 3 students from urban and rural schools in each state. In Bauchi, Primary 3 students from urban schools read, on average, about 5.6 more correct words per minute than those from rural schools: 21.1 cwpm vs 15.4 cwpm, respectively ( $p < 0.000$ ). In Sokoto, Primary 3 students from urban schools read, on average, about 4.4 more correct words per minute than those from rural schools: 12.7 cwpm vs 8.2 cwpm, respectively ( $p < 0.000$ ).

**FIGURE 53 PERCENTAGE DISTRIBUTION OF HAUSA ORAL READING FLUENCY SCORES FOR PRIMARY 3, BY GEOGRAPHIC AREA**



## Key Findings from P2 and P3 Hausa EGRA results:

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- Decoding: The particularly pronounced improvements in Hausa syllable identification, both in terms of increased mean scores and decreased zero scores, suggest that some portion of teachers trained by the Initiative are now more successfully facilitating their pupils' practice of this key *decoding* skill, in accordance with the Mu Karanta EGR pedagogy. This seems especially so in Bauchi and in P3.
- Encoding: By the end of P3, roughly 85% of pupils are able to write *at least one letter correctly* out of five short words given for dictation. While Sokoto had an apparent advantage in dictation (encoding) skills at baseline, Bauchi appears to have overtaken them at midline.
- Comprehension: While reading comprehension in Hausa in P2 remains very limited, stronger gains were registered in P3. Still, even at the end of P3, roughly 65% of pupils could not answer a single comprehension question correctly.

## **ENGLISH EGRA RESULTS FOR PRIMARY 3: COMPARISON OF BASELINE (SY 2015/16) TO MIDLINE (SY 2017/18)**

Primary 3 pupils were also administered four EGRA subtests in *English* language. These included a test of pure Listening Comprehension consisting of five questions on a short passage that was read to them in English). Reading of English Familiar Words showed pronounced improvement both in terms of the increases in mean score (effect sizes of 0.7 and 0.8 in Bauchi and Sokoto respectively), and the decreases in zero scores. English Oral Passage Reading showed improvements that were slightly more moderate. Results on both the listening and the reading comprehension subtests, though modestly improved in three out four cases, suggest that P3 pupils' actual *understanding* of English remains a substantial constraint. Scores on English *Listening* Comprehension actually decreased in Bauchi, a result that can likely be attributed to an artificially high baseline value (which may have resulted from one or more urban schools with pupils having anomalously high exposure to English at home<sup>4</sup>). The Sokoto midline mean score for English Listening Comprehension was roughly equal to that of Bauchi (0.4 out of 5 questions), but it had risen from a minimal level at baseline (0.1).

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<sup>4</sup> Another possible explanation is limited leakage of the subtest, which had been used in previous EGRA administrations under the original NEI project and RTI's RARA project.

TABLE 9. MEAN *PRIMARY 3* ENGLISH EGRA RESULTS FOR BASELINE (SY 2015/15) AND MIDLINE (SY 2017/18), BY STATE

English EGRA Results (P3)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
<b>Bauchi</b>				
English Familiar Words Correct per Minute	2.3	11.4	9.1	0.7
Listening comprehension (questions correct out of 5)	1.1	0.4	-0.7	-0.5
English Oral Passage Reading (CWPM)	3.2	11.4	8.2	0.5
Reading Comprehension (questions correct out of 5)	0.2	0.5	0.3	0.3
English EGRA Results (P3)	Baseline (SY 2015/16)	Midline (SY 2017/18)	Change (Baseline to Midline)	Effect size (Baseline to Midline)
<b>Sokoto</b>				
English Familiar Words Correct per Minute	2.3	6.1	3.8	0.8
Listening comprehension (questions correct out of 5)	0.1	0.4	0.3	1.1
English Oral Passage Reading (CWPM)	2.7	5.3	2.6	0.4
Reading Comprehension (questions correct out of 5)	0.0	0.3	0.3	0.9

In terms of percentages of zero scores, it is notable that the highly significant drop for English Familiar Words in Bauchi brought the percentage of zero scores for that subtest to below 50%.

This was the only English subtask in either state to reach the 50% threshold (though English Passage Reading in Bauchi also came close).

FIGURE 54 BAUCHI: PERCENT OF TESTED PRIMARY 3 STUDENTS SCORING ZERO ON ENGLISH EGRA SUBTESTS

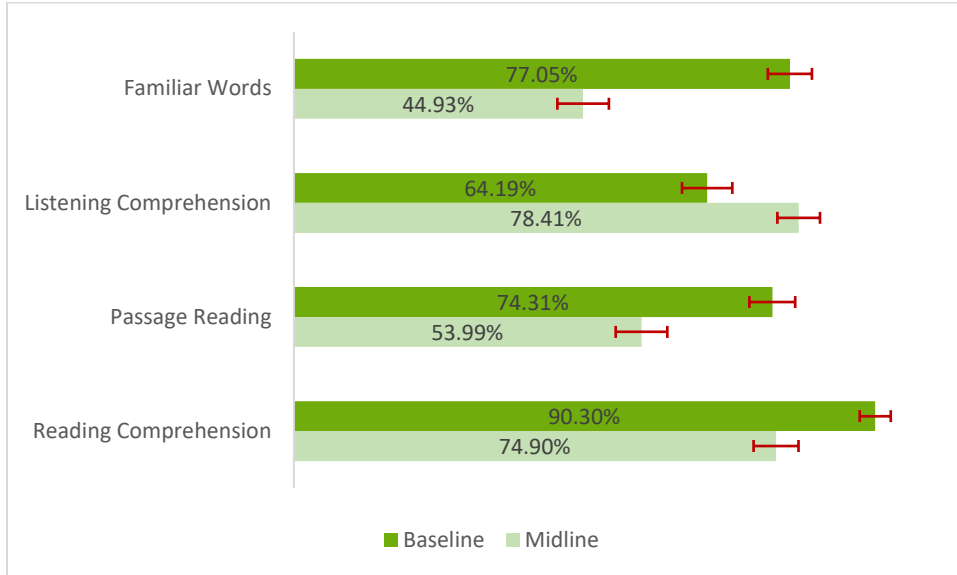
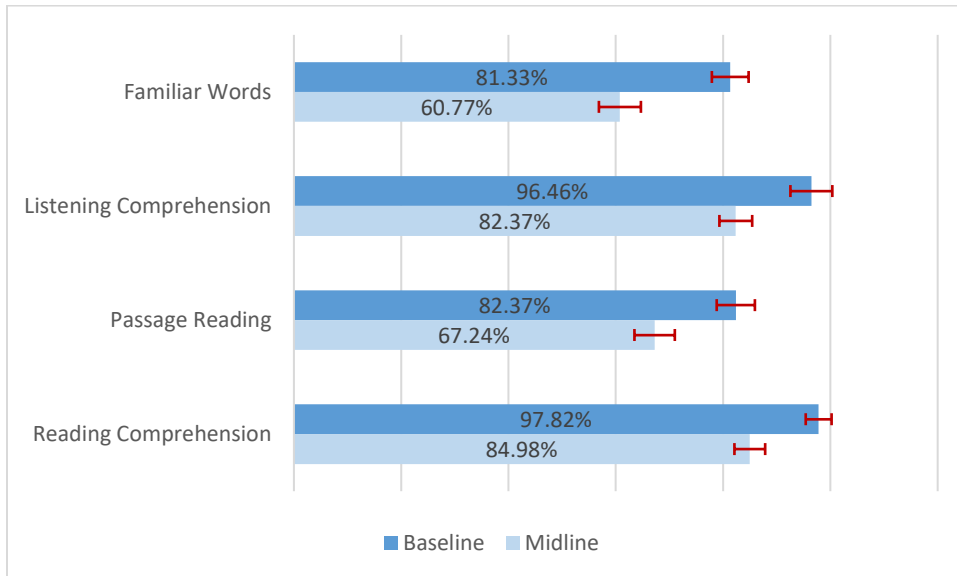


FIGURE 55 SOKOTO: PERCENT OF TESTED PRIMARY 3 STUDENTS SCORING ZERO ON ENGLISH EGRA SUBTESTS

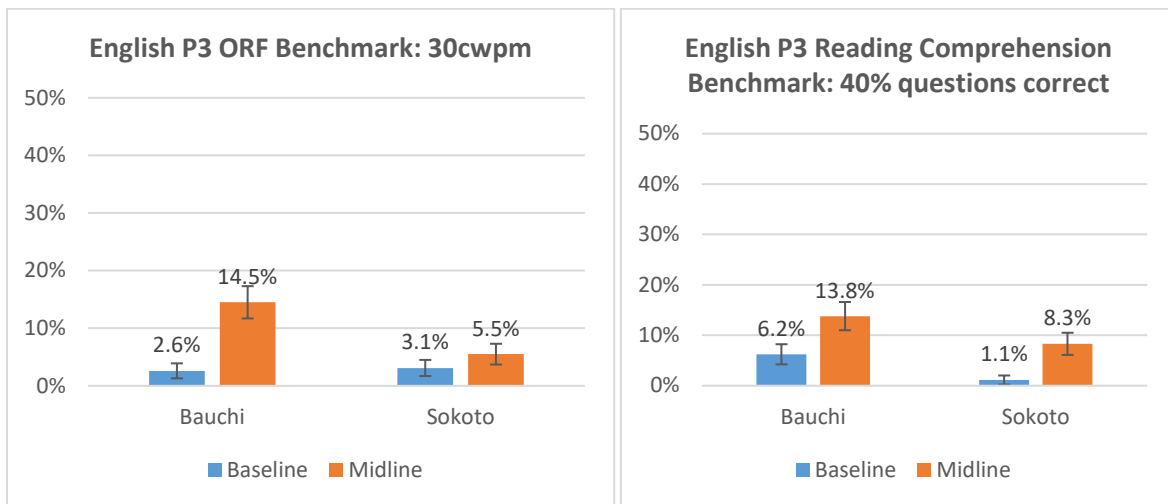


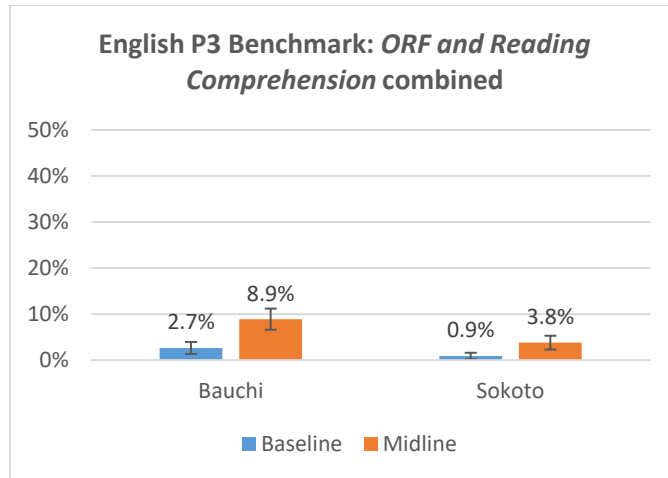
## BENCHMARKS

The Initiative has worked with a full range of relevant state and national stakeholders to set English fluency and comprehension benchmarks for Primary 3. Short-term benchmarks, to be

used for the duration of the Initiative, were set at 30 words correct per minute (Oral Passage Reading subtest) and 40% reading comprehension (Reading Comprehension subtest). The results of the English EGRA assessments show that at midline, after two years of the NEI Plus intervention, roughly 14.5% ( $\pm 2.8\%$ ) of Primary 3 students in Bauchi and 5.5% ( $\pm 1.8\%$ ) of Primary 3 students in Sokoto are meeting the English oral reading fluency benchmark, up from roughly 2.6% ( $\pm 1.3\%$ ) and 3.1% ( $\pm 1.4\%$ ) % respectively at baseline. Similarly, roughly 13.8% ( $\pm 2.8\%$ ) of Primary 3 students in Bauchi and 8.3% ( $\pm 2.2\%$ ) of Primary 3 students in Sokoto are meeting the reading comprehension benchmark, up from 6.2% ( $\pm 2\%$ ) and 1.1% ( $\pm 0.9\%$ ) respectively at baseline. (Figure XX).

FIGURE 56 PERCENT OF PRIMARY 3 STUDENTS MEETING ENGLISH FLUENCY AND COMPREHENSION BENCHMARKS





The percentages of pupils meeting both ORF and Comprehension benchmarks at midline were 8.9% ( $\pm 2.3\%$ ) in Bauchi and 3.8% ( $\pm 1.5\%$ ) in Sokoto, up from about 2.7% and 0.9% respectively. The gains in Bauchi are corroborated by small effect size differences of  $h=0.28$ , while the gains in Sokoto are below the conventional threshold ( $h=0.19$ ).





# 7. IMPACT OF CONTEXTUAL FACTORS ON ACHIEVEMENT

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This section presents findings from an examination of variance between different Local Governance Education Authorities (LGEAs) at baseline and midline, and association between various contextual factors and the key outcome variable: Hausa oral reading fluency.

The section begins with an overview of the variance found at baseline and midline between LGEAs in contextual factors: observed teacher practices (using an index score) and average class length for Hausa classes, and key outcomes: Hausa oral reading fluency and comprehension. Subsequently, the section presents the findings of an examination of association between contextual factors and key outcomes at midline.

The findings presented in this section, however, should be interpreted with caution as the number of classrooms observed in each LGEA was very small ( $n \leq 6$ ). The class length findings are drawn from the timed classroom observation tool, which was only administered with Primary 2 Hausa classes and the teacher practices index score is drawn from the non-timed classroom observation tool, a relatively simple, low-inference classroom instrument (see Annex 2). The non-timed classroom observation tool was implemented in Primary 2 Hausa and Primary 3 Hausa and English classes, and the findings presented do not distinguish between subjects. The teacher practices index score reflects ten observable EGR best practices with each observation awarded one point for a total of ten possible points in the index.<sup>5</sup>

Additionally, as is the case for the EGRA, comparisons between states should be avoided as data collectors between states differed and, furthermore, attended separate training sessions, meaning that there was no possible inter-rater reliability testing done with the full pool of data collectors. Within each state, data collectors were separated into ten pairs with a different pair assigned to each LGEA. Although these data collectors all received the same training and

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<sup>5</sup> The teacher practices index includes the following ten observable practices: 1) Alphabet chart displayed, 2) letter/word cards available, 3) Posters about literacy displayed, 4) teacher-made resources about literacy displayed, 5) pupils' work displayed, 6) reading materials available inside the classroom, 7) teacher using other items to help teach reading, 8) teacher asks pupils questions about the lesson, 9) teacher provides explanations to pupils, and 10) teacher uses scripted lessons.

participated in inter-rater reliability exercises, score differences may be attributable in part to different observers' perceptions as well as other differences.

## DIFFERENCES BETWEEN LGEAS AT BASELINE AND MIDLINE: CONTEXTUAL FACTORS

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### PRIMARY 2

When Primary 2 Hausa teacher practices and average class length at baseline were disaggregated by LGEA, several differences emerged.

#### TEACHER PRACTICE INDEX SCORES

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At baseline, the average teacher practices index score was 3.7 out of 10 points for Primary 2 teachers in Bauchi state. Within Bauchi, Misau and Ningi LGEAs had the lowest average index scores with 2.0 points and Shira LGEA had the highest average index score with 5.8 points. For Sokoto state, the average teacher practices index score was 4.5 out of 10 points for Primary 2 teachers. Within Sokoto, Yabo LGEA had the lowest average index score with 3.3 points and Dange Shuni and Shagari LGEAs had the highest average index scores with 5.8 points. An analysis of the variance of the teacher practices index scores for Primary 2 teachers shows that there was statistically significant variation at baseline between LGEAs in Bauchi ( $p < 0.5$ ), but not between LGEAs in Sokoto.

The average teacher practices index score increased between three and four points, on average, for both Bauchi and Sokoto between baseline and midline. At midline, the average teacher practices index score in Bauchi was 7.4 out of 10 points. This is double the average index score at baseline and indicates that teachers were demonstrating, on average, between three and four additional EGR best practices at midline. Within Bauchi, Ningi LGEA had the highest average index score with 8.6 points, which reflects an increase of 6.6 points from its average score at baseline, the greatest increase baseline to midline among LGEAs in Bauchi. This indicates that within Ningi LGEA teachers were demonstrating, on average, six additional early grade reading best practices. Within Bauchi, Alkaleri LGEA had the lowest average teacher practices index score at midline at 6.2 points. At midline, the average teacher practices index score in Sokoto was 7.9 out of 10 points. This indicates that, on average, teachers in Sokoto were demonstrating, on average, eight EGR best practices. Within Sokoto, Gwadabawa LGEA had the highest average teacher practices index score at 9.2 points, which reflects an additional 5.2 points, on average, from baseline. This is the greatest increase from baseline to midline among LGEAs in Sokoto. At midline, Yabo LGEA had the lowest average teacher practices index score at 5.6 out of 10 point, indicating that, on average, teachers in Yabo LGEA are demonstrating between five and six EGR best practices in the classroom. An analysis of the variance of the teacher practices index scores

for Primary 2 teachers at midline shows that there is significant variation at midline between LGEAs in Sokoto ( $p < 0.05$ ), but not between LGEAs in Bauchi.

**TABLE 10 AVERAGE TEACHER PRACTICES INDEX SCORES FOR PRIMARY 2 AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	Primary 2	LGEA	N	Average Teacher Practices Index Score (out of 10)	N	Average Teacher Practices Index Score (out of 10)	(in raw score points)
		<i>Overall (State)</i>	46	3.7	50	7.4	+3.7
		Alkaleri	5	3.4	5	6.2	+2.8
		Bauchi	5	3.2	5	7.4	+4.2
		Darazo	5	5.2	5	8.0	+2.8
		Gamawa	5	2.8	5	7.0	+4.2
		Ganjuwa	5	3.8	5	7.8	+4.0
		Itas/Gadau	5	3.2	5	7.2	+4.0
		Misau	6	2.0	5	6.6	+4.6
		Ningi	1	2.0	5	8.6	+6.6
		Shira	4	5.8	5	7.0	+1.2
		Toro	5	5.2	5	7.8	+2.6
<b>Sokoto</b>	Primary 2	LGEA	N	Average Teacher Practices Index Score (out of 10)	N	Average Teacher Practices Index Score (out of 10)	(in raw score points)
		<i>Overall (State)</i>	44	4.5	50	7.9	+3.4
		Dange Shuni	5	5.8	5	6.8	+1.0
		Gada	5	5.4	5	7.8	+2.4

	Gwadabawa	5	4.0	5	9.2	+5.2
	Shagari	5	5.8	5	8.6	+2.8
	Sokoto South	5	4.6	5	8.6	+4.0
	Tambuwal	5	4.2	5	7.6	+3.4
	Tangaza	6	3.8	5	8.8	+5.0
	Wamakko	1	3.8	5	8.6	+4.8
	Wurno	4	3.8	5	7.0	+3.2
	Yabo	5	3.3	5	5.6	+2.3

## LESSON DURATION

Hausa lessons in primary schools are mandated to be one hour long. However as seen in Table 11, the average observed length of a Primary 2 Hausa lesson was found to be far shorter. At baseline, the average length of a Hausa Primary 2 class was 25.4 minutes in Bauchi state and 27.1 minutes in Sokoto state. Within Bauchi, Itas/Gadua and Ningi LGEAs had the shortest average Hausa classes at 18.6 minutes and Darazo LGEA had the longest Hausa classes, on average, at 41.0. Within Sokoto, Tambuwal and Yabo LGEAs had the shortest Hausa classes with classes lasting, on average, 24.2 and 24.6 minutes, respectively. An analysis of variance of the average length of Primary 2 Hausa classes found that there was statistically significant variation at baseline between LGEAs in Bauchi ( $p=0.000$ ), but not between LGEAs in Sokoto.

The average duration of a Primary 2 Hausa class increased in both Bauchi and Sokoto from baseline to midline. At midline, the average length of a Primary 2 Hausa class was 40.5 minutes in Bauchi and 38.8 minutes in Sokoto. Within Bauchi, Ningi LGEA had the shortest Primary 2 Hausa class, on average, at 33.6 minutes and Toro LGEA had the longest at 50.3 minutes. Within Sokoto, Tangaza LGEA had the shortest Primary 2 Hausa class, on average, at 25.8 minutes and is the only LGEA to have an average decrease in class duration from baseline to midline, with the average class length decreasing by 2.6 minutes. Dange Shuni LGEA is the longest Primary 2 Hausa class, on average, at 51.8 minutes and is also the LGEA in Sokoto with the largest increase in class duration with classes increasing by 24.2 minutes, on average, between baseline and midline. An analysis of variance of the average length of Primary 2 Hausa classes found that

there was not statistically significant variation at midline between LGEAs in Bauchi, but that there was significant variation between LGEAs in Sokoto ( $p=0.000$ ).

**TABLE 11 PRIMARY 2 AVERAGE LENGTH OF HAUSA CLASS AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	<i>Primary 2</i>	LGEA	N	Average Hausa Class Length (in minutes)	N	Average Hausa Class Length (in minutes)	(in minutes)
		<i>Overall (State)</i>	47	25.4	47	40.5	+15.1
		Alkaleri	5	24.0	5	36.6	+12.6
		Bauchi	5	21.0	5	39.0	+18.0
		Darazo	3	41.0	5	43.8	+2.8
		Gamawa	5	25.8	5	36.0	+10.2
		Ganjuwa	5	23.4	5	42.6	+19.2
		Itas/Gadau	5	18.6	5	34.2	+15.6
		Misau	6	25.0	5	45.0	+20.0
		Ningi	5	18.6	5	33.6	+15.0
		Shira	3	32.0	3	49.0	+17.0
		Toro	5	33.0	4	50.3	+17.3
<b>Sokoto</b>	<i>Primary 2</i>	LGEA	N	Average Hausa Class Length (in minutes)	N	Average Hausa Class Length (in minutes)	(in minutes)
		<i>Overall (State)</i>	50	27.1	49	38.8	+11.7
		Dange Shuni	5	27.6	4	51.8	+24.2
		Gada	5	27.8	5	46.2	+18.4

	Gwadabawa	5	29.0	5	30.0	+1.0
	Shagari	5	29.0	5	42.6	+13.6
	Sokoto South	5	26.0	5	43.8	+17.8
	Tambuwal	5	24.2	5	41.4	+17.2
	Tangaza	5	28.4	5	25.8	-2.6
	Wamakko	5	28.4	5	42.6	+14.2
	Wurno	5	27.0	5	35.3	+8.3
	Yabo	5	24.6	5	30.6	+6

## PRIMARY 3

### TEACHER PRACTICE INDEX SCORES

When Primary 3 Hausa teacher practices and average class length at baseline were disaggregated by LGEA, several differences emerged.

