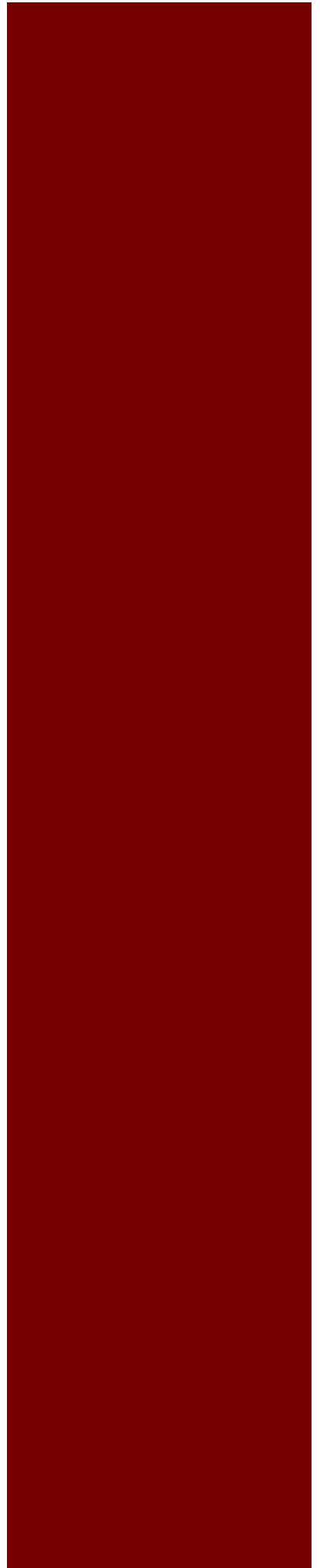




FLORIDA STATE UNIVERSITY



# CONSULTANCY SERVICE TO PROMOTE EARLY GRADE READING IN BORNO AND YOBE STATES

Final Report Submitted to  
The United Nations Children's Fund  
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Drs. Ana H. Marty, Adrienne E. Barnes and Stephanie S. Zuilkowski  
Learning Systems Institute  
The Florida State University

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## Acronyms

CV	Curriculum Vitae
DFID	Department for International Development
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FSU	Florida State University
HT	Head Teacher
KARI	Kanuri Arithmetic and Reading Intervention
LGEA	Local Government Education Authority
LOF	Lesson Observation Form
MT	Master Trainer
MMC	Maiduguri Metropolitan Council
M&M	Monitoring and Mentoring
MoRA	Ministry of Religious Affairs
P1	Primary 1
P2	Primary 2
P3	Primary 3
PLAN	Plan International
PLC	Professional Learning Communities
POF	Post Observation Form
RANA	Reading and Numeracy Activity
RCT	Randomized Control Trial
STC	Save The Children
SUBEB	State Universal Basic Education Board
TOT	Training of Trainers
UNICEF	United Nations Children's Fund

## Executive Summary

From January to August of 2019, a team of literacy specialists, educators and monitoring and evaluation experts from the Learning Systems Institute at Florida State University provided technical assistance to UNICEF to promote early grade reading in northeast Nigeria. The specific goal was to support UNICEF in the piloting of the Kanuri version of the Reading and Numeracy Activity (RANA) for pupils in grades 1 – 3 in selected public primary and integrated Quranic schools in Borno and Yobe states. In addition, the team was to provide Kanuri language teaching and learning materials for pupils and teachers as well as training and ongoing school level mentoring support in both languages to teachers.

The team was composed of Dr. Ana H. Marty, Associate in Research at the Learning System Institute and Early Learning and Development Specialist and Dr. Adrienne E. Barnes, Literacy and Pedagogy Specialist. Also part of the team were Dr. Helen Boyle, former Assistant Professor at FSU and current Director of Program Strategy for the International Development Division at Education Development Center and Dr. Stephanie Zuilkowski, Associate Professor at FSU and Monitoring and Evaluation expert.

The main activities for this project can be grouped in three main categories:

1. Curriculum development
  - a. Development of scope and sequence for Kanuri curricula
  - b. Adaptation/translation to Kanuri of the Reading and Numeracy Activity (RANA) for pupils in grades 1 – 3
  - c. Validation of Kanuri curricular package
2. Capacity Building
  - a. Training of MTs and teachers on the Kanuri curricular materials and methodology
  - b. Training of MTs, QAOs and HTs on the Mentoring and Monitoring methodology
  - c. Training of assessors on data collection tools
3. Randomized Control Trial
  - a. Ten-week implementation of the Term 1 P2 Kanuri curricular package
  - b. Twenty out of 38 schools implementing KARI
  - c. Three monitoring and mentoring visits to teachers implementing KARI
  - d. Administration of EGRA, EGMA and Interview protocol at the end of the 10-week of implementation

It was projected to collect data on 760 P2 pupils yet complete EGRA and EGMA data was collected on 711 children distributed between 18 control and 20 implementation schools. Although no statistically significant differences were found between the intervention and control group at the end of the pilot study, several interesting variances deserve attention:

1. The intervention group performed slightly higher in the Letter-sound ID and Syllable ID subtasks of the EGRA.
2. Boys performed slightly better than girls in all the subtasks except Listening Comprehension.
3. The intervention group performed slightly higher in the Number ID, Number Discrimination, Addition and Subtraction (Level 1) subtasks of the EGMA.

4. Boys performed slightly better than the girls in all the subtasks of the EGMA.

Some of the challenges the FSU team faced during this consultancy were related to the Holidays and election-related activities, which significantly impacted the timeline of all activities. Unfortunately, the implementation of the KARI curricula was the RCT component most affected as only seven of 10 planned weeks of instruction took place. In addition, a travel ban by the U.S. Embassy in Abuja paused all travel of the FSU team to Maiduguri during an important period of training and materials development. However, our small team was successful in completing the scope of work, developing a high-quality curricular package and handing all the deliverables agreed on the contract.

Based on the experiences of this consultancy, the FSU team recommends implementing