At baseline, the average teacher practices index score was 3.7 out of 10 points for Primary 3 teachers in Bauchi state. Within Bauchi, Misau LGEA had the lowest average index score with 1.2 points and Shira LGEA had the highest index score with 6.5 points. No Primary 3 classrooms were observed in Ningi LGEA. For Sokoto state, the average teacher practices index score was 4.7 out of 10 points for Primary 3 teachers in Sokoto. Within Sokoto, Tangaza and Tambuwal LGEAs had the lowest average index scores with 2.7 and 2.8 points, respectively, and Dange Shuni LGEA had the highest average index scores with 6.6 points. No Primary 3 classrooms were observed in Wurno LGEA. An analysis of the variance of the teacher practices index scores for Primary 3 teachers shows that at baseline there was statistically significant variation between LGEAs in Bauchi ( $p=0.00$ ), but not between LGEAs in Sokoto.

The average practices index score increased for both Bauchi and Sokoto between baseline and midline. At midline, the average index score was 7.0 out of 10 points in Bauchi, reflecting an increase of about three points from baseline. Within Bauchi, Ningi and Darazo LGEAs had the highest average index scores with 7.8 points and Gamawa and Itas/Gadau had the lowest average index scores at 5.8 points. In Sokoto, the average index score was 6.7 out of 10 points at midline, reflecting an increase of about two points from baseline. Within Sokoto, Gwadabawa

LGEA had the highest average index score at 9.0 points, indicating that, on average, teachers in Gwadabawa LGEA demonstrate nine EGR best practices in the classroom. At midline, Yabo LGEA had the lowest scores with 5.4 points, which reflects a decrease from baseline (the only negative change among LGEAs in Sokoto or Bauchi). An analysis of the variance of the teacher practices index scores for Primary 3 teachers shows that there is statistically significant variation between LGEAs in Sokoto ( $p < 0.05$ ), but not between LGEAs in Bauchi.

The variance between the average length of Primary 3 Hausa classes cannot be examined because the timed classroom instrument was not implemented in Primary 3 classrooms at baseline or midline.

**TABLE 12 AVERAGE TEACHER PRACTICES INDEX SCORES FOR PRIMARY 3 AT BASELINE AND MIDLINE, BY LGEA**

<i>Bauchi</i>	<i>Primary 3</i>	LGEA	Baseline		Midline		Change (in raw points)
			N	Average Teacher Practices Index Score (out of 10)	N	Average Teacher Practices Index Score (out of 10)	
		<i>Overall (State)</i>	40	3.7	45	7.0	+3.3
		Alkaleri	5	2.8	2	6.5	+3.7
		Bauchi	5	3.8	5	7.4	+3.6
		Darazo	1	4.0	5	7.8	+3.8
		Gamawa	5	2.4	5	5.8	+3.4
		Ganjuwa	5	4.4	5	7.2	+2.8
		Itas/Gadau	5	2.6	4	5.8	+3.2
		Misau	5	1.2	5	6.6	+5.4
		Ningi	0	--	4	7.8	--
		Shira	4	6.5	5	7.2	+0.7
		Toro	5	6.2	5	7.4	+1.2



<b>Sokoto</b>	<i>Primary 3</i>	LGEA	N	Average Teacher Practices Index Score (out of 10)	N	Average Teacher Practices Index Score (out of 10)	(in raw points)
		<i>Overall (State)</i>	27	4.7	44	6.7	+2.0
		Dange Shuni	5	6.6	3	6.0	-0.6
		Gada	3	4.7	4	5.8	+1.1
		Gwadabawa	1	4.0	5	9.0	+5.0
		Shagari	4	6.3	5	7.4	+1.1
		Sokoto South	3	4.7	5	8.2	+3.5
		Tambuwal	4	2.8	5	7.0	+4.2
		Tangaza	3	2.7	2	5.5	+2.8
		Wamakko	3	4.3	5	5.6	+1.3
		Wurno	0	--	0	--	--
		Yabo	1	6.0	5	5.4	-0.6

## DIFFERENCES BETWEEN LGEAS AT BASELINE AND MIDLINE: KEY OUTCOMES

This section presents findings from an examination of variance between different LGEAs in the key outcome variable of Hausa Oral Reading Fluency. Two different measures of the outcome variable are used for this analysis: percentage of zero scores and mean scores. Both the baseline and the midline data have been separately weighted for gender and geographic area to be representative of the population of each LGEA at each data point. Consequently, the values presented in each table reflect the weighted sample size and measures. Additionally, the midline measures reflect the adjusted mean score values. A detailed description of the statistical equating process used to create the adjusted mean score values can be found in the Annexes.

### *Primary 2* Oral Reading Fluency

When the percentage of Primary 2 students with zero scores on the Hausa Oral Reading Fluency subtest at baseline was disaggregated by LGEA several differences emerged. At baseline, the percent of Primary 2 youth scoring zero on the Hausa Oral Reading Fluency subtest in Bauchi state was 78.0%. Within Bauchi, Toro LGEA had the lowest rate of students with zero scores at 28.4%, which is significantly lower than the state average. Within Bauchi, Ningi and Shira LGEAs had the highest rates of students with zero scores at baseline: 98.1% and 97.9%, respectively. An analysis of the variance of the percentage of zero scores for Primary 2 students in Bauchi shows that there was statistically significant variation between LGEAs ( $p < 0.000$ ), primarily stemming from Toro and Misau LGEAs, while the rate of zero scores in the remaining LGEAs were not significantly different from each other. In Sokoto state, the average rate of students scoring zero on the Hausa Oral Reading Fluency subtest was 91.0% at baseline. Within Sokoto, Gwadabawa and Tambuwal LGEAs had the lowest rate of zero scores: 80.3% and 83.5%, respectively. Gada, Tangaza, and Yabo LGEAs had the highest rate of zero scores with 100% of the youth unable to read a single word of the Oral Reading Fluency subtest. An analysis of variance of the average rate of zero scores shows that there was statistically significant variation between LGEAs in Sokoto at baseline ( $p < 0.00$ ).

The rate of zero scores for Primary 2 students decreased from baseline to midline for both Bauchi and Sokoto, though the decrease was only statistically significant for Sokoto. At midline, the average rate of zero scores in Bauchi was about 74%. Within Bauchi, Toro LGEA had the lowest rate of zero scores on the Hausa Oral Reading Fluency subtest at 30.5%, and is a slight increase from the baseline rate. Bauchi LGEA had the highest rate of zero scores at midline at 90.0%, representing a slight decrease from its baseline rate. The greatest decrease in the rate of zero scores in Bauchi occurred in Darazo LGEA, where zero scores decreased by approximately 20 percentage points between baseline and midline. In Ganjuwa, Misau, and Toro LGEAs the rate of zero scores increased between baseline and midline, with Misau LGEA having the greatest increase in zero scores (29.0 percentage points). An analysis of variance of the average rate of zero scores at midline shows that there is statistically significant variation between LGEAs in Bauchi at midline ( $p = 0.000$ ). At midline, the average rate of zero scores in Bauchi was about 82%. Within Sokoto, Sokoto South LGEA had the lowest rate of zero scores at midline at about 52%, which also represents the greatest decrease in zero scores between baseline and midline (about 43 percentage points). Within Sokoto, Gwadabawa LGEA had the highest rate of zero scores with about 95% of students unable to read a single word of the Oral Reading Fluency subtest at midline. Gwadabawa LGEA also had the greatest increase in zero scores between baseline and midline (14.3 percentage points). An analysis of variance of the average rate of zero scores at midline shows that there is statistically significant variation between LGEAs in Sokoto at midline ( $p = 0.000$ ).

**TABLE 13 HAUSA ORAL READING FLUENCY AVERAGE PERCENT ZERO SCORES FOR PRIMARY 2 AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	Grade 2	LGEA	Weighted N	Percent Zero Score	Weighted N	Percent Zero Score	Percentage Points Difference
		<i>Overall (State)</i>	588	78.0%	604	73.8%	-4.2
		Alkaleri	50	89.4%	53	81.2%	-8.2
		Bauchi	146	93.4%	148	90.0%	-3.4
		Darazo	46	91.3%	50	71.5%	-19.8
		Gamawa	30	71.3%	30	65.1%	-6.2
		Ganjuwa	41	68.5%	46	80.0%	+11.5
		Itas/Gadau	29	78.3%	28	68.1%	-10.2
		Misau	43	59.2%	35	88.2%	+29.0
		Ningi	86	98.1%	70	88.0%	-10.1
		Shira	28	97.9%	36	92.7%	-5.2
		Toro	88	28.4%	109	30.5%	+2.1
<b>Sokoto</b>	Grade 2	LGEA	Weighted N	Percent Zero Score	Weighted N	Percent Zero Score	Percentage Points
		<i>Overall (State)</i>	596	91.0%	606	82.2%	-8.8
		Dange Shuni	39	90.9%	55	77.9%	-13.0
		Gada	60	100.0%	64	69.0%	-31.0

	Gwadabawa	83	80.3%	62	94.6%	+14.3
	Shagari	56	87.8%	50	79.4%	-8.4
	Sokoto South	75	95.2%	69	51.8%	-43.4
	Tambuwal	75	83.5%	69	91.8%	+8.3
	Tangaza	38	100.0%	53	89.9%	-10.1
	Wamakko	65	96.6%	70	92.2%	-4.4
	Wurno	70	87.8%	67	93.6%	+5.8
	Yabo	34	100.0%	46	81.9%	-18.1%

In Bauchi state, the mean score on the Hausa Oral Reading Fluency subtest was 3.0 cwpm for Primary 2 students at baseline. Within Bauchi, Toro LGEA had the highest mean score on the oral reading fluency subtest with students reading about 13 words correctly per minute. The lowest mean scores on the oral reading fluency subtest were found in Shira and Ningi LGEAs, 0.0 and 0.2 cwpm, respectively, which correspond to the high rates of zero scores found in these LGEAs at baseline. An analysis of variance of the Primary 2 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Bauchi at baseline ( $p=0.000$ ). In Sokoto state, the mean score at baseline on the Hausa oral reading fluency subtest was 1.9 cwpm. Within Sokoto, Gwadabawa and Tambuwal LGEAs had the highest mean scores with students reading about 5 words correctly per minute on the subtest. The lowest mean scores were found in Gada, Tangaza, and Yabo LGEAs (0.0 cwpm), which correspond to the 100.0% rates of zero scores, on average, found at baseline. An analysis of variance of the Primary 2 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Sokoto at baseline ( $p=0.000$ ).

At midline, the mean score on the Hausa Oral Reading Fluency subtest increased in both Bauchi and Sokoto at 7.3 and 3.5 cwpm, respectively. Within Bauchi, Toro LGEA had the highest mean score on the oral fluency subtest with students reading, on average, about 21 correct words per minute. Gamawa and Itas/Gadau LGEAs had the greatest score increases between baseline and midline with students reading, on average, an additional 8.3 correct words per minute at midline. At midline, Misau LGEA had the lowest mean scores with students reading less than one correct word per minute, on average. Misau LGEA was the only LGEA in Bauchi to have a decrease in mean scores on the Hausa Oral Fluency subtest at midline. An analysis of variance of

the Primary 2 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Bauchi at midline ( $p=0.000$ ). Within Sokoto, Sokoto South had the highest mean score at midline with students reading, on average, about ten correct words per minute. Sokoto South also had the largest increase in mean scores between baseline and midline (9.6 cwpm). Within Sokoto, Tambuwal LGEA had the lowest mean score at midline with students reading, on average, less than one word correct per minute at midline (0.8 cwpm). Tambuwal, Gwadabawa, and Wurno LGEAs also had decreases in mean oral reading fluency scores between baseline and midline. An analysis of variance of the Primary 2 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Sokoto at midline ( $p=0.000$ ).

**TABLE 14 HAUSA ORAL READING FLUENCY MEAN SCORES (CWPM) FOR PRIMARY 2 AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	Grade 2	LGEA	Weighted N	Mean Score (CWPM)	Weighted N	Mean Score (CWPM)	(CWPM)
		<i>Overall (State)</i>	588	3.0	604	7.3	+4.3
		Alkali	50	1.7	53	6.8	+5.1
		Bauchi	146	0.8	148	2.1	+1.3
		Darazo	46	1.0	50	5.9	+4.9
		Gamawa	30	1.5	30	9.8	+8.3
		Ganjuwa	41	4.3	46	7.8	+3.5
		Itas/Gadau	29	0.7	28	9.0	+8.3
		Misau	43	2.8	35	0.6	-2.2
		Ningi	86	0.2	70	2.5	+2.3
		Shira	28	0.0	36	0.9	+0.9
		Toro	88	13.1	109	21.3	+8.2

<b>Sokoto</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>	<b>(CWPM)</b>
		<i>Overall (State)</i>	596	1.9	606	3.5	+1.6
		Dange Shuni	39	1.3	55	4.6	+3.3
		Gada	60	0.0	64	6.0	+6.0
		Gwadabawa	83	4.7	62	2.2	-2.5
		Shagari	56	1.5	50	5.4	+3.9
		Sokoto South	75	0.4	69	10.0	+9.6
		Tambuwal	75	4.7	69	0.8	-3.9
		Tangaza	38	0.0	53	1.2	+1.2
		Wamakko	65	0.9	70	1.3	0.4
		Wurno	70	2.7	67	1.1	-1.6
		Yabo	34	0.0	46	1.9	+1.9

### *Primary 3*

#### Oral Reading Fluency

When the percentage of Primary 3 students with zero scores on the Hausa Oral Reading Fluency subtest at baseline was disaggregated by LGEA several differences emerged. At baseline, the average percent zero score on the Hausa Oral Reading Fluency subtest was 72.2% in Bauchi state and 77.4% in Sokoto state. Within Bauchi, Misau and Toro LGEAs had the lowest rate of zero scores, on average, with 41.0% and 41.6%, respectively. Ningi LGEA had the highest average rate of zero scores with about 98% of students scoring zero on the oral fluency subtest. Within Sokoto, Tambuwal LGEA had the lowest rate of zero scores at baseline with an average of 62.4% of Primary 3 students scoring zero on the oral reading fluency subtest. The highest rate of zero scores within Sokoto was found in Yabo LGEA (93.9%). An analysis of variance of the average

rate of Primary 3 scoring zero on the oral reading fluency subtest at baseline shows that there is statistically significant variation between LGEAs within both Bauchi and Sokoto ( $p=0.000$ ).

The rate of zero scores for Primary 3 students decreased from baseline to midline for both Bauchi and Sokoto. At midline, the average rate of zero scores on the Hausa Oral Reading Fluency subtest was 49.9% in Bauchi and 58.5% in Sokoto. Within Bauchi, Toro LGEA had the lowest average rate of zero scores with less than ten percent of students, on average, scoring zero on the oral reading fluency subtest. The highest average rate of zero scores in Bauchi was found in Misau and Buachi LGEAs: 79.3% and 78.4%, respectively. These LGEAs were also the only two that experienced an increase in the average rate of zero scores between baseline and midline. The greatest decrease in the rate of zero scores between baseline and midline was Ganjuwa LGEA, where the average rate of zero scores decreased by approximately 36 percentage points. An analysis of the variance of the average rate of Primary 3 zero scores at midline shows that there is statistically significant variation between LGEAs in Bauchi ( $p=0.000$ ). Within Sokoto, Gada LGEA had the lowest average rate of zero scores at midline and the greatest decrease in zero scores from baseline. The average rate of zero scores in Gada LGEA decreased about 63 percentage points to an average rate of 22.1% at midline. Within Sokoto, the highest rate of zero scores at midline was found in Wamakko LGEA (81.8%). Tambuwal, Wurno, and Wamakko LGEAs also experienced increases in the average rates of zero scores between baseline and midline. An analysis of the variance of the average rate of Primary 3 zero scores at midline shows that there is statistically significant variation between LGEAs in Sokoto ( $p=0.000$ ).

**TABLE 15 AVERAGE PERCENT ZERO SCORES FOR PRIMARY 3 AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	Grade 3	LGEA	Weighted N	Percent Zero Score	Weighted N	Percent Zero Score	Percentage Points
		<i>Overall (State)</i>	579	72.2%	597	49.9%	-22.3
		Alkali	52	93.8%	55	50.9%	-42.9
		Bauchi	138	72.7%	147	78.4%	+5.7

		Darazo	46	91.3%	50	33.7%	-57.6
		Gamawa	30	51.0%	30	29.6%	-21.4
		Ganjuwa	43	71.7%	46	35.9%	-35.8
		Itas/Gadau	29	69.4%	27	34.0%	-35.4
		Misau	43	41.0%	35	79.3%	+38.3
		Ningi	85	98.1%	70	63.2%	-34.9
		Shira	28	89.6%	36	60.4%	-29.2
		Toro	86	41.6%	101	9.6%	-32.0
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	Weighted N	Percent Zero Score	Weighted N	Percent Zero Score	Percentage Points
		<i>Overall (State)</i>	590	77.4%	601	58.5%	-18.9
		Dange Shuni	42	78.5%	55	61.0%	-17.5
		Gada	64	85.1%	64	22.1%	-63.0
		Gwadabawa	79	81.0%	63	74.2%	-6.8
		Shagari	56	81.3%	48	51.8%	-29.5
		Sokoto South	74	82.9%	74	26.7%	-56.2
		Tambuwal	75	62.4%	72	70.1%	+7.7
		Tangaza	33	78.0%	54	65.9%	-12.1
		Wamakko	65	76.9%	66	81.8%	+4.9
		Wurno	67	64.1%	59	71.3%	+7.2
		Yabo	34	93.9%	46	65.5%	-28.4



In Bauchi state, the mean score on the Hausa Oral Reading Fluency subtest was 5.1 cwpm for Primary 3 students at baseline. Within Bauchi, Toro LGEA had the highest mean score on the oral reading fluency subtest with students reading about 13 words correctly per minute. The lowest mean scores on the oral reading fluency subtest were found in Ningi LGEA (0.2 cwpm). An analysis of variance of the Primary 3 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Bauchi at baseline ( $p=0.000$ ). In Sokoto state, Wurno and Tambuwal LGEAs had the highest mean scores on the oral reading fluency subtest with students reading about nine correct words per minute. The lowest mean scores on the oral reading fluency subtest at baseline were found in Yabo LGEA (1.2 cwpm). An analysis of variance of the Primary 3 oral reading fluency subtest mean scores found that there was statistically significant variation between LGEAs in Sokoto ( $p<0.05$ ) at baseline.

The mean scores on the Hausa Oral Reading Fluency subtest increased significantly in both Bauchi and Sokoto states between baseline and midline. At midline, the mean score on the oral reading fluency subtest in Bauchi state was 18.1 cwpm. Within Bauchi, Toro LGEA had the highest mean score on the oral reading fluency subtest and the greatest average score gains between baseline and midline. At midline, on average, students in Toro LGEA could read about 41 correct words per minute. The lowest mean score on the oral reading fluency subtest in Bauchi were found in Misau LGEA with students, on average, reading about four correct words per minute at midline. Misau LGEA is also the only LGEA in Bauchi state that had a decrease in zero scores between baseline and midline. In Sokoto state, the mean score on the oral reading fluency subtest was 10.6 cwpm at midline. Within Sokoto, Sokoto South LGEA had the highest mean score at midline with students reading about 20 correct words per minute. Gada LGEA in Sokoto state had the greatest gains between baseline and midline with students reading about 18 more correct words per minute at midline. The lowest mean score on the oral reading fluency subtest was found in Wamakko LGEA with students reading about five correct words per minute. Additionally, Tambuwal and Wurno LGEAs had a score decrease between baseline and midline with students reading about two fewer correct words per minute, on average. An analysis of variance of the Primary 3 oral reading fluency subtest mean scores at midline found that there were statistically significant variations between LGEAs in both Bauchi and Sokoto ( $p=0.000$ ).

**TABLE 16 HAUSA ORAL READING FLUENCY MEAN SCORES (CWPM) FOR PRIMARY 3 AT BASELINE AND MIDLINE, BY LGEA**

			Baseline		Midline		Change
<b>Bauchi</b>	Grade 3	LGEA	Weighted N	Mean Score (CWPM)	Weighted N	Mean Score (CWPM)	(CWPM)
		<i>Overall (State)</i>	579	5.1	597	18.1	+13.0
		Alkali	52	0.9	55	18.1	+17.2
		Bauchi	138	6.1	147	6.5	+0.4
		Darazo	46	1.6	50	16.9	+15.3
		Gamawa	30	2.9	30	25.6	+22.7
		Ganjuwa	43	6.6	46	25.6	+19
		Itas/Gadua	29	2.4	27	24.7	+22.3
		Misau	43	8.6	35	3.8	-4.8
		Ningi	85	0.2	70	9.5	+9.3
		Shira	28	0.8	36	12.8	+12
		Toro	86	13.2	101	40.9	+27.7
<b>Sokoto</b>	Grade 3	LGEA	Weighted N	Mean Score (CWPM)	Weighted N	Mean Score (CWPM)	(CWPM)
		<i>Overall (State)</i>	590	4.9	601	10.6	+5.7
		Dange Shuni	42	4.1	55	8.2	+4.1
		Gada	64	1.6	64	19.3	+17.7
		Gwadabawa	79	4.6	63	6.9	+2.3

	Shagari	56	4.2	48	15.9	+11.7
	Sokoto South	74	4.2	74	19.8	+15.6
	Tambuwal	75	8.6	72	6.6	-2.0
	Tangaza	33	3.6	54	9.2	+5.6
	Wamakko	65	4.8	66	5.3	+0.5
	Wurno	67	8.8	59	6.8	-2.0
	Yabo	34	1.2	46	7.1	+5.9

## EXAMINING PREDICTIVE POWER OF STUDENT & TEACHER CHARACTERISTICS

In order to further understand the relationship between student and teacher (classroom) level characteristics and the outcome variable, student reading fluency, analysts used multiple regression analysis. Demographic characteristics of students were first examined (i.e., age and gender), followed by additional student characteristics using data gathered from the Student Context Interview, and finally by teacher (classroom) characteristics, using data gathered from the Non-Timed Classroom Observation and Teacher Interview. A summary of the findings is presented below and detailed regression tables are available in the annex.

### PRIMARY 2

The demographic characteristics model shows the differences in students' achievement on the Hausa oral reading fluency subtest when accounting for differences in students' age or gender. Self-reported age was not found to be a significant predictor of student outcome. This is likely the result of limited variation in students' ages within the same class year. Consequently, student age was removed from further models. The explanatory power of the demographic characteristics model is weak for both states: for Bauchi, R-square = 0.014 and for Sokoto, R-square=.002, meaning that there are likely other differences that account for differences in reading ability. This is further reflected in the fact that there were no statistically significant correlations between the demographic characteristics and ORF in Sokoto. In Bauchi, a student's gender was found to have a significant correlation to student achievement in Hausa ORF, when holding student's age constant. When examining boys and girls of the same age, boys were found to read about 4 words more, on average, than girls in Bauchi ( $p < .01$ ).

In the subsequent regression model, student characteristics gathered from the Student Context Interview were included. The explanatory power of this model was slightly higher in both states, though still modest (R-square=0.09 in Bauchi and R-square=0.073 in Sokoto). In both Bauchi and Sokoto “practicing reading or writing at home” had the highest coefficient indicating that this characteristic had the strongest predictive relationship with student achievement on the Hausa oral reading fluency subtest out of all the demographic and student characteristics examined. In Bauchi, holding all else constant, students that reported practicing reading or writing at home, either sometimes or every day, were able to read about five more words correctly per minute, on average, than those who did not practice at home. In Sokoto, holding all else constant, students that reported practicing reading or writing at home, either sometimes or every day, were able to read about 2.6 more correct words per minute, on average, than those who did not practice at home. In Sokoto, “having someone read to me at home” was also found to have a significant predictive relationship with ORF in Hausa. Holding all else constant, students that reported having someone read to them at home, either sometimes or every day, were able to read about two more correct words per minute, on average, than those who did not have someone read to them at home. In Bauchi, student absence was also found to be significantly negatively associated with Hausa ORF. When accounting for other differences, students that reported that they had been absent at least once in the past week read about four fewer correct words per minute on the Hausa oral reading fluency subtest, on average, than those that reported no absences in the last week. In Bauchi, other positive, but weaker, relationships were found between Hausa ORF and attending kinder/nursery before P1, and between Hausa ORF and eating something before coming to school.

A separate regression model was also developed, which included only teacher (classroom) characteristics and student demographic variables. The explanatory power for this model is slightly higher than that of the student characteristic model. In Bauchi, gender continues to be significantly correlated to Hausa ORF, with girls reading about four fewer words correctly per minute on average when compared to boys, all else held constant. In both Bauchi and Sokoto, class duration had the strongest relationship with student achievement among the different predictor variables. In Bauchi, holding all else constant, the regression model suggests that one increased minute of class time translates to an additional 0.72 words read correctly per minute.<sup>6</sup>

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<sup>6</sup> Conclusions drawn from estimated relationships between class duration and achievement on Hausa ORF should be interpreted with caution given the limited number of classrooms observed to obtain class duration (n<50) and the high standard deviations in the distributions of class duration in each state (Bauchi SD=12.18 and Sokoto SD=10.9).

In Sokoto, the relationship was weaker though still statistically significant. Among other teacher characteristics, contradictory correlations were found between Hausa ORF and teachers' participation in pre-service training, but these findings should be interpreted with caution.<sup>7</sup>

In Bauchi, geographic area was found to have a strong relationship with student reading achievement, with students from rural schools reading about 3.5 fewer words correct per minute, on average, than students from urban schools, all else held constant. Teacher absence was only found to be a statistically significant predictor of student achievement on Hausa ORF in Sokoto. Holding all else constant, students from classrooms with teachers reporting having been absent at least once in the past week read about three fewer correct words per minute on average than students from classrooms with teachers who did not report being absent in the past week.

The final regression model combined student and teacher level characteristics. The explanatory power of this model was slightly higher than that of the student or teacher characteristics alone. In Bauchi, the characteristics with the strongest relationships to student achievement on the Hausa oral reading fluency subtest were found to be class duration, student absence, and gender. Holding all else constant, each additional minute of class time translated to an increase of 0.56 correct words per minute. When accounting for differences in other characteristics, students that reported that they had been absent at least once in the past week read about 4.6 fewer correct words per minute on the Hausa oral reading fluency subtest, on average than those that reported no absences in the last week. Holding all else constant, girls read on average about 3.5 fewer words correctly than boys. In Bauchi, the school's geographic area (urban or rural) was also found to be a significant predictor. When accounting for other differences, students from rural schools read on average about 3.1 fewer words correctly per minute than those from urban schools.

No significant relationships were found between student achievement on Hausa ORF and reports of school administrators observing classes, teachers' total years of experience, or teachers' best practices index scores. In Sokoto, the characteristics with the strongest relationships to student achievement on the Hausa oral reading fluency subtest were found to be class duration, teacher absence, and students' practicing reading or writing at home. Holding all else constant, each additional minute of class time translated to an increase of 0.22 correct

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<sup>7</sup> The overwhelming majority of respondents (over 98%) reported having attended the NEI Plus training, which was an in-service training. However, a lower percentage of respondents answered positively when asked if they had attended a pre-service training. This suggests that some teachers may have misunderstood these questions.

words per minute. When accounting for differences in other characteristics, students from classrooms where teachers reported being absent at least one day in the past week read about 2.7 fewer words correctly per minute on average than students from classrooms where teachers did not report being absent in the past week. Students that reported practicing reading or writing at home, either every day or sometimes, read on average about 2.5 more words correctly per minute than students who reported never practicing reading or writing at home, when accounting for differences in other characteristics. In Sokoto, there was also a positive relationship found between student achievement on Hausa oral reading fluency subtest and drinking something before school, with students that reported drinking something before school reading about 2.5 more words per minute correctly, on average, than those that did not drink something before school. Interestingly, there was not a similar positive relationship found with “eating something before school”.

Reviewing the findings of the multiple regression models developed indicates that among all of the demographic, student-level, and teacher-level characteristics considered, certain trends appear. The importance of time on task is highlighted with significant positive relationships found in both states between class length and student achievement. Regression analysis also corroborates the gender gap in Bauchi highlighted in Section 5 (Primary 2 EGRA results), with girls scoring significantly lower than boys, even after accounting for other characteristics. Further underscoring the issue of time on task, findings also highlight the critical issues of student and teacher absences, with significant negative relationships found between reported absences and student achievement across the different models.

### PRIMARY 3

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Analysts followed the same procedure for students in Primary 3. The first model looked only at the strength of demographic characteristics, such as student’s gender and age.

The explanatory power of the demographic characteristics model is weak for both Bauchi and Sokoto, indicating that little of the variation in student achievement on the Hausa oral reading fluency subtest in grade 3 is attributable to either gender or age. As was the case for Primary 2 students, students’ self-reported age was not found to be significantly related to student achievement in Hausa ORF in either state. Students’ gender was found to be strongly correlated to achievement in Bauchi, but not in Sokoto. In Bauchi, when holding student age constant, girls read about six fewer words correctly per minute, on average, than boys. This indicates that the gender gap found in Bauchi for Primary 2 students persists to Primary 3.

In the subsequent regression model, analysts included student characteristics gathered from the Student Context Interview and the school’s urban/rural designation. The explanatory power of

this model was slightly higher in both states, though still modest (R-square=0.165 in Bauchi and R-square=0.076 in Sokoto). In both states, practicing reading or writing at home, and attending pre-school were characteristics strongly correlated to student achievement in Hausa ORF. Holding all else constant, students that reported practicing reading or writing at home, either every day or sometimes, read about 16 more words correctly per minute in Bauchi and about 5.5 more words correctly per minute in Sokoto, on average, than students that reported never practicing at home. Similarly, when accounting for all other differences, students that reported attending preschool read on average about 5.4 and 3.4 more words correctly per minute, in Bauchi and Sokoto, respectively, than did students who did not attend kinder. In Bauchi, student absence was also strongly associated with student achievement. Holding all else constant, students that reported being absent at least one day in the prior week read about 11 fewer Hausa words correctly per minute, on average than students that had not been absent. A significant relationship was also found for student gender, with girls reading on average about five fewer words correctly than boys. A school's geographic designation of urban or rural was also found to be significantly correlated with student achievement in both states. Students from rural schools in Bauchi and Sokoto were found to read about five fewer words correctly and 3.4 fewer words correctly, respectively, than students from urban schools, holding all else constant.

Due to the small number of Primary 3 Hausa classrooms observed and teachers interviewed ( $n < 5$ ), analysts were unable to develop a regression model incorporating teacher or classroom characteristics for Primary 3.

Regression analysis for Primary 3 further highlight the persistence of trends found in Primary 2. Notably, the gender gap in Bauchi appears to widen from Primary 2 to Primary 3. Additionally, student absence and reading practice at home continue to be evident and critical challenges to address to further student achievement.

## 8. SUMMARY OF KEY FINDINGS

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### POSITIVE TRENDS:

#### ATTENDANCE:

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In Bauchi, pupils report a lower rate of absences from school and there is suggestion of a modest decrease in Sokoto as well. This finding is consistent with the hypothesis that improved teaching quality increases both pupil and parent interest and commitment to schooling, thus improving attendance and retention.

#### MATERIALS:

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The Initiative's reading books have largely reached the pupils: Roughly nine tenths of our sampled pupils had them. Classroom inventories also confirmed that teachers have the Initiative's guides and that use of relevant EGR TLMs has significantly increased over baseline.

#### PRACTICE AND SUPPORT FOR READING AT HOME:

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The evaluation showed modest increases in pupils reporting that they *practice reading at home*. This finding corroborates the classroom observation of increased incidence of teachers reminding pupils to bring their books home to practice. Similarly, there were moderate increases recorded in the percentages of pupils who reporting *being read to at home*, which suggests that the Initiative's community engagement activities are having some impact.

#### EGRA RESULTS:

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In Hausa for both P2 and P3, mean scores increased for all subtests, and zero scores decreased. The most pronounced improvements in P2 were in syllable identification and the writing of letters in dictated words. These improvements suggest that a portion of teachers have improved their effectiveness in facilitating pupils' practice in decoding and encoding.

In Bauchi especially, these improvements have also translated into improvements in the more sophisticated subtasks, oral passage reading and reading comprehension, with a significantly higher percentage of pupils meeting the reading fluency and comprehension benchmark at midline than baseline. Despite these encouraging findings, the rate of pupils meeting benchmarks is still quite low at midline, only 13.2%.

In Hausa, results were even more notable in Primary 3 with roughly another 20% of pupils making their first steps toward reading (moving off zero scores). For both states, effect sizes for the increase in P3 mean scores from baseline to midline are *at least .6 for all subtests* (except for dictation at the word level in Sokoto, which was already relatively high at baseline). Particularly significant is that these



changes included zero score decreases in more complex subtasks such as oral passage reading and reading comprehension.

#### EGR INSTRUCTIONAL PRACTICE:

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Classroom observation confirms increased levels of implementation of key elements of EGR practice in P1-P3 Hausa and English teachers have been trained by the Initiative.

### **DISCUSSION: FACTORS AFFECTING FORMAL SCHOOL EGR OUTCOMES AND CONTINUING CHALLENGES**

Despite the EGRA improvements in terms of increased means and decreased zero scores, high percentages of zero scores still remain at midline in all reading subtests, clearly indicating that a large proportions of pupils have not yet developed the skills required for reading. . This gap is especially wide in P2, in which more than 50% of learners have not acquired even the most basic EGR skills. Several factors may help to explain these poor EGR outcomes, as well as to provide some indication of the kinds of programmatic changes needed to better support teaching and learning.

Classroom observation and teacher questionnaire findings strongly suggest that in the lack of improvement in EGRA performance is rooted in teachers' persistently inadequate knowledge and understanding of the learning process, of EGR best practices, and of how to apply this knowledge to effectively to support learning. These issues are especially evident in

- declines in some appropriate beliefs about teaching (e.g., about the teacher's role in supporting learners' skills development, such as learning to read words independently);
- teachers' increasing overestimation of the proportion of pupils who are able to read; and
- the relative lack of attention being paid to the development of learners' basic skills, especially those required for decoding (e.g., syllable recognition).

Even where the incidence of certain practices has increased (e.g., the number of teachers asking learners to read at home), the level of application of the and other best practices observed among teachers is still low overall (60% or less in many cases). These persistent, low levels of application of best instructional practices in reading are evidently *too* low to adequately support a substantial increase in learners' reading performance—particularly in view of states' weak capacity to support the inputs (e.g., TLM provision) required to achieve and sustain improved EGR outcomes.

It is therefore essential to consider that Initiative efforts to improve reading performance are taking place in an environment in which systemic governance remains weak. Gaps in policy, education planning, lack of follow through on fundamental decisions (e.g., budget allocation and release of funds for TLM provision), and inconsistent follow through by state actors on TPD and school support plans, among other accountability and capacity-related issues, all point to system weaknesses that the Initiative has only been able to address partially. These, and other, related contextual factors were

highlighted in the findings of the baseline EGRA report, which was completed prior to implementation of Mu Karanta! and Let's Read! program inputs.<sup>8</sup>

Additional, highlighted factors included:

- . Exceedingly low level of foundational skills among learners;
- . Inadequate training and significant knowledge gaps in teachers' knowledge of EGR concepts, principles and practices;
- . Inadequate and/or infrequent school supervision or pedagogical support; and
- . Lack of reading resources to support teaching and learning.

Moreover, three fundamental constraints identified at baseline were flagged as posing challenges to the program's ability to effect significant changes in learning outcomes – even with substantial investment in inputs to improve the quality of teaching and the frequency and quality of school support:

- . Learners' preparedness for school, as indicated by frequent absences from school, lack of adequate nutrition at home, and related issues (e.g., low parental awareness of, and support for, formal schooling).
- . Teachers' frequent absence from the classroom (as noted in prior EGRA reports).
- . School supervisors' infrequent visits to classrooms, deriving from a constellation of obstacles, and resulting in inadequate support of teachers of reading.

TLMs and regular teacher training were designed to address these issues, *over time*, and the present mid-line report presents evidence of modest impact from these inputs. For example, as a result of training provided by the Initiative in 2017, teachers are spending more time teaching reading skills and doing so more comprehensively. Not surprisingly, small but statistically significant correlations are found between the teacher practices index and reading scores as well as between lesson duration and reading scores.

*We expect that greater learning improvements would have resulted from additional teacher training in advance of the mid-line EGRA. Unfortunately, budget constraints forced the cancellation of teacher training that was planned for this period. The inability of the Initiative to provide this additional training can be assumed to have limited teachers' competency gains and to have negatively affected teacher motivation and attitudes towards teaching.* EGRA mid-line data support this conclusion, in view of the limited improvement in instructional quality, which has in turn hampered the Initiative's ability to impact learners' performance more significantly.

The mid-line results thus clearly point to the need to further reinforce teachers' knowledge, skills, attitudes, and motivation. Low EGRA scores indicate persistent weaknesses in, for example, learners' development of basic decoding and listening comprehension skills in Hausa. These findings, combined

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<sup>8</sup> See key findings of the Northern Education Initiative Plus: Early Grade Reading Assessment (EGRA) Baseline Report (2016), pp. 51 and 52.

with the above-mentioned findings on teachers' attitudes and knowledge of EGR, indicate the need to take the following actions:

increase training, regular coaching and mentoring, and reinforce other teacher professional development support; and

- 1) further improve and focus training *content* to strengthen development of learners' skills in key areas.

Specifically, the Initiative will

- provide additional, practice-based teachers' training content and activities. New content focuses on deepening teachers' emerging EGR knowledge and skills, especially toward reinforcing decoding, fluency and listening comprehension, as well as the effective use of formative assessment.<sup>9</sup> This approach will include new materials as well as instructional techniques (e.g., pairing learners) to better support learning.
- strengthen and increase the level of supervision and support provided to teachers to improve instructional practice at the school level. This latter effort includes reinforced coaching and mentoring strategies and support (i.e., via training and 'coaching of coaches'), and new, structured teacher professional development content to better promote the development of strong, effective communities of practice. ICT (i.e., tablet-based) coaching and monitoring tools will also be introduced to further enhance the quality of instructional support provided to teachers.

Of equal importance, the Initiative's Time on Task Study report has documented the severity of instructional time loss resulting from:

- Insufficient time officially allocated to instruction in the school calendar (esp. in terms of contact hours per day)
- School closures and delayed re-openings
- Extended breaks from instruction (especially for breakfast)
- Poor adherence to the number and duration of EGR lessons in official timetables
- Extensive teacher absenteeism and tardiness
- Pupil absenteeism
- Teachers spending time outside the classroom (no instructional activity)

Adequate time is of course one of the five Ts of effective EGR instruction - an indispensable ingredient. As highlighted in the Time on Task Report, reducing instructional time loss will require attention to the

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<sup>9</sup> In the pilot study for the Local Education Monitoring Approach (LEMA), all six LGEAs failed to meet the minimum threshold for adequate implementation of continuous (or formative) assessment practice. (The Local Education Monitoring Approach (LEMA) Pilot: Summary Results, Northern Education Initiative Plus, 2018). Furthermore, most teachers continue to overestimate the EGR progress of their pupils grossly.

quite tenacious school, system and external (e.g., socio-economic and cultural) influences on teachers, head teachers, and pupils that tend to drive the time-loss practices identified.

Among the additional factors that may be assumed to have contributed to the limited reading performance gains are challenges with access to Mu Karanta! and Let's Read! Teacher's Guides and Pupil's Books in target LGEAs. Timely provision of these materials has been complicated by several factors, including:

- Inadequate SUBEB capacity to procure, store and distribute materials to LGEAs;
- Lack of LGEA resources to deliver materials to schools;
- Poor communications between SUBEB, LGEA and school officials regarding distribution protocols and schedules;
- Inadequate training of personnel tasked with managing and carrying out the procurement, storage and/or distribution of the materials; and
- Inadequate state government resources, delayed resource allocation/release, and/or poor planning and follow through (e.g., due to accountability issues).

It is essential to note, however, that despite these issues, tracking data collected by NEI Plus since October 2016 show that over 90% of schools received the materials as intended. While TLMs were delivered later than expected in the 2016-17 school year, they were delivered on time in Terms 1 (September) and 2 (January) of the 2017-18 school year.<sup>10</sup> Thus, relevant materials have been available, generally, to teachers and learners since the program was implemented. Negative impacts of TLM delays should therefore be kept in perspective as being relatively minor issues compared to teachers' pedagogical capacity deficits, insufficient time on task, and weak oversight and mentoring. It is also important to note that the Initiative has developed a revised system for TLM distribution and simultaneous tracking all the way to the school level, which will be implemented beginning in Y4.

Follow through on states' commitment to support education inputs (i.e., financially), including TLM provision, must also improve if the modest gains realized to date are to be sustained and amplified. As explained above, continued and wide gaps in states' ability to carry out fundamental, system-level functions (e.g., performance monitoring) threaten to undermine both the performance gains made to date, as well as the prospects for lasting change. In this vein, the Local Education Monitoring Approach (LEMA) has demonstrated considerable promise as a simple, practical, and informative mechanism for which buy-in has been encouraging in both states. Additional system strengthening actions may be taken (with support and in coordination with USAID) at the highest levels of decision making in each state, using the evidence gathered to support substantive changes in governance, as described here.

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<sup>10</sup> As reported in Year 3, the SUBEB in each state failed to provide TLM in Term 3 of 2017-18, and again in Term 1 of the 2018-19 school year. Sokoto is procuring 270k USD of TLM, which is slated for delivery by the end of January 2019.

It is important to stress that the desired changes in teacher, head teacher, and SSO behaviors, as well as the desired commitment and capacity throughout the system, require an evolution of institutional culture and shifts in mindsets sufficiently powerful to overcome the inertial forces that have entrenched established patterns of practice. Results have indicated that expectations should be tempered that such progress can be accomplished in short time-frames with single short-term trainings. It will be essential to capitalize on modest successes attained thus far, seizing opportunities to amplify them.

# ANNEXES

# ANNEX 1. METHODOLOGY

## EVALUATION DESIGN

As the Initiative implemented its EGR intervention in all formal schools in the selected LGEAs, it was deemed infeasible to retain a group of control schools that would have permitted a fully experimental study design (Randomized Control Trial).

Instead, the evaluation follows a cross-sectional design in its EGRA and related formal school assessments, as recommended by USAID Education Strategy. Specifically, baseline measurements (SY15/16) will be compared to midline measurements (SY 17/18) and endline measurements (SY 19/20) to measure changes in reading outcomes.

TABLE 17 STANDARDIZED LEARNER, TEACHER, AND SCHOOL ASSESSMENTS DATA COLLECTION SCHEDULE

	Year 1 (May 2016)	Year 2	Year 3 (July <sup>11</sup> 2018)	Year 4	Year 5 (May 2020)
Bauchi	Baseline		Midline		Endline
Sokoto	Baseline		Midline		Endline

## SAMPLE SELECTION

The midline evaluation sample selection followed the protocols established in the baseline evaluation. Using cluster-based sampling, the Initiative selected a random sample of Initiative schools from within each state, stratified by LGEA, and, subsequently, selected a random sample of students from each school. The sampling frame was constructed using EMIS data from the 2014/15 Annual School Census for the baseline evaluation and the EMIS data from the 2016-2017 Annual School Census for the midline evaluation. The sampling frame was developed to accurately reflect the gender distribution of the school Primary 2 and 3 enrollments in the 10 LGEAs from each state. The overall sample size, cluster size (number of pupils per school), and number of schools were designed to detect a moderate effect size in each of the 2 states,  $d=.35$  at the learner level, which corresponds to approximately 24% of an average increase in scores at midline and end line compared to the baseline, with the target power of 0.8. Considerations of budget, time, and resources also factored in to the sampling design.

As in the baseline evaluation, the midline evaluation applied post-stratification weights to the sample to compensate for differences between the representation of males and females in the sample and the relative LGEA pupil populations, according to the school census data. Consequently, the actual  $N$  (sample size) for each sample

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<sup>11</sup> The midline was originally planned for May 2018 but was delayed due to the disruption in normal school calendar caused by the Ramadan fast and holidays in Bauchi and Sokoto.

is only reported in this section and in Sections 2 and 3 (presenting contextual findings); in subsequent sections, *Ns* will not be reported and weighted data will be used.

TABLE 18 EGRA SAMPLE, BY STATE

	Evaluation Stage	# of schools	# of Primary 2 Students	# of Primary 3 students	# of Teachers	# of Head Teachers
	Designed Sample (per state)	50	600	600	50	50
Bauchi	Actual Baseline Sample (SY 2015/16)	50	575	575	46	50
	Actual Midline Sample (SY 2017/18)	50	602	599	50	50
Sokoto	Actual Baseline Sample (SY 2015/16)	50	597	583	44	50
	Actual Midline Sample (SY 2017/18)	50	608	599	47	49

As seen in Table 4, the sample was designed to select 50 formal schools from each state, using stratified random sampling within the ten targeted LGEAs. Five schools from each LGEA were selected and the probability of selection was proportional to the population of Primary 2 and 3 students.

In each state, using same sampling size as in baseline, 50 formal schools were selected from the ten targeted LGEAs by stratified random sampling: five schools per LGEA, with the probability of selection proportional to the school's population (of Primary 2 and 3 pupils). In schools with more than one Primary 2 or Primary 3 classroom, the whole arms of the class were combined to form sampling frame. At each school and each grade of single arms or combined arms, 12 pupils, equally divided by sex, were randomly selected for testing and interviewing. The Primary 2 Hausa teacher scheduled for Hausa class in the school timetable on the day of visit was observed delivering a Hausa lesson and was interviewed. The English teacher scheduled on the school timetable for the Primary 3 that same day was observed delivering an English lesson. At each school the head teacher was also interviewed and asked to provide enrollment and attendance data for the school.



## DEVELOPMENT AND PILOT TESTING OF NEW VERSIONS OF EGRA SUBTASKS

### TOOL DEVELOPMENT

In spring 2017, NEI Plus conducted a four-day workshop to review the existing EGRA instruments (used for the baseline EGRA administration) and develop additional versions that were comparable for administration during midline and endline. The workshop was led by the NEI Plus Assessment Specialist and included 14 participants. Among the participants were members of the Reading and M&E Technical Working Groups (TWGs) from both Bauchi and Sokoto states, staff from the Initiative's regional Reading Teams, and Hausa language experts from Colleges of Education from Bauchi and Sokoto.

The workshop began with a detailed review of the baseline instruments and an identification of the characteristics of the baseline versions of items that would guide the tool development process. The criteria included ensuring that letters and sounds common to both Hausa and English, common syllables and sight word. In the following days, participants worked in groups to draft new items for the subtests. New items were developed using the baseline version as a reference as well as referencing the *Mu karanta! Let's Read!* materials. Participants aimed to ensure that the subtest instruments were closely derived from those that had been well validated in previous EGRA exercise in Northern Nigeria, including the original NEI project and, more recently, the Reading and Access Research Activity (RARA) implemented by RTI in 2014.

In developing the oral reading fluency passages used for the oral reading fluency and reading comprehension subtests, participants ensured that the number of words for the passages were age and grade appropriate. The text-leveling criteria used to determine the level of difficulty of the passages included the number of words per sentence, font size, and the length of the sentences. Participants also ensured that the passages reflected local life, culture, and immediate environment familiar to the students. At the completion of the tool development workshop, participants had developed two additional versions of EGRA instruments, intended for administration during midline and endline evaluations. The Hausa oral language fluency passages (and their English translations) used for baseline and midline administrations are found at the end of this section are replicated below.

Baseline	
Adamu da abokinsa Bala sukan tafi gona kullum. Wata rana sai Adamu ya ga mangwaro ja a kan bishiya. Adamu ya dauki doguwar sanda domin ya kafo mangwaro. Tsawon sandar bai isa ba. Ya ce wa abokinsa ya daga shi sama ya kafo mangwaron. Ya kafo mangwaron. Adamu da Bala suka raba mangwaron suka sha.	Adamu and his friend Bala go to the farm every day. One day Adamu saw a red mango on a tree. Adamu picked a stick to plug the mango. The stick was very short. He asked his friend to push him up to plug the mango. He was able to plug the mango.

	Adamu and Bala shared the mango together.
Midline	
<p>Kande da abokiyarta Delu sukan tafi Makaranta tare kullum.  Wata rana Kande ta zo da aiki daga makaranta.  Delu ta taimaka mata.  Kande ta samu yabo a ajinsu.  Kande da Delu Sun ji daɗi sosai.</p>	<p>Kande and her friend Delu goes to school every day.  One day, Kande returned from a school with homework.  Delu assisted her in doing the home-work.  Kande was praised by her teacher in the class.  Kande and her friend Delu became very happy.</p>

## PILOT STUDY DESIGN

Following the tool development workshop, a pilot study was implemented to further ensure comparability between the different versions. The pilot was implemented following a common-persons equating design, as specified in the *EGRA Toolkit*, in which each sampled student received two administrations of the Hausa and English EGRA instruments: the baseline version (Version A) and a new version (either Version B or C). As specified in the *Toolkit*, the sample was designed to lessen the testing burden on students with each student receiving two versions, but not all three, of the EGRA instruments. During administration, each student was randomly assigned to receive either Version B or C.

As recommended in the *EGRA Toolkit*, the pilot study was implemented in higher performing schools in order to increase the likelihood that at minimum 150 non-zero and non-missing scores would be collected for each version. Consequently, the Initiative M&E team designed a sample that included sixteen higher performing schools in Wamakko, Sokoto South and Dange Shuni LGEAs. It is important to note that the Initiative was already operating within these LGEAs at the time of the pilot study, and so there may have been some familiarity with the materials for some of the pupils that affected the results. Nevertheless, it was deemed more appropriate and logically feasible to select schools from within Initiative LGEAs to ensure comparability with the intended population. A total of 768 students were selected (24 students each in Primary 2 and Primary 3).

Prior to the implementation of the data collection, a one-day refresher training was held with experienced assessors. The data collection was implemented over the course of four days using thirty-six assessors grouped into four teams of nine assessors with one of the most experienced assessors identified as team leader. Each team of assessors visited four schools (one school per day) for data collection in four days. The Initiative M&E team provided field monitoring and supervision for the pilot data collection.

## COMPARABILITY OF BASELINE AND MIDLINE VERSIONS

Following the data collection, the Initiative’s M&E team reviewed the findings and determined that Version B was the version most comparable to Version A (the EGRA version administered at baseline) and would be implemented for the midline data collection.

Following *EGRA Toolkit* guidance, analysts removed all zero scores from the collected data. Despite attempts to limit the number of zero scores by purposively sampling higher achieving schools, the number of nonzero cases for the majority of the subtests was below the recommended threshold for equipercentile equating. Given the magnitude of zero scores, even among students from higher achieving schools, it was determined necessary to exclude zero scores and to limit the equating sample to those students with non-zero scores on both versions of the EGRA instruments, on a subtest basis. As a result, the sample sizes from each version are the same for each subtest. Due to the limited number of question items on the Reading Comprehension, Listening Comprehension, and Dictation subtests, these items were excluded from statistical equating adjustments. The descriptive statistics, including the sample sizes, for each of the subtests in Version A & B are found in the table below. Notably, the means and standard deviations of Versions A & B are similar and further support the comparability of level of difficulty of the two versions. In order to adjust for the minor differences found between the two versions, linear equating<sup>12</sup> was used to adjust the non-zero midline scores for the specified EGRA subtests to replicate the mean and standard deviation of the non-zero pilot study data.<sup>13</sup>

	Version A ( <i>Baseline</i> )			Version B ( <i>Midline</i> )		
	Sample size (n)	Mean Score (cwpm)	Standard Deviation	Sample Size (n)	Mean Score (cwpm)	Standard Deviation
Primary 2						
Hausa Syllables	105	41.1819	26.1298	105	38.6499	24.8072

<sup>12</sup> Equating is a statistical process that is used to adjust scores on test forms so that scores on the forms can be used interchangeably (Kolen & Brennan, 2004). Analysts recognize that the preferred statistical equating approach for the ORF subtests is equipercentile equating. However, this approach was deemed infeasible given the magnitude of the zero scores (over two-thirds of cases from Primary 2 and over half of cases from Primary 3) and, consequently, the limited sample size of the equating sample. Given these limitations, analysts chose to proceed with linear equating using the following formula:

$$Y = \left( \frac{SD(Y)}{SD(X)} \right) X + \left[ \text{mean}(Y) - \left( \frac{SD(Y)}{SD(X)} \right) \text{mean}(X) \right] = \text{adjusted } X.$$

<sup>13</sup> Detailed tables showing the score conversion of each point increment can be provided upon request.

Hausa Familiar Words	91	25.8599	14.6961	91	24.1394	14.7466
Hausa Oral Reading Fluency	87	34.0762	17.9637	87	29.6145	16.1834
Primary 3						
Hausa Syllables	102	49.0808	25.7081	102	46.7688	25.5258
Hausa Familiar Words	103	36.9104	17.679	103	31.4188	16.9739
Hausa Oral Reading Fluency	104	38.3218	20.1001	104	35.9337	20.2123
English Familiar Words	92	30.3431	17.6924	92	31.0064	18.199
English Oral Reading Fluency	78	35.6593	20.297	78	40.615	20.4111

## DATA ANALYSIS

All collected data were cleaned by the Initiative M&E staff and analyzed using standard statistical techniques such as univariate and bivariate statistics, as needed for different analytical purposes. Statistical (linear) equating was used with EGRA subtests with more than twenty question items and only applied to non-zero scores. Consequently, adjusted scores are reflected in findings presenting mean scores and percentages of students meeting reading performance benchmarks, but not in findings presenting zero scores. Results were disaggregated by sex, grade, and state, as appropriate. Central tendency analysis (e.g. mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests (independent samples t-test) were conducted to estimate differences from baseline to midline samples and between genders, where appropriate. Additionally, effect size (Cohen's d and h) calculations were calculated to assess magnitude of difference between groups.

## LIMITATIONS

This study has some limitations. Since the evaluation design does not include random assignment of schools, teachers, or students into participant and non-participant groups to assess the impact of the program, the attribution of the observed outcomes to the program will be limited, as there are other factors that may have contributed to the changes between cohorts in the studied outcomes. Additionally, the administration of the midline data collection was delayed due to the timing of term 3 school exams in SY 2017-18. Consequently, in

order for students to receive a full school-year worth of instruction, it was necessary to conduct data collection at the end of June through the end of July, as compared to May for the baseline data collection.

An additional limitation derives from that fact that time, budgetary, and logistical constraints required the training of assessors and the data collection to be conducted separately in the two states. Faced with this situation, measures were taken to ensure the maximum possible harmonization of the training and the data collection procedure between the two states, and indeed the same experienced head trainers led the training in both states.

Nonetheless, the practical separation of the Bauchi and Sokoto EGRA baseline exercises meant that IRR tests were not conducted *across* the two states. As a result, any comparison of EGRA and of the classroom observation results between states should be undertaken with caution and considered only as potentially indicative.

# ANNEX 2. EGRA INSTRUMENTS

## MIDLINE EGRA STUDENT ASSESSMENT

Northern Education Initiative Plus  
Hausa and English Early Grade Reading Assessment  
Pupil Response Form – Version B – June 2018  
Administrator Instructions and Protocols

### General instructions

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

Ina kwana? Sunana \_\_\_\_\_ kuma ina zaune a \_\_\_\_\_. Bari in fara da fada miki/maka ko ni wace ce/wane ne [misali, iyali, firamaren da aka yi, wasanni, da ire-iren haka]. To, yanzu ke/kai kuma ki/ka ba ni naki/naka labari in ji, ko?

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

- Bari in fada miki/maka dalilin da ya sa na zo nan a yau. Ni ina aiki ne tare da ma'aikatar ba da ilimi, kuma muna son mu ga yadda yara/yan makarata suke koyon karatu. Taimakonki/ka muke so game da wannan aikin.
- An tsamo sunanki/ka ne domin yin wannan wasan karatu.
- Ta hanyar amfani da wannan kwamfuta, zan ga lokacin da zai dauke ki/ka karantawa.
- Sam wannan ba jarrabawa ba ce, kuma ba wanda zai fadi in an yi.
- Haka ma, zan yi miki/ maka wasu 'yan tambayoyi game da makarantarku, da kuma gidanku.
- Sam, Sam, Sam, ba zan rubuta suna ba, don haka ba wanda zai san cewa amsoshinki/ka ne.
- Idan kuma muka fara, kika/ka ji ba ki/ka son amsa wata tambaya, shi ma wannan ba komai, sai mu wuce ta.
- Akwai tambaya? Kin/ka fahimta, mu fara?

Check box if verbal consent is obtained:

YES

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

A. Date of assessment: (Example: 23 July 2018 = 23/07/2018)	Date: Month: _____ Year: _____	J. Class:	<input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3
B. State:		K. School type	<input type="checkbox"/> Government <input type="checkbox"/> Government- Islamiyya
C. LGEA name:			

D. LGEA code:		L. Pupil number:	
E. Assessor name:		M. Pupil birth date:	Mo_____ Yr_____
F. Assessor code:		N. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
G: School name:			
H: School EMIS code:		O: Start Time	_____ : _____  <input type="checkbox"/> AM [Tick one] <input type="checkbox"/> PM
I. School shift:	<input type="checkbox"/> = Full Day <input type="checkbox"/> = Morning <input type="checkbox"/> = Afternoon		

## Task 1 : Syllable Identification

*Show the pupil the sheet of syllables in the student stimuli booklet, Say:*

Ga wasu gabobin kalmomi. Sai ki/ka karanta gwagwadon wadanda kike/ kake iya karantawa (sai dai kada ki/ka bi baki bayan baki, ki/ka dai karanta gabar gaba ɗaya). Misali, wannan gaba: “zi” ke nan.

To mu gwada, ko?: Sai ki/ka karanta wannan gaba [nuna gabar “ni” ]:

Idan daliba/dalibi ta/ya karanta shi daidai. sai ki/ka ce: Da kyau, ana fadin wannan gaba, a ce “ni”.

Idan daliba/dalibi ba ta/bai karanta daidai ba, sai ki/ka ce: Ana fadin wannan gaba, a ce “ni”.


To, gwada karanta wani gabar: sai ki/ka karanta wannan gaba [nuna gabar “ta”]:

Idan daliba/dalibi ta/ya karanta daidai, sai ki/ka ce: Da kyau, ana fadin wannan gaba a ce “ta”.

Idan daliba/dalibi ba ta/bai karanta daidai ba. Sai ki/ka ce: Ana fadin wannan gaba a ce “ta”

Idan na ce “fara”,ki/ka karanta gabobin da hanzari, da hankali; ki/ka kuma ɗaga murya.Ki/ka karanta gabobin bi da bi, ki/ka fara daga layin farko kasa da layin nan. Idan kika/ka zo ga gabar da ba

ki/ka sani ba, zan ce ki/ka ci gaba. In ba haka ba, zan yi shiru ina saurarenki/ka. Kin/ka gane abin da ake son ki/ka yi? Kin/ka shirya? To, bisimilla, fara.

 *Start the timer when the pupil reads the first syllable. Follow along with your pencil and clearly mark any Incorrect syllables with a slash (/). Count self- corrections as correct. If you’ve already marked the self-corrected Syllable as incorrect, circle the syllable and go on. Stay quiet, except when providing answers as follows: if the pupil Hesitates for 3 seconds, point to the next syllable and say “Please go on.” AFTER 60 SECONDS, SAY “ stop.” Mark the final syllable read with a bracket ( ). Early stop rule: If you have slashed/ marked as incorrect all of the answer on the first line , say “ Thank you! ” , discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

Misalai: zi ni ta

1	2	3	4	5	6	7	8	9	10	
Sa	ka	ri	mu	na	du	ma	te	wu	mo	10
Na	hu	me	ri	ra	cu	wa	he	wo	su	20
Ki	ta	sa	so	bu	fi	le	gi	ko	ru	30
Nau	ju	je	lu	fo	hi	da	ri	co	mu	40
Bu	be	mo	kyau	su	nu	kwai	ti	mi	ma	50
Sa	ma	du	ha	be	ja	sa	wa	si	de	60
Yo	ji	kan	gi	ke	ba	ye	ka	zu	ge	70
Wu	gu	re	do	na	tu	li	gu	ca	jo	80
Fi	ta	lo	ho	tas	di	yu	no	ran	bo	90
Je	di	bo	bai	ro	wo	bi	ko	do	fe	100

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

Check this box [ ✓ ] if the exercise was discontinued because the pupil had no correct answers in



the first line.

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

## Task 2. Familiar word reading

Show the pupil the sheet of familiar words in the pupil stimuli booklet, Say:

Ga wasu kalmomi nan. Sai ki/ka karanta gwargwadon wadanda kike/kake iya karantawa (sai dai kada ki/ka bi baki bayan baki, ki/ka dai karanta kalmar gaba daya). Misali, wannan kalma: “ɗaya” ce [nuna kalmar “ɗaya”].

To, mu gwada, ko? Sai ki/ka karanta wannan kalma [nuna kalmar “sha”]:

Idan daliba/dalibi ta/ya karanta ta daidai, sai ki/ka ce: Da kyau, ana fadin wannan kalma, a ce “sha.”

Idan daliba/dalibi ba ta/bai karanta daidai ba, sai ki/ka ce: Ana fadin wannan kalma, a ce “sha.”

To, gwada karanta wata kalmar: Sai ki/ka karanta wannan kalma [nuna kalmar “kuma”]:

Idan daliba/dalibi ta/ya karanta ta daidai, sai ki/ka ce: Da kyau, ana fadin wannan kalma, a ce “kuma.”

Idan daliba/dalibi ba ta/bai karanta ta daidai ba, sai ki/ka ce: Ana fadin wannan kalma, a ce “kuma.”

In na ce “fara”, ki/ka karanta kalmomin da hanzari, da hankali; ki/ka kuma daga murya. Ki/ka karanta kalmomin bi da bi, ki/ka fara daga layin farko kasa da layin nan. Idan kika/ka zo ga kalmar da ba ki/ka sani ba, zan ce ki/ka ci gaba. In ba haka ba, zan yi shiru ina saurarenki/ka. Kin/ka gane abin da ake son ki/ka yi? Kin/ka shirya? To, bisimilla, fara.



Start the timer when the pupil reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you have already marked the self-corrected word as incorrect, circle the word and go on. Stay quiet, except when providing answers as follows: if the pupil hesitates for 3 seconds, point to the next word and say “Please go on.” Mark the word you provide to the pupil as incorrect.

AFTER 60 SECONDS, SAY “stop.” Mark the final word read with a bracket [ ]]. Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say “Thank you!” discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Doki	tana	ke	zuma	sai	(5)
bakwai	ina	yi	ɗaya	ƙuda	(10)
kyanwa	su	ku	Zama	ce	(15)
ƙusa	karatu	tasoshi	Suna	gafiya	(20)
gida	shinkafa	har	Baba	kama	(25)
tafiya	cikin	nema	Ina	ni	(30)
yara	ruwa	malama	Tafi	mafarauci	(35)
kifi	lafiya	wani	Dawa	daga	(40)
gada	yana	aka	Rana	suka	(45)
tare	wata	wasu	‘ya ‘ya	toci	(50)

Misalai: ɗaya      sha      kuma

*Time remaining on stopwatch at completion (number of SECONDS):*

Exercise was discontinued because the pupil had no correct answers in the first line:

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

### Task 3. ORAL READING PASSAGE and COMPREHENSION

60 Seconds

<p>Yauwa, ga wani gajeren labari. Ina son ki/ka karanta shi a bayyane, da hanzari kuma da hankali. Idan kin/ka gama karantawa, zan yi miki/maka wasu 'yan tambayoyi game da abin da kika/ka karanta. Idan na ce ki/ka "Fara," sai ki/ka karanta labarin gwargwadon iyawarki/ka. Idan kika zo ga Kalmar da ba ki/ka sani ba, sai ki/ka je kan kalma ta gaba. Aza yatsarki/ka a kan kalma ta farko. Kin/ka shirya? To. bismillah ki/ka fara</p>		<p>Start the timer When the pupil reads the first word.</p>							
<ul style="list-style-type: none"> <li>{ } Mark any incorrect words with a slash</li> <li>(Ø) Circle self-corrections if you already marked the word incorrect</li> <li>{ } Mark the final word read with a bracket</li> </ul> <p>After the pupil has finished reading, REMOVE the passage from the front of the pupil</p>		<p>Ask the pupil only the questions related to the text read. A pupil must read all the text that corresponds with a given question. If the pupil does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.</p> <p>Yanzu zan yi miki/maka wasu 'yan tambayoyi game da labarin da kika/ka karanta. Ki/ka yi <u>ƙoƙari</u> ki/ka ba da amsa gwargwadon iyawarki/ka. <u>Kina/kana iya ba da amsar tambayoyin ta kowane yare kike/kake so</u></p>				<ul style="list-style-type: none"> <li>When the timer reaches 0, Say "stop"</li> <li>If a pupil hesitates or stops on a word for <u>3 SECONDS</u>, say "ci gaba."</li> </ul>			
			Questions[Answers]	correct	incorrect	No Response			
Kande da abokiyarta Delu sukan tafi Makaranta tare kullum.	9	1. Su waye abokan juna? { Kande da Delu }					<ul style="list-style-type: none"> <li>If you have marked as incorrect all of the answers on the first line with no self-corrections. "Early stop rule applies"</li> <li>If a pupil says "I don't know." mark as incorrect</li> </ul>		
Wata rana Kande ta zo da aiki daga makaranta.	18	2. Ina suke tafiya kullum? {Makaranta}.							
Delu ta taimaka mata.	22	3. Me Kande ta zo da shi daga makaranta? { Aiki }							
Kande ta samu yabo a ajinsu.	28	4. Wa ya taimaka wa Kande? {Delu }							
Kande da Delu Sun ji daɗi sosai.	35	5. Me ya faru a ajin su Kande? { Kande ta Samu yabo/ yabo }							
<ul style="list-style-type: none"> <li>Time remaining on stopwatch at completion (number of SECONDS)</li> </ul>									
<ul style="list-style-type: none"> <li>Exercise discontinued because the pupil had no correct answers in the first line</li> </ul>									

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

Task 4. DICTATION: WORD WRITING	X	X
<p>Give the pupil a pencil and a lined sheet of paper from an exercise book.</p> <p>☞ Zan karanta maki/maka wata kalma, sai ki/ka saurara da kyau. Bayan na karanta maki/maka kalmar, zan maimaita ta sa'annan ke/kai kuma ki/ka rubuta ta a kan wannan takarda</p> <p>To, mu gwada: Kalmar da nake son ki/ka rubuta ita ce "na". Rubuta kalmar "na".</p> <p>Idan daliba/dalibi ya rubuta "na" daidai, sai ki/ka ce: Da kyau.</p> <p>Idan daliba/dalibi ba ta/bai rubuta "na" daidai ba, sai ki/ka ce: Aha amma dai, ga yadda ake rubuta ta [sai ki/ka rubuta kalmar domin daliba/dalibi ta/ya gani].</p> <p>To saurara, za mu fara.</p>		<p>Instructions. Always say the word twice. Before moving to the next word, make sure the pupil knows where to write in the space provided.</p>
<p>Note: When the pupil has finished writing all the dictation words, examine his or her paper. Count as correct each letter of each word written correctly. Letters do not need to be formed with perfect proportions, but all the essential components of that letter (lines, circles, stems, etc.), for EITHER its capital OR lowercase version should be present. In the pupil's handwriting, the letter may seem disproportionately "tall" or "fat" or slightly distorted in some way, but as long as all its components are present, count as correct.</p> <p>If a letter is formed incorrectly, (missing an essential components, written backwards, facing the wrong direction, etc.), mark as incorrect. Then indicate whether the entire word is scored correctly. For example, if a pupil writes the word "desck," score as correct the letters d, e, s, and k, but mark as "incorrect" the complete word.</p> <p>The pupil may mix capital and lowercase letters: count as correct either form as long as all the components of that letter (lines, stems, circles, etc.) are present. For example, for the word "eat", any of the following would earn a perfect score: EAT, eat, Eat, EaT, eaT, eAT.</p> <p>In the pupil's handwriting, the letters may not necessarily be in perfect proportions to one another. For example, the first letter may be noticeably larger than the other letters or sit slightly higher or lower on (or off) the line. This does not matter. As long as each individual letter is recognizable and contains all its essential components, for either its capital OR lowercase version, count that letter as correct. If the pupil says, "I don't know," omits a letter, writes an incorrect letter, or writes nothing, mark that letter as incorrect.</p>		<p>Do not allow the pupil to look at the words.</p> <p>Instructions for scoring. If the pupil says, "I don't know," omits a letter, or writes the wrong letter, mark as incorrect. If the pupil writes nothing, mark as "no response."</p>
<p>☞ 1. Kalma ta farko da nake son ki/ka rubuta ita ce "ra". Rubuta kalmar "ra". [Ki/ka saurara na tsawon dakika 10 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]</p> <p>☞ 2. Kalma ta biyu da nake son ki/ka rubuta ita ce "ci". Rubuta kalmar "ci". [Ki/ka saurara na tsawon dakika 10 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]</p> <p>☞ 3. Kalma ta uku da nake son ki/ka rubuta ita ce "kama". Rubuta kalmar "kama". [Ki/ka saurara na tsawon dakika 15 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]</p> <p>☞ 4. Kalma ta huɗu da nake son ki/ka rubuta ita ce "Share" Rubuta kalmar "Share". [Ki/ka saurara na tsawon dakika 20 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka karanta kalma ta gaba.]</p> <p>☞ 5. Kalma ta biyar da nake son ki/ka rubuta ita ce "Kwasa" Rubuta kalmar "Kwasa". [Ki/ka saurara na tsawon dakika 20 domin daliba/dalibi ta/ya gama rubutawa kafin ki/ka ci gaba.]</p> <p>☞ (/) Mark any incorrect letters with a slash</p> <p>( O ) If all letters are correct, circle "All correct"</p> <p>( Ø ) Circle self-corrections if you already marked the letter incorrect</p> <p>( ✓ ) Tick Correct, Incorrect or No Response to indicate whether the entire word is written correctly</p>		

<p>r a</p> <p><input type="checkbox"/> All letters correct</p> <p><u>Word:</u></p> <p><input type="checkbox"/> Correct</p> <p><input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> No response</p>	<p>c i</p> <p><input type="checkbox"/> All letters correct</p> <p><u>Word:</u></p> <p><input type="checkbox"/> Correct</p> <p><input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> No response</p>	<p>k a m a</p> <p><input type="checkbox"/> All letters correct</p> <p><u>Word:</u></p> <p><input type="checkbox"/> Correct</p> <p><input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> No response</p>	<p>S h a r e</p> <p><input type="checkbox"/> All letters correct</p> <p><u>Word:</u></p> <p><input type="checkbox"/> Correct</p> <p><input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> No response</p>	<p>K w a s a</p> <p><input type="checkbox"/> All letters correct</p> <p><u>Word:</u></p> <p><input type="checkbox"/> Correct</p> <p><input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> No response</p>
--	--	--	--	--

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

**English EGRA**  
**Task 1: Familiar Words**

*Show the pupil the sheet of familiar words in the pupil stimuli booklet, Say:*

Ga wasu kalmomi nan na turanci. Sai ki/ka karanta gwargwadon wadanda kike/kake iya karantawa a turanci (sai dai kada ki/ka bi baki bayan baki, ki/ka dai karanta kalmar gaba daya). Misali, wannan kalma: “come” ce [nuna kalmar “come”].

To, mu gwada, ko?: Sai ki/ka karanta wannan kalma [nuna kalmar “Take”]:

Idan yarinya/yaro ta/ya karanta ta daidai, sai ki/ka ce: Da kyau, ana fadin wannan kalma, a ce “Take.”

Idan yarinya/yaro ba ta/bai karanta daidai ba, sai ki/ka ce: Ana fadin wannan kalma, a ce “Take.”

To, gwada karanta wata kalmar: Sai ki/ka karanta wannan kalma [nuna kalmar “mat”]:

Idan yarinya/yaro ta/ya karanta ta daidai, sai ki/ka ce: Da kyau, ana fadin wannan kalma, a ce “mat.”

Idan yarinya/yaro ba ta/bai karanta ta daidai ba, sai ki/ka ce: Ana fadin wannan kalma, a ce “mat.”

In na ce “fara”, ki/ka karanta kalmomin da hanzari, da hankali; ki/ka kuma daga murya. Ki/ka karanta kalmomin bi da bi, ki/ka fara daga layin farko (Point to the first word under the line). Idan kika/ka zo ga kalmar da ba ki/ka sani ba, zan ce ki/ka ci gaba. In ba haka ba, zan yi shiru ina saurarenki/ka. Kin/ka gane abin da ake son ki/ka yi? Kin/ka shirya? To, bisimilla, fara.



*Start the timer when the pupil reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you have already marked the self-corrected word as incorrect, circle the word and go on. Stay quiet, except when providing answers as follows: if the pupil hesitates for 3 seconds, point to the next word and say “Please go on.” Mark the word you provide to the pupil as incorrect.*

*AFTER 60 SECONDS, SAY “stop.” Mark the final word read with a bracket ( ). Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say “Thank you!”, discontinue this exercise, check the box at the bottom, and go on to the next exercise.*

Examples: come Take mat					
To	no	in	but	it	/5
Make	time	its	said	Were	/10
came	very	do	after	Long	/15
water	as	all	For	Even	/20
Her	was	three	been	more	/25
That	must	can	school	It	/30
another	words	back	Called	Work	/35
Us	an	him	On	See	/40
Than	get	not	where	What	/45
You	if	their	them	When	/50

Total number of words read correctly: \_\_\_\_\_

Time left on stopwatch \_\_\_\_\_

Exercise discontinued because none correct on first line \_\_\_\_\_

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

**English EGRA**  
**Task 1: Familiar Words**

Zan karanta miki/maka wani ɗan gajeren labari SAU ƊAYA, sannan zan yi miki/maka wasu 'yan tambayoyi. Sai ki/ka kasa kunne ki/ka saurara, kuma ki/ka yi ƙoƙari ki/ka amsa tambayoyi gwargwadon iyawarki/ka da yaren Turanci ko Hausa. To bisimilla.

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

Rabiat lives in a village. Her mother Sa'ida sells maize in the town.

Do not allow the pupil to look at the passage or the questions

Rabiat works hard. She takes the maize for grinding.

On the way, Rabiat sees her friends fighting and warns them to stop.

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

Rabiat takes the ground maize to her mother.

Rabiat's mother prays for her.

	Correct	Incorrect	No Response
1. Where does Rabiat live? [ Village]			
2. What does her mother sell? [maize]			
3. What were Rabiat's friends doing? [ fighting]			
4. What did Rabiat do to her friends? [Rabiat warned them to stop/warned them/ stop fighting]			
5. Who prayed for Rabiat? [Rabiat's mother/ mother/ her mother]			

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







kuma yanayin yadda tsarin koyarwa ya ke a cikin wasu zaɓaɓɓun kananan hukumomi da makarantun da ke cikinsu.

Hello, my name is\_. We are working with SUBEB and the Ministry of Education to gather information about Hausa reading instruction in the state in order to improve learning outcomes. As part of this work, we are gathering information about Teacher practices, pupils' reading skills and learning conditions in a sample of LGEAs and schools.

- Dalilin gudanar da binciken EGRA shi ne a auna iya karatu daga bangaren ɗalibai. Muna kuma tattara bayanai game da makarantu da ma'aikatan makarantun domin mu fahimci yanayin aiki da kuma yadda a ke aikin, waɗanda suke iya yin tasiri ga koyon karatu.

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

- An tsamo wannan makarantar ne, ta hanyar mai rabo ka ɗauka, sakamakon binciken da aka gudanar.

Shiga cikin wannan aiki na da muhimmancin gaske. Sai dai ki/ka na da zaɓin shiga ko akasin haka.

This school was randomly selected for participation in this survey. Your participation is very important, but you do not have to participate if you do not wish to.

- Shigarki/ka cikin wannan aiki yana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka. Your participation is very important, but you do not have to participate if you do not wish to.
- Idan kin/ka amince shiga wannan tsarin, ni da abokin/abokiyar aiki na za mu bukaci duba yadda kike/kake koyar da darasin Hausa a cikin aji. Bayan kin/ka gama gabatar da darasin, zan bukaci min- tuna 5 don yi wa ɗalibai wasu 'yan tambayoyi game da kayan koyarwar da kika/ka yi amfani da su a aji. Zan kuma yi miki/maka tambayoyi dangane da ajinki/ka da kuma makaranta da kuma matsalolin da suka shafi koyar da karatu a matakin farko. Waɗannan tambayoyi za su ɗauki kimanin awa ɗaya da rabi. If you agree to participate, my colleague and I would like to observe you in the classroom as you teach your Hausa language lesson. When the class is finished, I would like to take 5 minutes to ask your pupils some questions about the materials they use in class. I will then ask you some questions about your classroom and school, as well as issues related to early grade reading instruction. The interview will take approximately an hour and a half.
- Sam, sunanki/ka ba zai fito a takardar nan ba, kuma ba wani wuri inda sunan zai fito a alkaluman binciken. Za a samar da kwafin binciken da aka gudanar a makarantu da bayanai daga jami'an kula da makarantu da Hukumomin Aikin Karatu Da Samun Gurbi na (NEI Plus), da na SUBEB, da kuma Ma'aikatar Ilmi, domin a gano inda ake neman tallafin haɓaka iya karatu a tsakanin 'yan azuzuwan farko. Za a yi amfani da sakamakon binciken don haɓkance kwazon ɗalibanki/ka a fannin iya karatu. Za a sirranta sakamakon da aka samu ta hanyar tambayoyin malamai, sannan sai a haɗe shi tare da sakamakon sauran makarantu. Your name will NOT be recorded on this form, nor mentioned anywhere in the survey data. The combined results of the EGRA and SSME surveys conducted in many schools will be shared with NEI Plus, SUBEB, the Ministry of Education, and other education stakeholders to identify areas where additional support may be needed to improve reading in the early grades. Information provided in Teacher surveys will be anonymous and will not be reported by school, but will be combined with results from many other schools. The results of the observation, interview or survey will be completely anonymous and have no bearing on your performance evaluation.

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

Bauchi : Abdullahi I. Hamza, SUBEB Bauchi, 080-674-57642

Sokoto: Umar Muhammad Yabo, SUBEB Sokoto, 0802-870-0218

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

Teacher provided consent (Circle to indicate consent was received  \*YES\*

#### TEACHER/ CLASSROOM DEMOGRAPHIC DATA

A.	Assessor name:	
B.	Assessor code:	
C.	Date of school visit:	_____ / _____ / _____ DD            MM            YYYY
D.	State:	<input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
E.	LGEA:	
F.	Education Area:	
G.	School name:	
H.	School EMIS code:	
I.	Name of the SSO/Coach responsible for this teacher [Verify with teacher]	
J.	Teacher's gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male
K.	Time the interview started:	HH : MM

## INSTRUCTIONS TO ENUMERATOR

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

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

1.	<p>Wadanne darussa kike/kake koyarwa a wannan makarantar? What subjects do you teach in this school?</p>	<p><input type="checkbox"/> Do not know/No response <i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Arabic <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Social Studies <input type="checkbox"/> Life Skills <input type="checkbox"/> Arts <input type="checkbox"/> Other</p>
2.	<p>Wadanne azuzuwa kike/kake koyarwa a wannan makarantar? Which classes do you currently teach in this school?</p>	<p><i>Multiple responses are allowed. Tick all responses provided by the Teacher.</i></p> <p><input type="checkbox"/> Pre-Primary <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Primary 5 <input type="checkbox"/> Primary 6 <input type="checkbox"/> Others <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
3. Ask only if P2 chosen at Q2.	<p>Wadanne bangaren aji biyu kake/kike koyarwa a wannan makarantar? Which sections of primary 2 do you teach at this school?</p>	<p><i>Multiple responses are allowed. Tick all responses provided by the Teacher.</i></p> <p><input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> Others <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

4.	<p>Gaba ɗaya shekaru nawa kika/ka yi kina/kana koyarwa? (Gaba ɗaya bawai a wannan makarantar kawai ba)</p> <p>How many years of teaching experience do you have? (In total, not just in this school)</p>	<input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
5.	<p>Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka?</p> <p>What is your highest professional teaching qualification?</p>	<input type="checkbox"/> None <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other
6.	<p>Wane fanni ne kika/ka karanta a lokacin horon shiga aikin malanta?</p> <p>What was your specialization during <u>pre-service</u> training?</p>	<p><i>Multiple responses are allowed. Tick all responses provided by the Teacher.</i></p> <input type="checkbox"/> Primary Education Studies <input type="checkbox"/> Hausa _____ <input type="checkbox"/> English _____ <input type="checkbox"/> Arabic _____ <input type="checkbox"/> Science _____ <input type="checkbox"/> Maths _____ <input type="checkbox"/> Arts _____ <input type="checkbox"/> Social Studies <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
7. Ask only if Hausa chosen at Q1.	<p>Ko kin/ka samu wani horo a kan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake karɓar horon fara aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>Hausa</u> reading for pupils in early primary during your <u>pre-service</u> training?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
• Ask only if Hausa chosen at Q1.	<p>Ko kin/ka samu wani horo a kan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake cikin aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>Hausa reading</u> for pupils in early primary during any <u>in-service</u> training?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
• Ask only if English chosen at Q1.	<p>Ko kin/ka samu wani horo a kan koyar da karatun Turanci a kananan azuzuwa a lokacin da kike/kake karɓar horon fara aikin koyarwa? Have you received specific instruction on how to teach <u>English</u> reading for pupils in early primary during your <u>pre-service</u> training?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

<ul style="list-style-type: none"> <li>• Ask only if English chosen at Q1.</li> </ul>	<p>Ko kin/ka samu wani horo a kan koyar da karatun Turanci a kananan azuzuwa a lokacin da kike/kake cikin aikin koyarwa?</p> <p>Have you received specific instruction on how to teach <u>English reading</u> for pupils in early primary during any in-service training?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Ko kin/ka taɓa samun horo na NEI Plus?</p> <p>Did you receive training by the NEI Plus project?</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Wane yare kika/ka fi fahimta sannan kika/ka fi Magana da shi?</p> <p>What language do you speak and understand <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Wane yare kika/ka fi kwarewa wajen karatu Da rubutu?</p> <p>What language do you read and write <i>best</i>?</p>	<p><i>Only one response allowed.</i></p> <input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>A ra'ayinki/ka yaya za ki/ka kimanta kwarewarki/ka wajen iya magana da Hausa da fahimarta: Dan kaɗan, dama-dama, Sosai</p> <p>[If "Hausa" is not the language the teacher reports speaking and understanding best in Question 12]</p> <p>In your opinion, how much can you speak</p>	<input type="checkbox"/> Dan kaɗan (A little) <input type="checkbox"/> Dama-dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>[If "English" is not the language the teacher reports speaking and understanding best in Question 12]</p> <p>A ganin ki/ka wane mataki kike/kake na iya yin magana da kuma fahimtar Turanci: Dan kaɗan, dama-dama, Sosai</p> <p>In your opinion, how much can you speak and understand English: A little, Some, or A</p>	<input type="checkbox"/> Dan kaɗan (A little) <input type="checkbox"/> Dama-dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)

<ul style="list-style-type: none"> <li>• Ask only if Hausa chosen at Q1.</li> </ul>	<p>Yaya za ki/ka kimanta adadin dalibanki/ka da suka iya karatun Hausa da fahimtar sa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko ɗaya?</p> <p>How many pupils in your P2 class can read and comprehend well in HAUSA? All, more than half, half, less than half or none</p>	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko ɗaya (No pupils)
<ul style="list-style-type: none"> <li>• Ask only if English chosen at Q1.</li> </ul>	<p>Yaya za ki/ka kimanta adadin dalibanki/ka da suka iya karatun Turanci da fahimtar sa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko ɗaya?</p> <p>How many pupils in your class can read and comprehend well in English?: All, more than</p>	<input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko ɗaya (No pupils)
<p>Umurni: Ba malami/malama/shugaban makaranta takardar amsa tambayoyi. Ki/ka karanta dukkanin bayannan a bayyane yayin da za ta/zai iya karantawa a zuci yayin da kike/kake karantawa. Ba malami/malama/shugaban makaranta takardar za ta/zai iya canka ko faɗa miki/maka amsar da ta/ya fi amincewa/gamsuwa da ita.</p> <p>Instructions: Give the teacher/ head teacher the response sheet. Read each set of statements. The teacher can read along (silently) as you read aloud. The teacher can tick the response, or tell you orally, the statement he/she agrees with the most.</p>		
<p>Umurni: "Yanzu zan karanta miki/maka waɗansu bayanai da suka shafi karatu. Za ki/ka iya karantawa a zuci yayin da nake karantowa. A kan kowane jerin bayani, ina so ki/ka zaɓi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukarat yin hakan."</p> <p>Instructions: "Now I'm going to read to you series of statements related to reading. You can follow along on your paper if you like. For each set of statements, please tick the one you agree with the <u>most</u>. Or, you can just tell me which you prefer."</p>		
<ul style="list-style-type: none"> <li>•</li> </ul>	<input type="checkbox"/> Rashin kaifin basira ne kaɗai dalilin da zai sa karatu ya yi wa yaro/yarinya wahalar koya. <p>If a pupil is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.</p>	<input type="checkbox"/> Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya. <p>Many factors may cause a pupil to struggle to learn to read.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<input type="checkbox"/> Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta. <p>Reading words correctly indicates if a pupil understands the text.</p>	<input type="checkbox"/> Karatu tare da nuna yanayi shi ke nuna dalibai sun fahimci abin da suka karanta. <p>Reading with expression indicates if a pupil understands the text.</p>



<ul style="list-style-type: none"> <li> <input type="checkbox"/> Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba.  Uneducated parents cannot assist their pupil to learn to read. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu.  Uneducated parents can play an important role in helping their pupil learn to read. </li> </ul>
<ul style="list-style-type: none"> <li> <input type="checkbox"/> kwarewa a karatu da yaren da yaro/yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare.  Some literacy skills in a pupil's first language transfer to other language literacy skills. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai.  Literacy skills in a pupil's first language only benefit the first language. </li> </ul>
<ul style="list-style-type: none"> <li> <input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koyawa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar.  To teach pupils to learn to read a new word, it is best to show them how to break the word up into syllables. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai Kalmar sannan a umurce su da su maimaita furta Kalmar.  To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it. </li> </ul>
<ul style="list-style-type: none"> <li> <input type="checkbox"/> Aikin malamai shi ne koya wa dalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu.  The teacher's role is to teach pupils all the words they need to know and they will become good readers. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> Aikin malamai shi ne koya wa dalibai dabarun da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu.  The teacher's role is to teach skills pupils need so they can learn words independently and become good readers. </li> </ul>
<ul style="list-style-type: none"> <li> <input type="checkbox"/> Dalibai za su kware wajen karatu idan daya bayan daya suna karatu a bayyane acikin aji.  Pupils will learn to read well if they read out loud by taking turns in the classroom. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> Yana da muhimmanci malamai su rika daukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane.  It is important for the teacher to take time to model good reading through read aloud stories. </li> </ul>
<ul style="list-style-type: none"> <li> <input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano bukatun dalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai.  Formative assessment will help me build on a pupil's needs, interests and strengths. </li> </ul>	<ul style="list-style-type: none"> <li> <input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai na taimakawa wajen gano matakin da daliban suke a aji.  Formative assessment helps to determine a pupil's placement/rank. </li> </ul>

•	<input type="checkbox"/> Ya dace dukkan ɗalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare.  All pupils should learn how to read in English first, regardless of their local language.	<input type="checkbox"/> Ya dace dukkan ɗalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa).  All pupils should learn how to read in their local language (e.g. Hausa) first.
Thank you. Now I have some more questions about your teaching experiences:		
•	Shin ko kin/ka yi fashin zuwa makaranta ko da sau ɗaya ne a makon da ya gabata? Were you absent from school any day last week? [If NO, skip to 26]	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
•	[IF YES to Question 24] Mene ne dalilin fashin zuwan naki/naka? Why were you absent?	<i>TICK ALL RESPONSES PROVIDED AS APPROPRIATE</i>  <input type="checkbox"/> A'a, ban yi fashin zuwa makaranta ba satin da ya gabata (No, I was not absent from school last week) <input type="checkbox"/> Rashin lafiya (Illness) <input type="checkbox"/> Wani aikin daban (have other jobs) <input type="checkbox"/> Rashin ingantaccen albashi (Do not get paid/ pay insufficient/pay irregular) <input type="checkbox"/> Rashin kwarin guiwa (Lack of motivation) <input type="checkbox"/> Lalurorin iyali (Family responsibility) <input type="checkbox"/> Rashin abin hawa (No transportation) <input type="checkbox"/> Wasu dalilan daban (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
• Ask only if Hausa chosen at Q1.	Idan a ka ba ki/ka zaɓi ɗaya, wurin wa za ki/ka je idan kina/kana da buƙatar ƙarin bayani dan- gane da darasinki/ka na Hausa? If you had only one choice, who would you go to first when you need help or advice with your Hausa language teaching?	<i>Do NOT read response options. Select only one response.</i> <input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant Head Teacher <input type="checkbox"/> Senior or Peer Teacher <input type="checkbox"/> Department Head <input type="checkbox"/> Class Master <input type="checkbox"/> Mentor Teachers <input type="checkbox"/> Mentor Supervisors <input type="checkbox"/> School Supervisor/SSO <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

<p>• Ask only if Hausa chosen at Q1.</p>	<p>A wannan shekarar, ko za ki/ka kimanta min adadadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Hausa?</p> <p>In the current academic year, how frequently did the head teacher observe you teach Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <p><input type="checkbox"/> Ko wace rana (Daily)</p> <p><input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week)</p> <p><input type="checkbox"/> Sau ɗaya a sati (Once per week)</p> <p><input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks)</p> <p><input type="checkbox"/> Sau ɗaya a wata (Once per month)</p> <p><input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months)</p>
<p>• Ask only if English chosen at Q1.</p>	<p>A wannan shekarar, ko za ki/ka kimanta min adadadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Turanci?</p> <p>In the current academic year, how frequently did the head teacher observe you teach an English lesson?</p>	<p><i>Do NOT read response options. Select the option that most loosely matches response provided by the Teacher.</i></p> <p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week)</p> <p><input type="checkbox"/> Sau ɗaya a sati (Once per week)</p> <p><input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks)</p> <p><input type="checkbox"/> Sau ɗaya a wata (Once per month)</p> <p><input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No</p>
<p>• Ask only if Hausa chosen at Q1.</p>	<p>A wannan shekarar, yaya za ki/ka kimanta adadin zuwan jami'i mai kula da makarantu ko jami'i mai tallafa wa malamai a makarantar nan domin ya ga yadda kike/kake koyar da Hausa?</p> <p>In the current academic year, how frequently did the AEO/LGEA SSO observe you teach a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the Teacher.</i></p> <p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week)</p> <p><input type="checkbox"/> Sau ɗaya a sati (Once per week)</p> <p><input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks)</p> <p><input type="checkbox"/> Sau ɗaya a wata (Once per month)</p> <p><input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No</p>

<p>• Ask only if English chosen at Q1.</p>	<p>A wannan shekarar, yaya za ki/ka kimanta adadin zuwan jami'i mai kula da makarantu ko jami'i mai tallafa wa malamai a makarantar nan domin ya ga yadda kike/kake koyar da Turanci?</p> <p>In the current academic year, how frequently did the AEO/LGEA SSO observe you teach a English lesson?</p>	<p><i>Do NOT read response options. Select the option That most closely matches response provided by the Teacher.</i></p> <p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week)</p> <p><input type="checkbox"/> Sau ɗaya a sati (Once per week)</p> <p><input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks)</p> <p><input type="checkbox"/> Sau ɗaya a wata (Once per month)</p> <p><input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No</p>
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<p>Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zaɓar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba.</p> <p>Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam ban yarda ba) with the statement</p>		
<p>•</p>	<p>Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu. School is a safe place for girls to learn.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree)</p> <p><input type="checkbox"/> Na yarda (Agree)</p> <p><input type="checkbox"/> Ban yarda ba (Disagree)</p> <p><input type="checkbox"/> Sam ban yarda ba (Strongly Disagree)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)</p>
<p>•</p>	<p>Yara mata za su iya samun nasarori a maka- rantu kamar takwarorinsu maza. Girls can be as successful in schools as boys.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree)</p> <p><input type="checkbox"/> Na yarda (Agree)</p> <p><input type="checkbox"/> Ban yarda ba (Disagree)</p> <p><input type="checkbox"/> Sam ban yarda ba (Strongly Disagree)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)</p>
<p>•</p>	<p>Akwai tsaro ga ɗalibai maza a hanyarsu ta zuwa da dawowa daga makaranta. It is safe for boys to get to and from school.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree)</p> <p><input type="checkbox"/> Na yarda (Agree)</p> <p><input type="checkbox"/> Ban yarda ba (Disagree)</p> <p><input type="checkbox"/> Sam ban yarda ba (Strongly Disagree)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No re- sponse)</p>
<p>•</p>	<p>Akwai tsaro ga ɗalibai mata a hanyarsu ta zuwa da dawowa daga makaranta. It is safe for girls to get to and from school.</p>	<p><input type="checkbox"/> Na yarda kwarai (Strongly Agree)</p> <p><input type="checkbox"/> Na yarda (Agree)</p> <p><input type="checkbox"/> Ban yarda ba (Disagree)</p> <p><input type="checkbox"/> Sam ban yarda ba (Strongly Disagree)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)</p>

<ul style="list-style-type: none"> <li>Hakkin makaranta ne ta tabbatar da tsaro ga dalibai. It is the school's responsibility to keep pupils safe.</li> </ul>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No re- sponse)
<ul style="list-style-type: none"> <li>Malamai mata kan samu natsuwa domin ko- yarwa a makaranta. School is a safe place for women to teach.</li> </ul>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No re- sponse)
<ul style="list-style-type: none"> <li>Idan har dalibai ba su kula da karatu, ya ka- mata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical means to get</li> </ul>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
<ul style="list-style-type: none"> <li>Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo han- kalinsu. If children are misbehaving, teachers should rap their knuckles, cane the pupils, or use other physical means to correct their</li> </ul>	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No re- sponse)
<ul style="list-style-type: none"> <li>Wannan tambayar ta kunshi amsar I ko A'a. A shekarar da ta wuce, an taɓa rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin kabilanci? This question requires a Yes/No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence?</li> </ul>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/ Ba amsa (Do not know/No re- sponse)
<ul style="list-style-type: none"> <li>Idan amsar 'I' ce, kwanaki nawa makarantar ta kasance a rufe? If yes, how many days was the school affected due to one of these incidents?</li> </ul>	<hr style="width: 100px; margin: 0 auto;"/> Days
<ul style="list-style-type: none"> <li>A shekarar da ta wuce, wane tsawon lokaci malamai suka taɓa ɗauka basu zo aiki ba domin rashin tsaro? Basu taɓa ba, ko Sau ɗaya, ko kaɗan, ko da yawa? In the past year, how often have teachers ever not come to school because of safety or secu- rity concerns? Never, once, a few</li> </ul>	<input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)

\_\_\_\_\_ : \_\_\_\_\_  
HH.....: MM

## HEAD TEACHER INTERVIEW

### Northern Education Initiative Plus Head Teacher Interview:

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

Hello, my name is \_\_\_\_\_. I am from \_\_\_\_\_. We are working with SUBEB, the Ministry of Education and the Colleges of Education to conduct a survey to assess the Hausa reading skills of pupils in P2 and English reading skills of pupils in P3 in a sample of schools. This survey is called the Early Grade Reading Assessment, or EGRA. In addition to the EGRA, we are conducting a survey of school management and teaching practices, called the Snapshot of School Management Effectiveness or SSME.

- Dalilin gudanar da binciken EGRA, shi ne a auna fahimtar iya karatun ɗalibai. Shi kuma binciken SSME ana gudanar da shi ne don tattara bayanai game da makarantu da ma'aikatansu domin fahimtar yanayin yadda aikinsu, yake gudana don sanin irin tasirinsa ga koyon karatun ɗalibai. The purpose of the EGRA is to assess the reading ability of pupils. The purpose of the SSME is to gather information about schools and school staff to learn more about conditions and practices that may affect children's reading abilities.
- An tsamo wannan makarantar ne, ta hanyar mai rabo ka ɗauka. This school was randomly selected for participation in this survey.
- Shigarki/ka cikin wannan aiki tana da muhimmancin gaske, sai dai ba dole ba ne ki/ka shiga idan ba ki/ka son yin haka. Your participation is very important, but you do not have to participate if you do not wish to.
- Idan kin/ka amince ki/ka shiga, zan yi maka wasu 'yan tambayoyi game da ayyukanki/ka a makaranta. Wannan tambayoyi zai ɗauki kimanin awa ɗaya. Bayan mun gama, zan maka wasu 'yan tambayoyi game da koyar da karatu. Wannan takardar za ta nemi ka ba da amsar wasu tambayoyi dangane da dabarun koyar da karatu a matakan farko. Amsa tambayoyin wannan takarda ba zai ɗauki fiye da awa ɗaya ba, za ka gama.

If you agree to participate, I will ask you some questions regarding your normal activities at school. My questions for you will take approximately 30 minutes. After, I will ask you some questions regarding reading. This survey will ask for your feedback on a number of issues relating to early grade reading instruction. This survey will take approximately an hour to complete.

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

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

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

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

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

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

• Idan kina/kana da wata tambaya game da wannan bincike, to sai ki/ka tuntubi:

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

Bauchi : Abdullahi I. Hamza, SUBEB Bauchi, 080-674-57642

Sokoto: Umar Muhammad Yabo, SUBEB Sokoto, 0802-870-0218

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

Once again, you do not have to participate if you do not wish to. If you would rather not answer a question, that is all right. Are you willing to participate?

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

SCHOOL PROFILE DATA		
1.	Assessor name:	
2.	Assessor code:	
3.	Date of school visit:	____/____/____ DD MM YYYY
4.	State:	<input type="checkbox"/> Bauchi <input type="checkbox"/> Sokoto
5.	LGEA:	
6.	Education Area:	
7.	School name:	
8.	School EMIS code:	
9.	Is the Head Teacher present at the school today? If no, [Note this question will appear ahead of the consent in tab- lets.]	<input type="checkbox"/> No <input type="checkbox"/> Yes
10.	Is the school Daily Timetable pasted?	<input type="checkbox"/> No <input type="checkbox"/> Yes
11.	Check the school Timetable. Does the school have a P2 Hausa Lesson scheduled for today? (If no, ask the Head Teacher to	<input type="checkbox"/> No <input type="checkbox"/> Yes
12.	1) How many <u>classes per week</u> are included in the school timetable for teaching Hausa in P2 for any one P2 Hausa arm or class? 2) How many minutes <u>per lesson</u> are allocated in the school timetable for teaching Hausa in P2?	1) Number of classes per week: ____ 2) Minutes per class: ____
13.	How many different teachers teach P2 Hausa at this school? If more than one, randomly sample 1 teacher to observe and inter- view. (See teacher selection protocol.)	
14.	In how many shifts or sessions are P2 and P3 taught at this school?	
15.	In what shift is this exercise being conducted?	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon
16.	Did this school participate in RARA or first NEI project?	
17.	Has an EGRA previously been conducted at this school?	

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

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

GPS Coordinates for this school: \_\_\_\_\_

Enrollment, Transfers and Drop-outs for the Current Academic Year (2017-2018)		
1.	What was the total number of PRIMARY 2 pupils enrolled at the BEGINNING of the current school year (2017-2018)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
2.	Check the admissions/enrollment record. What is the total number of P2 pupils who TRANSFERRED IN to this school after the start of the current school year (2017-2018)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
3.	Check the admissions/enrollment record. What is the total number of P2 pupils who DROPPED OUT or left the school, for any reason, this current school year (2017-2018)?	GIRLS: _____ BOYS: _____ TOTAL: _____ <input type="checkbox"/> Not available
4.	What is the total number of PRIMARY 2 pupils CURRENTLY enrolled?	GIRLS: _____ BOYS: _____ <input type="checkbox"/> Not available
5.	What is the total number of P2 repeaters enrolled in P2 this current year (2017-2018)?	GIRLS: _____ BOYS: _____ <input type="checkbox"/> Not available
6.	How many pupils are presently registered in primary 3?	Boys ____ Girls ____
7.	How many primary 3 pupils are present today [count if necessary]	Boys ____ Girls ____
8.	Does the school have a record of pupil attendance (attendance register) by term for the CURRENT academic year (2017-2018)?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
9.	Is the pupil attendance record for the CURRENT academic year (2017-2018) complete? <i>If Attendance Record is NOT complete, skip to Question F9.</i>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
10.	What is the total number of pupil attendance days, from the beginning of the school year through the day of this visit?  Calculate the total pupil attendance days for the CURRENT academic year (2017-2018) by summing the total number of days pupils attended for morning and afternoon for all three terms.	Term 1: _____ Term 2: _____ _ Term 3: _____
11.	How many days has the school been open and in session from the beginning of the school year through (including) today?	Term 1: _____ Term 2: _____ _ Term 3: _____
Teacher Attendance for the Current Academic Year (2017-2018)		
12.	How many total teachers teach at this school?	Male ____ Female ____



13.	How many are present today?	Male_____ Female_____
14.	How many total teachers teach in grades 1, 2, and 3 (including both present and absent today)?	Male_____ Female_____
15.	Is a staff movement register (or staff time book) for the current (2017-2018) school year available?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
16.	Does it contain a complete and up-to-date record of all P2 teachers' days absent?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes)
17.	Count how many days the P2 teachers are logged or noted as absent <u>for each term</u> . How many total absent days were counted for all P2 teachers? Instructions: For each teacher, first count the number of days absent in each term. Then sum the number of days	Term 1:_____ Term 2: _ Term 3:_____ <input type="checkbox"/> Not available
18.	How many teachers teach P2 Hausa?	_____
19.	For the P2 Hausa teachers ONLY: How many total absent days were counted for all P2 HAUSA teachers?	Term 1:_____ Term 2:_____ Term 3:_____ <input type="checkbox"/> Not available

#### INSTRUCTIONS TO ASSESSOR

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

20.	Head Teacher's gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
21.	Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka? What is your highest professional teaching qualification?	<input type="checkbox"/> None (Babu) <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other (Saurasu) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
22.	Shekaru nawa ne kika/ka yi kina/kana matsayin shugaban makaranta a wannan makarantar? For how many years have you been serving as a Head Teacher AT THIS SCHOOL?	Adadin shekaru (Years): [Enter 0 if less than one year] Ban sani ba/Ba amsa (Do not know/No re- sponse): [Enter the number of years in total, not just at this school. If less than one year, enter 0 for years.]

23.	<p>[If "0" reported for Question E1:]</p> <p>A cikin wane zangon karatu ne ka zama shugaban makaranta?</p> <p>During which term did you become the Head Teacher?</p>	<input type="checkbox"/> Zango na ɗaya (Term 1) <input type="checkbox"/> Zango na biyu (Term 2) <input type="checkbox"/> Zango na ukku (Term 3)  <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
24.	<p>Shekaru nawa ne kika/ka yi kina/kana matsayin shugaban makaranta, tun lokacin da kika/ka fara aikin koyarwa?</p> <p>For how many years have you been serving as a Head Teacher throughout your teaching career?</p>	<p>Adadin shekaru (Years):</p> <p>[Enter 0 if less than one year]</p> <p>Ban sani ba/Ba amsa (Do not know/No re- sponse):</p> <p>[Enter the number of years in total, not just at this school. If less than one year, enter 0 for years.]</p>
25.	<p>Shekaru nawa ne gaba ɗaya kika/ka yi kina/kana aikin malanta kafin ki/ka zama shugaban makaranta?</p> <p>For how many years did you serve as a classroom teacher in total before becoming</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Adadin shekaru (Years)</p> <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
26.	<p>Ko kin/ka taɓa samun horo kan yadda za ki/ka taimaki malamai wajen dabarun koyar da iya karatu a Hausa?</p> <p>Have you ever received specific training on how to support teachers to provide reading</p>	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
27.	<p>Dalibai nawa ne suka iya karatun Hausa tare da fahimta a aji biyu? Duk ɗaliban sun iya, ko Sama da rabin ɗaliban, ko Rabin ɗaliban, ko Kasa da rabin ɗaliban, ko Ba ɗalibi ko ɗaya?</p> <p>How many pupils in your P2 class can read and comprehend well in HAUSA: All, more than half, half, less than half, or none?</p>	<input type="checkbox"/> Duk ɗaliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin ɗaliban (More than half of pupils) <input type="checkbox"/> Rabin ɗaliban (Half of pupils) <input type="checkbox"/> Kasa da rabin ɗaliban (Less than half of pu- pils) <input type="checkbox"/> Ba ɗalibi ko ɗaya (No pupils) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
28.	<p>Wa ke da alhakin duba abin da ke gudana a maka- ranta da kuma tallafa wa malamai da ke da bukata a sha'anin koyarwa?</p> <p>Whose responsibility is it to provide <u>school-based</u> supervision and support to teachers?</p>	<p><i>Do NOT Read response options. Tick all that apply.</i></p> <input type="checkbox"/> Babu wanda aka ɗora wa alhakin yin haka (There is no school-based support) <input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant HT <input type="checkbox"/> Department Head <input type="checkbox"/> Senior or peer teacher in the School <input type="checkbox"/> SBMC Member or Chair <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba /ba amsa (Don't Know/ Refuse)

29	<p>A watan da ya wuce, sau nawa ki/ka duba ko kika/ka yi bayani ko kuma kika/ka taimaka wa mal- aman Hausa na azuzuwan farko?</p> <p>In the last month, approximately how frequently did you observe or provide feedback/support to your early grade teachers' Hausa reading/language lesson?</p>	<p><i>Do not read the options. Select the response option that most closely matches the response provided by the Head Teacher.</i></p> <p><input type="checkbox"/> Kowace rana (Daily)  <input type="checkbox"/> Kowane mako (Weekly)  <input type="checkbox"/> Kowane wata (Monthly)  <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)  <input type="checkbox"/> Sau ɗaya a shekara (Once per year)  <input type="checkbox"/> Ban taba ba (Never)  <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)</p>
30	<p>A wannan zangon karatu da muke ciki, sau nawa malamin Hausa na azuzuwan farko su ka sami taimako daga jami'an dake sa ido kan gudanar da makarantu ko tallafa wa malami a kan ko- yarwa?</p> <p>During this current term, how frequently have your early grade teachers received supervisory or support visits from the AEO/School</p>	<p><input type="checkbox"/> Kowace rana (Daily)  <input type="checkbox"/> Kowane mako (Weekly)  <input type="checkbox"/> Kowane wata (Monthly)  <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)  <input type="checkbox"/> Sau ɗaya a shekara (Once per year)  <input type="checkbox"/> Ban taba ba (Never)  <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)</p>
<p>Umurni: Ba malami/malama/shugaban makaranta takardar amsa tambayoyi. Ki/ka karanta dukkanin bayannan a bayyane yayin da zai/za ta iya karantawa a zuci yayin da kike/kake karantawar. Malami/ma- lama/shugaban makaranta takardar zai/za ta iya canka ko faɗa miki/maka amsar da ya/ta fi amincewa/gamsuwa da ita.</p> <p>Instructions: Give the teacher/HT the response sheet. Read each set of statements. The teacher/HT/ can read along (silently) as you read aloud. The teacher/HT/ can tick the response, or tell you orally, the statement s/he agrees with the most.</p>		
<p>Umurni: "Yanzu zan karanta miki/maka waɗansu bayanai da suka shafi karatu. Za ki/ka iya karantawa a zuci yayin da na ke karantowa. A kan kowane jerin bayani, ina so ki/ka zaɓi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi bukatar yin hakan."</p> <p>Instructions: "Now I'm going to read to you a series of statements related to reading. You can follow along on your paper if you'd like. For each set of statements, please tick the one you agree with the <u>most</u>. Or, you can just tell me which you prefer."</p>		
31	<p><input type="checkbox"/> Rashin kaifin basira ne kaɗai dalilin da zai sa ya yi wa yaro/yarinya wahalar iya karatu.</p> <p>If a child is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.</p>	<p><input type="checkbox"/> Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya.</p> <p>Many factors may cause a child to struggle to learn to read.</p>

32	<input type="checkbox"/> Karanta kalmomi daidai shi ke nuna cewa ɗalibai sun fahimci abin da suka karanta.  Reading words correctly indicates if a child understands the text.	<input type="checkbox"/> Karatu tare da nuna yanayi shi ke nuna ɗalibai sun fahimci abin da suka karanta.  Reading with expression indicates if a child understands the text.
33	<input type="checkbox"/> Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba.  Illiterate parents cannot assist their children to learn to read.	<input type="checkbox"/> Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu.  Illiterate parents can play an important role in helping their children learn to read.
34	<input type="checkbox"/> Kwarewa a karatu da yaren da yaro/yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare.  Some literacy skills in a child's first language transfer to other language literacy skills.	<input type="checkbox"/> Kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai.  Literacy skills in a child's first language only benefit the first language.
35	<input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koya wa ɗalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gaɓoɓin kalmar.  To teach pupils to learn to read a new word, it is best to show them how to break the word up into syllables.	<input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa ɗalibai Kalmar, sannan a umurce su da su maimaita furta Kalmar.  To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.
36	<input type="checkbox"/> Aikin malamai shi ne koya wa ɗalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu.  The teacher's role is to teach pupils all the words they need to know and they will become good readers.	<input type="checkbox"/> Aikin malamai shi ne koya wa ɗalibai dabaru da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu.  The teacher's role is to teach skills pupils need so they can learn words independently and they become good readers.
37	<input type="checkbox"/> Ɗalibai za su kware wajen karatu idan ɗaya bayan ɗaya suna karatu a bayyane a cikin aji.  Pupils will learn to read well if they read out loud by taking turns in the classroom.	<input type="checkbox"/> Yana da muhimmanci malamai su riƙa ɗaukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane.  It is important for the teacher to take time to model good reading through read aloud stories.

38	<input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano bukatun dalibaina da ra'ayoyinsu da kuma fannin da suka fi kwarewa a kai. Formative assessment will help me build on a pupil's needs, interests and strengths.	<input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai na taimaka wa wajen gano matakin da daliban suke a aji. Formative assessment helps to determine a pupil's placement/rank.
39	<input type="checkbox"/> Ya dace dukkan dalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare. All pupils should learn how to read in English first, regardless of their local	<input type="checkbox"/> Ya dace dukkan dalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa). All pupils should learn how to read in their local language (e.g. Hausa) first.
Na gode da amsa tambayoyin da kika/ka yi. Yanzu sai mu je zuwa tambayoyi na gaba da suka shafi abubuwan da kuke da su a makaranta. Thanks for sharing this information. Now let's move on to the next set of questions about school infrastructure.		
40	Ko wannan makaranta na da dakin karatu? Does this school have a library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
41	Ko wannan makaranta na da lantarki? Does this school have electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
42	Ko wannan makaranta na da ruwan sha don yara? Does this school have drinking water for pupils?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
43	Ko wannan makaranta na da makewayi na yara maza da mata daban daban? Does this school have functioning separate toilets for boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
44	Shin akwai tsarin ciyar da dalibai maza da mata a makarantarka/ki? Does the school offer a school feeding program to boys and girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No re- sponse)
Now I will read a series of statements. After you have heard each statement, please indicate whether you: Yanzu zan karanta miki/maka wasu batutuwa. Bayan kin/ka saurare ni zan bukaci matsayin yardarki/ka ko rashin yardarki/ka ta hanyar zabar guda daga cikin amsoshi guda huɗu: Na yarda kwarai, Na yarda, Ban yarda ba, ko Sam ban yarda ba. Strongly Agree (Na yarda kwarai), Agree (Na yarda), Disagree (Ban yarda ba), or Strongly Disagree (Sam		
45	Makaranta ce wurin da ya fi dacewa yara mata su koyi karatu. School is a safe place for girls to learn.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

46.	Yara mata za su iya samun nasarori a makarantu kamar takwarorinsu maza. Girls can be as successful in school as boys.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
47.	Akwai tsaro ga dalibai maza a hanyarsu ta zuwa da dawowa daga makaranta. It is safe for boys to get to and from school	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
48.	Akwai tsaro ga dalibai mata a hanyarsuta zuwa da dawowa daga makaranta. It is safe for girls to get to and from school	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
49.	Hakkin makaranta ne ta tabbatar da tsaro ga dalibai. It is the school's responsibility to keep pupils safe.	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know /No response)
50.	Idan har dalibai ba su kula da karatu, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are not paying attention, the teacher should rap their knuckles, cane the pupils, or use other physical	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
51.	Idan har dalibai suna yin taurin kai, ya kamata malami ya rankwashe su ko ya zane su ko ya yi masu wani horo mai tsanani don ya jawo hankalinsu. If children are misbehaving, teachers should rap their knuckles, cane the pupils,	<input type="checkbox"/> Na yarda kwarai (Strongly Agree) <input type="checkbox"/> Na yarda (Agree) <input type="checkbox"/> Ban yarda ba (Disagree) <input type="checkbox"/> Sam ban yarda ba (Strongly Disagree) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know / No response)
52.	A shekarar da ta wuce, wane tsawon lo-kaci malamai suka taɓa ɗauka ba su zo aiki ba domin rashin tsaro? Ba su taɓa ba, ko Sau ɗaya, ko kaɗan, ko da yawa? In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times,	<input type="checkbox"/> Ba su taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/Ba amsa)
53.	Time the interview ended: Lokacin da aka gama tambayoyin.	HH _____ : MM _____

# PUPIL QUESTIONNAIRE

Northern Education Initiative Plus

## PUPIL QUESTIONNAIRE

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

8.	Kina/kana da littafin karatun Hausa a makaranta? Do you have a Hausa reading book at school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
9.	Kina/kana da lokacin karatu a cikin aji ko a laburaren makarantarku? Do you have time to read books in your classroom or in your school library every day?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
10.	Ko kina/kana dawowa gida da littattafai daga aji ko laburaren makaranta? Do you bring home reading books from your classroom or from the school library?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

E5.	Yaya zaka/ki kimanta yawan lokacin da ka/ki gwada yin karatu ko rubutun Hausa a gida? Ban taba ba, wani lokaci, Kullum? How often do you practice reading or writing in Hausa at home: Never, sometimes, or every day?	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
11.	Sau nawa wata/wani take/yake yi miki/maka karatu kina/kana saurara a gida? Ba a taba ba, Wani lokaci, ko Kullum? How often does someone read out loud to you at home? Never, sometimes, or every day?	<input type="checkbox"/> Ban taba ba (Never) <input type="checkbox"/> Wani lokaci (Sometimes) <input type="checkbox"/> Kullum (Everyday) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Yanzu zan yi miki/maka 'yan tambayoyi game da yadda kike/kake ji a makaranta da kuma a hanyarki/ka ta zuwa makaranta. Ki/ka amsa da 'i' in kin/ka yarda ko 'a'a' in ba ki/ka yarda ba.</p> <p>Now I am going to ask you a series of questions about how you feel about school or things that might happen at or on the way to school. Please answer YES if you agree or NO if you disagree.</p>		

16.	Kina/kana samun kwanciyar hankali a makaranta? Do you feel safe at your school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
17.	Kina/kana samun kwanciyar hankali a hanyarki/ka ta zuwa makaranta? Do you feel safe on your way to and from school?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
19.	A watan da ya gabata, a makaranta, kin/ka samu wasu yara da suka buge ki/ka ko suka yi maki/maka rauni a jikinki/ka ko suka cutar da ke/kai? In the last month, at school, have any children beat or fought with you, pulled your hair, pinched you, twisted your ear, whipped you,	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)



21.	A watan da ya gabata, ko akwai malamai da suka yi wa wani dalibi bulala (ko duka) a makaranta? In the last month, while at school, have any teachers whipped or beat students?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
22.	A watan da ya gabata, a hanyarki/ka ta zuwa makaranta, ko akwai yara da suka yi miki/maka duka ko kuka yi faɗa ko wasu suka muzgana miki/maka? In the last month, on the way to and from school, have any children beaten or fought you, pull your hair, pinch you, twist your ear,	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
24.	Shin ko malamai sun fi kiran yara maza su amsa tambayoyi fiye da yara mata? Do you think teachers often choose boys to answer questions more frequently than girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
25.	Shin ko dalibai maza sun fi dalibai mata yin aiki a cikin aji? Do you think boys participate more in class activities than girls?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
26.	Sau nawa kikan/kakan ji shakkar zuwa makaranta saboda jin tsoron wata/wani a makaranta? Ba ka taɓa ba, Sau ɗaya, Ba da yawa ba, ko Sau da yawa? How often have you wanted to stay home from school because you were afraid of someone at school? Never, once, a few times, a lot?	<input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Sau ɗaya (Once) <input type="checkbox"/> Ba da yawa ba (A few times) <input type="checkbox"/> Sau da yawa (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/ No response)
	Yanzu zan yi miki/maka 'yan tambayoyi game da gidanku. Now I'm going to ask you a few questions about your home.	
27.	Wane yare ne kika/ka fi amfani da shi a gida? What language do you speak <i>most</i> frequently at home?	<input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> Turanci (English) <input type="checkbox"/> Sauransu (Other) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
E7.	[If "Hausa" is not the language most frequently spoken at home reported in Question 27]  Ya za ki/ka kimanta kwarewarka/ki wajen iya magana da Hausa da fahimtarta: Kadan, dama- dama, Sosai? How much can you speak and understand	<input type="checkbox"/> Kadan (A little) <input type="checkbox"/> Dama-Dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
28.	Bayan littatafan aikin makaranta, akwai wasu littattafai ko jaridu ko wasu abubuwan karatu a gidanku? Apart from your school books, are there books, newspapers or other materials for you	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

	Wadanne daga cikin abubuwan nan kuke da su a gida? Do you have the following items in your home?	
34.	Akwai rediyo? A radio?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
35.	Akwai tarho, ko salula ko hansit ko waya? A telephone or cell phone?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

36.	Akwai wutar NEPA? Electricity?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
37.	Akwai telebijin? A television?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
38.	Akwai firji? A refrigerator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
39.	Akwai keke? A bicycle?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
40.	Akwai mashin? A motorcycle or motorbike?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
41.	Akwai mota? A car or truck?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
42.	Akwai kwale-kwale? A canoe?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

43.	Akwai jirgin ruwa mai inji? A boat with a motor?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
44.	Akwai kurar ɗaukar kaya/amalanke? An animal-drawn cart?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
45.	Akwai janareta? A generator?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
46.	Akwai komfuta? A computer?	<input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>Na gode kwara! Yanzu mun gama! kin/ka yi kokari. Sai ki/ka koma ajinku, amma kar ki/ka faɗa wa sauran ɗalibai abin da muka yi yau. Thank you very much for your help. You may now return to class. Please do not tell the other children about what we have done here.</p>		
T.	Time the interview ended:	HH                  MM

## TIMED CLASSROOM OBSERVATION

Instructions for Assessors (Dos and Don'ts): Arrive to the reading/literacy lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any Pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any Pupil's desk or work space.

Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the Teacher, do not interrupt the teacher or the lesson for any reason.

Do not show any emotion that would distract the Teacher or the Pupils. Stay silent for the entirety of the lesson.

Instructions for Administering the Timed Observation Form.

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

During the Lesson. The Observation Form is subdivided by columns into 3-minute intervals. Each column represents three minutes of lesson time, beginning with the first column on the far left (first 3 minutes) to the last column on the far right (42 to 45 minutes total). There are 15 columns for a cumulative total of 45 minutes. Every 3 minutes, tick the appropriate column and row of the action or activity is observed. Once 3 minutes has elapsed, move your pencil to the next column to the right. When using a tablet, it will automatically advance screens for every three-minute interval.

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

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

**School Name:** \_\_\_\_\_ **LGEA:** \_\_\_\_\_

**Lesson:**  Hausa       English      **Class:**  Primary Two        
Primary Three

Lesson Start Time: \_\_\_\_\_ : \_\_\_\_\_  
 HH : MM

Lesson End Time: \_\_\_\_\_ : \_\_\_\_\_  
 HH : MM

SECTION A: Reading Lesson Content (What is the focus or intent of the instruction?) Mark relevant boxes every 3 minutes.		3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
Reading Instruction																
L. Reading Skills	1.1 Letter names															
	1.2 Syllables (reading or decoding)															
	1.3 Words (sounding out words, decoding, rhyming)															
	1.4 Passage/story reading															
M. Writing Skills (requires pupils writing)	2.1 Copying or tracing															
	2.2 Dictation															
	2.3 Creative writing															
	2.4 Drawing															
N. Vocabulary & Comprehension Skills	3.1 Vocabulary (explaining word meaning)															
	3.2 Reading comprehension															
	3.3 Image interpretation															
O. Oral Language	4.1 Singing/chanting															
	4.2 Role playing/drama/games															
P. Other	5.1 Grammar															
	5.2. Other instruction															
SECTION B: Lesson Delivery (How is the Teacher delivering the lesson?) Mark <u>only one</u> most applicable box every 3 minutes.																
Q. Whole Class - Teacher presenting/explaining to whole class																
R. Teacher having Pupil work independently																
S. Teacher having Pupils work in small groups/pairs																
T. No instruction takes place																

Guidance and tips for observation items:

SECTION A: Reading Lesson Content	
1.1 Letter name	Includes pupil or teachers identifying <i>letter names only</i> – emphasis or intent is to teach letter names (not just letter sounds). If letter sounds only, check “5.2 Other instruction”
1.2 Syllables (reading or decoding)	Pupils or teacher reading or sounding out syllables, identifying number of syllables in words (e.g., clapping or beating syllables), decoding syllables (taking them apart or putting them together).
1.3 Words (decoding, rhyming)	Pupils or teacher reading whole words, decoding whole words (putting them together or taking them apart), sounding out words, identifying rhyming words, using chalkboard, books or other print media.
1.4 Passage/story reading	Teacher or pupils reading aloud passages (sentences, paragraphs, stories); reading from chalkboard, books or other print media. Pupils could be reading chorally, in small groups or independently.

2.1 Copying or tracing	Pupils copying or tracing letters, copying words, sentences or passages from chalkboard, book or other print media, including multiple choice exercises; writing in the air.
2.2 Dictation	Pupils writing letters, words, sentences or passages dictated by teacher.
2.3 Creative writing	Pupils <b>freely</b> writing letters, words, sentences or passages; could include creative sentence or story writing or illustrating.
3.1 Vocabulary	Pupils or teachers explaining word meaning; could include translating, synonyms, definitions, or role play.
3.2 Reading comprehension	Pupils answering questions about sentences, stories or passages; could include answering explicit (literal) questions or implicit, inferential or predictive questions.
3.3 Image interpretation	Pupils or teacher discussing or interpreting images, drawings, illustrations, etc.
4.1 Singing/chanting	Pupils singing or chanting in chorus, either repeating/echoing the teacher or pupil, or singing songs. Tick only if the children are NOT reading or following any text while singing or chanting.
4.2 Role playing / drama / games	Teachers or pupils acting, role playing, or playing games. If role playing is used for explaining word or passage meanings, tick 3.1 or 3.2.
5.1 Grammar	Grammar is taught including tenses, sentence structure, punctuation, etc.
5.2 Other instruction	Other reading or non-reading instruction occurs
<b>Section B. Lesson Delivery</b>	
6.0 Whole class	Teacher is engaging whole class.
7.0 Individual Work	Teacher assigns activities to all individuals to work alone.
8.0 Groups/ Pairs	Teacher assigns activities to small groups or pairs to work together.
9.0 No instruction	Teacher out of the classroom; no tasks provided to Pupils; teacher is managing class behavior and not teaching

# NON-TIMED CLASSROOM OBSERVATION

## Northern Education Initiative Plus

### Non-Timed Classroom Observation

#### Hausa and English

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

#### Instructions for Administering the Non-Timed Classroom Observation

Part 1: Teacher Instructional Practices

Part 2: Classroom Inventory

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

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

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

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

School Name: \_\_\_\_\_

LGEA: \_\_\_\_\_

Lesson:  Hausa  English  
 Primary Three

Class: Primary Two

PART 1: TEACHER INSTRUCTIONAL PRACTICES

Section A. Lesson content (What is the teacher teaching? Place a check in the box if observed/not observed)		
Before the lesson, ...		
Teacher Preparedness	1 Does the teacher have the required materials necessary to teach today's lesson? (at least a lesson plan is prepared; may also have the following: a teacher's guide, Hausa or English pupil readers, pupil exercise books, and/or supplementary books)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2 Does the teacher provide an introduction to the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the lesson, ...		
Phonemic Awareness Alphabetic Principle	3. Does the teacher present letter <u>names</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Does the teacher present letter <u>sounds</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Do the <u>pupils</u> practice letter <u>names</u> ? This could include one of the following teacher actions: 5.1 Using songs or actions to practice or explain 5.2 Having pupils repeat the <u>names</u> 5.3 Teaching the movement/action that is related to the letter name 5.4 Having pupils practice as a class 5.5 Having pupils read the letters from their pupils book 5.6 Varying the activity by using alternative letter sounds, letter	<input type="checkbox"/> Yes <input type="checkbox"/> No
Decoding	6. Does the teacher introduce syllables or sounds (word parts) to form or break apart whole words, or blend letters together to make sounds? The teacher could do at least one of the following during this activity: 6.1 Having pupils read from their pupil book the syllables/word sounds 6.2 Writing the syllables on the chalkboard; pointing to each letter and slowly saying each letter sound in the syllables 6.3 Introducing syllables with new letter sounds (phonemes), in lower and upper case on the board 6.4 Running the finger under the syllable from left to right and reading the syllable faster 6.5 Blending consonants and vowels	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sentence Reading	7. Does the teacher provide sentences for pupils to read (are pupils' eyes on the text)? This could include: 7.1 Writing the decodable sentence on the chalkboard (sentences that contain the decodable words from "decoding" above) 7.2 Pointing to and reading the sight words 7.3 Pupils reading from their pupil book aloud or independently	<input type="checkbox"/> Yes <input type="checkbox"/> No

[Type here]



Passage Reading (short paragraph, simple sentences)	8. Does the teacher read a passage out loud to all the pupils? This could involve: 8.1 Writing the passage on the chalkboard, reading it by running the finger under each word 8.2 Selecting a passage from the pupil book to read	<input type="checkbox"/> Yes <input type="checkbox"/> No
	9. Does the teacher allow the pupils to read the passage aloud or independently? This could include echo reading, independent reading, paired reading, etc. 9.1 Pupils reading from the board 9.2 Pupils reading from their pupil books or textbooks	<input type="checkbox"/> Yes <input type="checkbox"/> No
	[IF YES TO QUESTION #8] 10. Does the teacher ask the pupils comprehension questions about the passage? This could include: 10.1 Teaching vocabulary words: saying the word and teaching the action or picture 10.2 Asking them to look at the picture and guess what the story will be about 10.3 Asking a question where the answer can be found in the text 10.4 Asking an inferential question where the answer is in the text	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handwriting	11. Does the teacher task the pupils to write letters or words? This could include: 11.1 Asking pupils to use their finger to trace the letter and write the letter 11.2 Assessing pupils' posture, grip, starting point of formation, etc. 11.3 Asking pupils to copy letters or words from their books or from the blackboard	<input type="checkbox"/> Yes <input type="checkbox"/> No
At the end of the lesson, ...		
Lesson closure and practice	12. Does the teacher summarize the lesson of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	13. Does the teacher task the pupils to read their books at home or outside the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section B. Pupil engagement, feedback and support		
14.	Does the teacher balance opportunities given to boys and girls to speak? (Not applicable [N/A] if not a co-ed classroom.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15.	Does the teacher engage pupils from all parts of the classroom (not just the front row)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.	Does the teacher nominate pupils to speak who have NOT volunteered or raised their	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.	Are the majority of pupils' eyes on text (in a book or similar material, not just the board) as they read individually or in a group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.	If a pupil responded incorrectly, did the teacher: <b>[Do not tick if the action was not observed]</b> 19.1 Supply the correct answer? 19.2 Scold, belittle, or punish the pupil? 19.3 Ask another pupil? 19.4 Ask the pupil to try again/repeat the question? <input type="checkbox"/> Yes 19.5 Ask a clarifying question, cue the pupil, or break down the task as appropriate? Yes please?	<input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/> Yes <input type="checkbox"/>

[Type here]

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

PART 2: CLASSROOM INVENTORY (to be entered directly into the tablet)

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

8.	How many girls are present in this classroom at the time of the observation? (Ask all the girls to stand and count them.)	_____ Number of Girls
9.	How many boys are present in this classroom at the time of the observation? (Ask all the boys to stand and count them.)	_____ Number of Boys
10.	How many pupils have a Hausa language pupil book/Mu Karanta! (Depending on what lesson you observed, ask pupils to hold their pupil books up in the air. If necessary, ask that the books be removed from cupboard and distributed as normal to pupils.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
11.	How many pupils have an exercise book for Hausa or English language? (Ask pupils to hold their Hausa or English language exercise books up in the air.)	Total number_____
		<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
12.	How many pupils have a pen/pencil? (Ask pupils to hold their pen/pencils up in the air.)	<input type="checkbox"/> All or most <input type="checkbox"/> Half or just over half <input type="checkbox"/> Less than half <input type="checkbox"/> Very few <input type="checkbox"/> None
13.	Are there sufficient seats and desks available for all pupils?	<input type="checkbox"/> Yes <input type="checkbox"/> No
14.	Does the teacher have a: <i>(Check as many as apply)</i>	
	<input type="checkbox"/> chalkboard <input type="checkbox"/> chalk for chalkboard <input type="checkbox"/> pen/pencil <input type="checkbox"/> notebook/exercise book <input type="checkbox"/> reference book or teacher's guide for Hausa  <input type="checkbox"/> whiteboard and markers <input type="checkbox"/> reflection journal <input type="checkbox"/> SUBEB Hausa curriculum <input type="checkbox"/> Lesson plan for the current day's lesson (could be a daily or weekly lesson plan or scheme of work document)	
	What unit of Mu <b>Karanta!</b> did the teacher teach in the observed lesson?	
	Term Number _____ Week Number _____ Lesson Number _____	

[Type here]

Indicate which of the following learning resources you observed in the class.. Specify the language(s) of materials if applicable:		
15.	Alphabet chart displayed	<input type="checkbox"/> None

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

[Type here]

# ANNEX 3. EGRA SUBTEST RESULTS BY STATE, GRADE, AND LGEA

The following tables present the weighted baseline and midline EGRA subtest results (percentage of youth scoring zero scores and mean scores) disaggregated by state, grade, and LGEA. The midline mean score values presented represent the adjusted scores after weighting and statistical equating using linear equating methods.

## ZERO SCORES:

### HAUSA SYLLABLE IDENTIFICATION: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA

<b>Bauchi</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>Baseline</b>		<b>Midline</b>	
			<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	578	76.8%	604	57.7%
		Alkaleri	47	90.0%	53	77.4%
		Bauchi	146	90.2%	148	69.8%
		Darazo	46	90.7%	50	54.5%
		Gamawa	30	64.7%	30	23.7%
		Ganjuwa	42	73.0%	46	63.1%
		Itas/Gadau	29	83.5%	28	40.8%
		Misau	43	52.8%	35	77.2%
		Ningi	86	94.8%	70	82.9%
		Shira	28	95.8%	36	63.9%

[Type here]

		Toro	81	27.9%	109	20.4%
<b>Bauchi</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	571	65.4%	597	34.9%
		Alkaleri	44	90.5%	55	34.9%
		Bauchi	136	61.9%	147	54.9%
		Darazo	46	81.2%	50	18.8%
		Gamawa	30	52.6%	30	12.8%
		Ganjuwa	45	64.9%	46	24.9%
		Itas/Gadau	29	66.5%	27	17.8%
		Misau	44	24.8%	35	58.2%
		Ningi	82	86.3%	70	56.0%
		Shira	28	87.5%	36	41.9%
		Toro	88	47.9%	101	4.6%
<b>Sokoto</b>	<i>Grade 2</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	593	80.8%	606	64.8%
		Dange Shuni	39	75.1%	55	63.2%
		Gada	58	94.2%	64	44.6%
		Gwadabawa	83	69.0%	62	78.1%
		Shagari	56	78.5%	50	46.4%
		Sokoto South	75	87.2%	69	45.2%
		Tambuwal	75	73.6%	69	59.3%
		Tangaza	38	96.8%	53	76.9%
		Wamakko	64	84.6%	70	92.8%

[Type here]

		Wurno	70	68.8%	67	75.9%
		Yabo	34	98.0%	46	62.0%
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	587	67.6%	601	36.9%
		Dange Shuni	42	72.1%	55	43.2%
		Gada	63	72.0%	64	14.8%
		Gwadabawa	79	79.7%	63	56.3%
		Shagari	56	69.9%	48	14.8%
		Sokoto South	74	69.8%	74	26.7%
		Tambuwal	74	47.3%	72	22.3%
		Tangaza	33	78.0%	54	44.0%
		Wamakko	65	59.1%	66	66.4%
		Wurno	67	57.0%	59	38.6%
		Yabo	34	89.2%	46	43.1%

**HAUSA FAMILIAR WORDS: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	<i>Grade 2</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	591	<b>79.2%</b>	604	69.2%
		Alkaleri	50	93.2%	53	77.4%
		Bauchi	146	90.1%	148	81.4%
		Darazo	46	89.3%	50	64.8%

[Type here]

		Gamawa	30	72.0%	30	55.7%
		Ganjuwa	44	72.9%	46	76.4%
		Itas/Gadau	29	90.1%	28	64.2%
		Misau	43	61.5%	35	90.0%
		Ningi	86	98.1%	70	88.0%
		Shira	28	95.8%	36	93.0%
		Toro	88	35.0%	109	26.0%
<b>Bauchi</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	584	<b>73.4%</b>	597	47.2%
		Alkaleri	52	93.8%	55	47.3%
		Bauchi	138	72.7%	147	73.2%
		Darazo	46	89.9%	50	34.8%
		Gamawa	30	66.0%	30	29.6%
		Ganjuwa	45	73.1%	46	32.8%
		Itas/Gadau	29	69.9%	27	34.0%
		Misau	44	39.6%	35	72.2%
		Ningi	85	96.2%	70	62.6%
		Shira	28	89.5%	36	62.2%
		Toro	88	47.6%	101	6.1%
<b>Sokoto</b>	<i>Grade 2</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	596	<b>88.9%</b>	606	80.8%
		Dange Shuni	39	89.8%	55	86.9%
		Gada	60	100.0%	64	63.3%

[Type here]



		Gwadabawa	83	77.7%	62	94.6%
		Shagari	56	87.0%	50	69.4%
		Sokoto South	75	95.2%	69	51.7%
		Tambuwal	75	82.2%	69	94.5%
		Tangaza	38	100.0%	53	82.3%
		Wamakko	65	91.8%	70	94.1%
		Wurno	70	80.9%	67	91.8%
		Yabo	34	98.0%	46	76.6%
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>74.9%</b>	601	57.9%
		Dange Shuni	42	80.7%	55	63.7%
		Gada	64	82.0%	64	23.1%
		Gwadabawa	79	77.7%	63	74.2%
		Shagari	56	80.6%	48	47.1%
		Sokoto South	74	76.2%	74	32.8%
		Tambuwal	75	60.3%	72	68.1%
		Tangaza	33	80.4%	54	62.6%
		Wamakko	65	73.7%	66	81.8%
		Wurno	67	60.5%	59	63.5%
		Yabo	34	93.9%	46	65.1%

### HAUSA ORAL READING FLUENCY: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA

	Baseline	Midline
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[Type here]

<b>Bauchi</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	588	<b>78.0%</b>	604	73.8%
		Alkaleri	50	89.4%	53	81.2%
		Bauchi	146	93.4%	148	90.0%
		Darazo	46	91.3%	50	71.5%
		Gamawa	30	71.3%	30	65.1%
		Ganjuwa	41	68.5%	46	80.0%
		Itas/Gadau	29	78.3%	28	68.1%
		Misau	43	59.2%	35	88.2%
		Ningi	86	98.1%	70	88.0%
		Shira	28	97.9%	36	92.7%
		Toro	88	28.4%	109	30.5%
<b>Bauchi</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	579	<b>72.2%</b>	597	49.9%
		Alkaleri	52	93.8%	55	50.9%
		Bauchi	138	72.7%	147	78.4%
		Darazo	46	91.3%	50	33.7%
		Gamawa	30	51.0%	30	29.6%
		Ganjuwa	43	71.7%	46	35.9%
		Itas/Gadau	29	69.4%	27	34.0%
		Misau	43	41.0%	35	79.3%
		Ningi	85	98.1%	70	63.2%
		Shira	28	89.6%	36	60.4%

[Type here]

		Toro	86	41.6%	101	9.6%
<b>Sokoto</b>	<i>Grade 2</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	596	<b>91.0%</b>	606	82.2%
		Dange Shuni	39	90.9%	55	77.9%
		Gada	60	100.0%	64	69.0%
		Gwadabawa	83	80.3%	62	94.6%
		Shagari	56	87.8%	50	79.4%
		Sokoto South	75	95.2%	69	51.8%
		Tambuwal	75	83.5%	69	91.8%
		Tangaza	38	100.0%	53	89.9%
		Wamakko	65	96.6%	70	92.2%
		Wurno	70	87.8%	67	93.6%
		Yabo	34	100.0%	46	81.9%
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>77.4%</b>	601	58.5%
		Dange Shuni	42	78.5%	55	61.0%
		Gada	64	85.1%	64	22.1%
		Gwadabawa	79	81.0%	63	74.2%
		Shagari	56	81.3%	48	51.8%
		Sokoto South	74	82.9%	74	26.7%
		Tambuwal	75	62.4%	72	70.1%
		Tangaza	33	78.0%	54	65.9%
		Wamakko	65	76.9%	66	81.8%

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		Wurno	67	64.1%	59	71.3%
		Yabo	34	93.9%	46	65.5%

**HAUSA READING COMPREHENSION: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	Grade	LGEA	N	Percent Zero Score	N	Percent Zero Score
	2	<i>Overall (State)</i>	588	<b>89.2%</b>	604	82.2%
		Alkaleri	50	96.6%	53	83.1%
		Bauchi	146	98.3%	148	94.9%
		Darazo	46	95.2%	50	83.7%
		Gamawa	30	83.3%	30	71.8%
		Ganjuwa	41	79.4%	46	83.3%
		Itas/Gadau	29	98.6%	28	76.7%
		Misau	43	88.0%	35	100.0%
		Ningi	86	98.1%	70	92.8%
		Shira	28	100.0%	36	96.4%
		Toro	88	58.6%	109	50.8%
<b>Bauchi</b>	Grade	LGEA	N	Percent Zero Score	N	Percent Zero Score
	3	<i>Overall (State)</i>	579	<b>81.5%</b>	597	59.7%
		Alkaleri	52	95.3%	55	54.2%
		Bauchi	138	79.6%	147	85.0%
		Darazo	46	98.0%	50	61.2%

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		Gamawa	30	76.2%	30	39.0%
		Ganjuwa	43	80.6%	46	44.1%
		Itas/Gadau	29	94.3%	27	49.0%
		Misau	43	71.4%	35	86.3%
		Ningi	85	98.1%	70	70.1%
		Shira	28	93.7%	36	65.8%
		Toro	86	50.5%	101	22.6%
<b>Sokoto</b>	<i>Grade 2</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	596	<b>94.3%</b>	606	89.9%
		Dange Shuni	39	95.5%	55	85.7%
		Gada	60	100.0%	64	81.0%
		Gwadabawa	83	85.4%	62	94.6%
		Shagari	56	93.5%	50	82.5%
		Sokoto South	75	98.5%	69	71.9%
		Tambuwal	75	90.9%	69	98.0%
		Tangaza	38	100.0%	53	98.8%
		Wamakko	65	96.6%	70	94.1%
		Wurno	70	91.3%	67	98.7%
		Yabo	34	100.0%	46	94.7%
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>85.6%</b>	601	69.3%
		Dange Shuni	42	89.3%	55	68.0%
		Gada	64	93.6%	64	50.4%

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	Gwadabawa	79	89.6%	63	79.5%
	Shagari	56	84.9%	48	53.1%
	Sokoto South	74	89.6%	74	45.3%
	Tambuwal	75	77.7%	72	79.2%
	Tangaza	33	87.8%	54	74.4%
	Wamakko	65	78.6%	66	87.4%
	Wurno			59	83.0%
	Yabo			46	73.2%

**HAUSA LETTER WRITING: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	Grade 2	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	591	<b>63.2%</b>	604	24.6%
		Alkaleri	50	71.5%	53	36.1%
		Bauchi	146	75.6%	148	38.4%
		Darazo	46	71.8%	50	13.0%
		Gamawa	30	46.0%	30	12.2%
		Ganjuwa	44	80.7%	46	37.9%
		Itas/Gadau	29	64.6%	28	21.4%
		Misau	43	30.3%	35	32.3%
		Ningi	86	76.4%	70	16.4%
		Shira	28	62.5%	36	19.4%
		Toro	88	33.8%	109	8.5%

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<b>Bauchi</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	584	<b>47.0%</b>	597	12.9%
		Alkaleri	52	71.1%	55	12.7%
		Bauchi	138	50.7%	147	21.7%
		Darazo	46	37.5%	50	10.0%
		Gamawa	30	40.0%	30	3.3%
		Ganjuwa	45	52.0%	46	11.0%
		Itas/Gadau	29	64.1%	27	11.6%
		Misau	44	23.3%	35	13.0%
		Ningi	85	64.5%	70	21.7%
		Shira	28	49.9%	36	7.8%
		Toro	88	19.7%	101	1.5%
<b>Sokoto</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	596	<b>46.6%</b>	606	38.1%
		Dange Shuni	39	47.7%	55	38.5%
		Gada	60	71.2%	64	40.0%
		Gwadabawa	83	50.1%	62	52.6%
		Shagari	56	33.9%	50	18.8%
		Sokoto South	75	37.1%	69	13.4%
		Tambuwal	75	40.1%	69	29.1%
		Tangaza	38	56.7%	53	40.8%
		Wamakko	65	45.6%	70	60.8%
		Wurno	70	30.8%	67	49.1%

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		Yabo	34	71.6%	46	33.4%
<b>Sokoto</b>	Grade 3	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>27.4%</b>	601	16.2%
		Dange Shuni	42	33.4%	55	19.8%
		Gada	64	47.4%	64	11.7%
		Gwadabawa	79	35.8%	63	20.1%
		Shagari	56	34.1%	48	3.2%
		Sokoto South	74	21.0%	74	9.4%
		Tambuwal	75	9.1%	72	13.2%
		Tangaza	33	26.6%	54	20.1%
		Wamakko	65	22.6%	66	25.9%
		Wurno	67	14.2%	59	18.0%
		Yabo	34	42.6%	46	21.6%

**HAUSA WORD WRITING: PERCENTAGE OF YOUTH WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	Grade 2	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	591	<b>86.4%</b>	604	61.9%
		Alkaleri	50	94.7%	53	75.9%
		Bauchi	146	87.0%	148	73.0%
		Darazo	46	96.6%	50	63.7%
		Gamawa	30	86.7%	30	32.4%
		Ganjuwa	44	88.5%	46	73.6%

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		Itas/Gadau	29	95.3%	28	44.7%
		Misau	43	82.3%	35	90.0%
		Ningi	86	98.1%	70	87.7%
		Shira	28	100.0%	36	68.2%
		Toro	88	57.1%	109	19.0%
<b>Bauchi</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	584	<b>73.7%</b>	597	39.5%
		Alkaleri	52	91.5%	55	38.9%
		Bauchi	138	69.3%	147	63.6%
		Darazo	46	86.5%	50	26.7%
		Gamawa	30	73.3%	30	16.9%
		Ganjuwa	45	74.9%	46	26.4%
		Itas/Gadau	29	90.5%	27	23.2%
		Misau	44	41.5%	35	70.2%
		Ningi	85	92.4%	70	62.1%
		Shira	28	87.5%	36	40.7%
		Toro	88	51.0%	101	1.5%
<b>Sokoto</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	596	<b>84.1%</b>	606	78.1%
		Dange Shuni	39	76.2%	55	77.9%
		Gada	60	99.0%	64	69.0%
		Gwadabawa	83	76.0%	62	88.0%
		Shagari	56	83.6%	50	44.2%

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		Sokoto South	75	85.7%	69	51.7%
		Tambuwal	75	74.8%	69	85.6%
		Tangaza	38	100.0%	53	92.0%
		Wamakko	65	88.5%	70	94.1%
		Wurno	70	73.9%	67	95.5%
		Yabo	34	98.0%	46	77.0%
<b>Sokoto</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	590	<b>64.9%</b>	601	52.3%
		Dange Shuni	42	75.3%	55	51.4%
		Gada	64	75.7%	64	24.5%
		Gwadabawa	79	68.6%	63	72.2%
		Shagari	56	70.7%	48	18.9%
		Sokoto South	74	62.8%	74	32.9%
		Tambuwal	75	52.1%	72	59.6%
		Tangaza	33	69.6%	54	59.6%
		Wamakko	65	62.3%	66	82.5%
		Wurno	67	48.0%	59	58.0%
		Yabo	34	79.8%	46	59.5%

**ENGLISH FAMILIAR WORDS: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

	<b>Baseline</b>	<b>Midline</b>
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<b>Bauchi</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	582	<b>77.0%</b>	597	44.9%
		Alkaleri	52	90.5%	55	44.4%
		Bauchi	138	82.9%	147	71.8%
		Darazo	45	86.4%	50	28.8%
		Gamawa	30	68.1%	30	23.0%
		Ganjuwa	45	65.3%	46	27.7%
		Itas/Gadau	29	77.1%	27	30.0%
		Misau	43	45.9%	35	81.5%
		Ningi	85	100.0%	70	57.5%
		Shira	28	89.6%	36	59.2%
		Toro	88	53.3%	101	6.1%
<b>Sokoto</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	590	<b>81.3%</b>	601	60.8%
		Dange Shuni	42	81.8%	55	77.6%
		Gada	64	91.5%	64	36.5%
		Gwadabawa	79	83.7%	63	78.2%
		Shagari	56	84.9%	48	58.3%
		Sokoto South	74	84.7%	74	26.7%
		Tambuwal	75	62.4%	72	64.8%
		Tangaza	33	83.1%	54	65.0%
		Wamakko	65	83.4%	66	78.3%
		Wurno	67	74.8%	59	65.6%

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		Yabo	34	91.9%	46	65.1%
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**ENGLISH LISTENING COMPREHENSION: PERCENTAGE OF YOUTH WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	Grade 3	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	584	<b>64.2%</b>	597	78.4%
		Alkaleri	52	89.5%	55	69.1%
		Bauchi	138	95.1%	147	95.1%
		Darazo	46	90.5%	50	90.0%
		Gamawa	30	27.4%	30	82.2%
		Ganjuwa	45	12.9%	46	84.6%
		Itas/Gadau	29	74.1%	27	92.4%
		Misau	44	25.2%	35	67.0%
		Ningi	85	74.0%	70	57.8%
		Shira	28	100.0%	36	84.6%
		Toro	88	20.8%	101	61.7%
<b>Sokoto</b>	Grade 3	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>96.5%</b>	601	82.4%
		Dange Shuni	42	89.3%	55	77.1%
		Gada	64	100.0%	64	69.7%
		Gwadabawa	79	98.0%	63	100.0%

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	Shagari	56	97.2%	48	56.4%
	Sokoto South	74	98.5%	74	62.5%
	Tambuwal	75	93.4%	72	98.1%
	Tangaza	33	96.3%	66	86.7%
	Wamakko	65	95.2%	59	94.9%
	Wurno	67	98.2%	46	79.5%
	Yabo	34	95.3%	55	77.1%

**ENGLISH ORAL READING FLUENCY: PERCENTAGE OF LEARNERS WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			Baseline		Midline	
<b>Bauchi</b>	Grade 3	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	584	<b>74.4%</b>	597	60.0%
		Alkaleri	52	96.7%	55	59.3%
		Bauchi	138	76.4%	147	83.5%
		Darazo	46	91.9%	50	38.8%
		Gamawa	30	65.3%	30	37.1%
		Ganjuwa	45	68.6%	46	39.7%
		Itas/Gadau	29	71.8%	27	32.6%
		Misau	44	44.4%	35	81.2%
		Ningi	85	96.6%	70	61.4%
		Shira	28	79.1%	36	64.0%
		Toro	88	47.9%	101	15.0%

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<b>Sokoto</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	590	<b>82.4%</b>	601	72.8%
		Dange Shuni	42	83.9%	55	76.2%
		Gada	64	91.5%	64	34.2%
		Gwadabawa	79	82.3%	63	78.2%
		Shagari	56	85.6%	48	80.5%
		Sokoto South	74	85.9%	74	31.4%
		Tambuwal	75	69.0%	72	81.1%
		Tangaza	33	80.4%	54	70.7%
		Wamakko	65	88.4%	66	85.3%
		Wurno	67	71.1%	59	72.2%
		Yabo	34	92.6%	46	73.2%

**ENGLISH READING COMPREHENSION: PERCENTAGE OF YOUTH WITH ZERO SCORES AT BASELINE AND MIDLINE, BY STATE, GRADE AND LGEA**

			<b>Baseline</b>		<b>Midline</b>	
<b>Bauchi</b>	<b>Grade 3</b>	<b>LGEA</b>	<b>N</b>	<b>Percent Zero Score</b>	<b>N</b>	<b>Percent Zero Score</b>
		<i>Overall (State)</i>	584	<b>90.3%</b>	597	74.9%
		Alkaleri	52	100.0%	55	77.5%
		Bauchi	138	98.2%	147	88.4%
		Darazo	46	98.6%	50	87.5%
		Gamawa	30	94.7%	30	74.9%
		Ganjuwa	45	81.9%	46	53.1%
		Itas/Gadau	29	95.2%	27	74.2%

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		Misau	44	84.4%	35	88.2%
		Ningi	85	100.0%	70	68.0%
		Shira	28	93.7%	36	88.2%
		Toro	88	61.5%	101	53.3%
<b>Sokoto</b>	<i>Grade 3</i>	LGEA	N	Percent Zero Score	N	Percent Zero Score
		<i>Overall (State)</i>	590	<b>97.8%</b>	601	85.0%
		Dange Shuni	42	100.0%	55	88.7%
		Gada	64	100.0%	64	77.4%
		Gwadabawa	79	96.7%	63	91.4%
		Shagari	56	97.8%	48	82.3%
		Sokoto South	74	100.0%	74	64.3%
		Tambuwal	75	92.6%	72	96.7%
		Tangaza	33	100.0%	54	85.1%
		Wamakko	65	98.4%	66	93.7%
		Wurno	67	96.4%	59	87.1%
		Yabo	34	100.0%	46	84.4%

## MEAN SCORES:

### HAUSA ORAL READING FLUENCY MEAN SCORES BY STATE, GRADE AND LGEA

	Baseline	Midline
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[Type here]

<b>Bauchi</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>
		<i>Overall (State)</i>	588	3.0	604	7.3
		Alkaleri	50	1.7	53	6.8
		Bauchi	146	0.8	148	2.1
		Darazo	46	1.0	50	5.9
		Gamawa	30	1.5	30	9.8
		Ganjuwa	41	4.3	46	7.8
		Itas/Gadau	29	0.7	28	9.0
		Misau	43	2.8	35	0.6
		Ningi	86	0.2	70	2.5
		Shira	28	0.0	36	0.9
		Toro	88	13.1	109	21.3
<b>Sokoto</b>	<b>Grade 2</b>	<b>LGEA</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>	<b>Weighted N</b>	<b>Mean Score (CWPM)</b>
		<i>Overall (State)</i>	596	1.9	606	3.5
		Dange Shuni	39	1.3	55	4.6
		Gada	60	0.0	64	6.0
		Gwadabawa	83	4.7	62	2.2
		Shagari	56	1.5	50	5.4
		Sokoto South	75	0.4	69	10.0
		Tambuwal	75	4.7	69	0.8

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		Tangaza	38	0.0	53	1.2
		Wamakko	65	0.9	70	1.3
		Wurno	70	2.7	67	1.1
		Yabo	34	0.0	46	1.9
			<b>Baseline</b>		<b>Midline</b>	
<b>Bauchi</b>	<i>Grade</i> 3	LGEA	Weighted N	Mean Score (CWPM)	Weighted N	Mean Score (CWPM)
		<i>Overall (State)</i>	579	5.1	597	18.1
		Alkaleri	52	0.9	55	18.1
		Bauchi	138	6.1	147	6.5
		Darazo	46	1.6	50	16.9
		Gamawa	30	2.9	30	25.6
		Ganjuwa	43	6.6	46	25.6
		Itas/Gadau	29	2.4	27	24.7
		Misau	43	8.6	35	3.8
		Ningi	85	0.2	70	9.5
		Shira	28	0.8	36	12.8
		Toro	86	13.2	101	40.9
<b>Sokoto</b>	<i>Grade</i> 3	LGEA	Weighted N	Mean Score (CWPM)	Weighted N	Mean Score (CWPM)
		<i>Overall (State)</i>	590	4.9	601	10.6

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	Dange Shuni	42	4.1	55	8.2
	Gada	64	1.6	64	19.3
	Gwadabawa	79	4.6	63	6.9
	Shagari	56	4.2	48	15.9
	Sokoto South	74	4.2	74	19.8
	Tambuwal	75	8.6	72	6.6
	Tangaza	33	3.6	54	9.2
	Wamakko	65	4.8	66	5.3
	Wurno	67	8.8	59	6.8
	Yabo	34	1.2	46	7.1

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# ANNEX 4: REGRESSION TABLES FOR STUDENT AND TEACHER CHARACTERISTICS

## PRIMARY 2

Multiple Regression Analysis Table for Variables Predicting Primary 2 Student Achievement on Hausa Oral Reading Fluency in Bauchi

<i>Bauchi</i>	<i>Model 1</i>			<i>Model 2</i>			<i>Model 3</i>			<i>Model 4</i>		
	<i>Demographic Characteristics</i>			<i>Student Characteristics</i>			<i>Teacher Characteristics</i>			<i>Student &amp; Teacher Characteristics</i>		
<i>Variable</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Sex (Female=2)	-3.96	1.374	-.117**	-3.35	1.38	-.096	-3.93	1.32	-.116**	-3.54	1.34	-.104**
Age	-.030	.047	-.026	-	-	-	-	-	-			
Absent one day or more last week (Yes=2)				-4.41	1.53	-0.116**				-4.61	1.509	-.121**
Practice reading or writing at home (Every day or Sometimes=1)				4.97	1.89	0.133**				2.266	1.92	.061

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Read to by someone at home (Every day or sometimes = 1)				1.79	1.96	.047				1.01	1.945	.026
Attended Kinder before P1 (Yes=2)				4.18	1.33	0.127**				3.33	1.35	.101*
Ate something before school (Yes=2)				4.62	2.04	0.094*				3.73	2.03	.076
Drank something before school (Yes=2)				-2.25	1.58	-0.058				-0.714	1.57	-0.019
Teacher Best Practices Index Score							.375	1.11	0.014	1.44	1.14	.055
Total years of teaching experience							.134	.093	.061	.176	.093	.08
Pre-Service Training on Hausa Reading (Yes=2)							-1.11	1.60	-.033	-1.09	1.61	-.032

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In-Service Training on Hausa Reading (Yes=2)							6.38	1.815	0.163**	4.99	1.89	.128**
Class Duration (in minutes)							.719	.122	.245**	.56	.131	.191**
Absent one day or more last week (Yes=2)							-.132	1.852	-.003	.100	1.865	.003
Frequency of school administrator observations (0=Never to 9=Every day)							.512	.571	.038	.456	.582	.034
Geographic Area (Rural=2)							-3.55	1.5	-.105	-3.09	1.51	-.091*
$R^2$	.014		0.090			0.131			.167			
$F$ for change in $R^2$	4.416*		8.075**			9.627**			7.376**			

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

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*Multiple Regression Analysis Table for Variables Predicting Primary 2 Student Achievement on Hausa Oral Reading Fluency in Sokoto*

Sokoto	Model 1			Model 2			Model 3			Model 4		
	Demographic Characteristics			Student Characteristics			Teacher Characteristics			Student & Teacher Characteristics		
Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Sex (Female=2)	-0.262	0.77	-0.014	-0.524	0.753	-0.028	-.411	.772	-.022	-.641	.758	-.034
Age	-0.023	0.025	-0.038	-	-	-	-	-	-	-	-	-
Absent one day or more last week (Yes=2)				-1.09	0.778	-0.056				-.829	.803	-.043
Practice Reading & Writing at Home (Every day or Sometimes=1)				2.58	0.916	.136**				2.482	.923	.131**

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Read to by someone at home (Every day or sometimes =1)				2.01	0.903	0.107*				1.57	.919	.084
Attended Kinder before P1 (Yes=2)				1.322	0.727	0.074				.606	.753	.034
Ate something before school (Yes=2)				0.480	1.002	0.022				.455	1.033	.021
Drank something before school (Yes=2)				2.073	1.068	0.089				2.55	1.08	.109*
Teacher Best Practices Index Score							.783	.430	.085	.665	.425	.072
Total years of teaching experience							-.09	.059	-.066	-.105	.059	-.077
Pre-Service Training on Hausa Reading (Yes=2)							.943	.912	.049	.848	.896	.044

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In-Service Training on Hausa Reading (Yes=2)							-4.825	2.728	-.08	-4.50	2.681	-.075
Class Duration (in minutes)							.248	.052	.200**	.220	.052	.178**
Absent one day or more last week (Yes=2)							-2.94	.965	-.146**	-2.74	.951	-.136**
Frequency of school administrator observations (0=Never to 9=Every day)							.32	.241	.061	.345	.237	.066
Geographic Area (Rural=2)							-.311	.774	-.017	-.279	.782	-.015
$R^2$	.002			0.073			.081			.138		

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F for change in $R^2$	0.512	6.588**	5.395**	5.792**
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\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

### PRIMARY 3

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*Multiple Regression Analysis Table for Variables Predicting Primary 3 Student Achievement on Hausa Oral Reading Fluency in Bauchi*

<i>Bauchi</i>	<i>Model 1</i>			<i>Model 2</i>		
	<i>Demographic Characteristics</i>			<i>Student Characteristics</i>		
Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Sex (Female=2)	-5.84	1.99	-.120**	-5.09	1.861	-.104**
Age	-.051	.08	-.026	-	-	-
Absent one day or more last week (Yes=2)				-10.61	2.213	-.185***

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Practice reading or writing at home (Every day or Sometimes=1)				16.10	3.08	.26***
Read to by someone at home (Every day or sometimes =1)				-.719	2.95	-.012
Attended Kinder before P1 (Yes=2)				5.41	1.89	.112**
Ate something before school (Yes=2)				3.23	2.56	.05
Drank something before school (Yes=2)				-.94	2.14	-.017
Geographic Area (Rural=2)				-4.69	1.87	-.096*
$R^2$	.016			.165		

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<i>F</i> for change in $R^2$	4.676*	14.348***
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\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

*Multiple Regression Analysis Table for Variables Predicting Primary 3 Student Achievement on Hausa Oral Reading Fluency in Sokoto*

<i>Sokoto</i>	<i>Model 1</i>			<i>Model 2</i>		
	<i>Demographic Characteristics</i>			<i>Student Characteristics</i>		
<i>Variable</i>	<i>B</i>	<i>SE B</i>	$\beta$	<i>B</i>	<i>SE B</i>	$\beta$
Sex (Female=2)	-2.44	1.38	-.072	-1.948	1.356	-.057
Age	-.055	.042	-.053	-	-	-

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Absent one day or more last week (Yes=2)				- .617	1.421	-.017
Practice reading or writing at home (Every day or Sometimes=1)				5.547	1.661	.154**
Read to by someone at home (Every day or sometimes = 1)				1.438	1.501	.042
Attended Kinder before P1 (Yes=2)				3.431	1.376	.102*
Ate something before school (Yes=2)				1.627	1.681	.044
Drank something before school (Yes=2)				.945	1.758	.025
Geographic Area (Rural=2)				-3.546	1.377	-.107*

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$R^2$	.008	.076
$F$ for change in $R^2$	2.38	6.007***

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

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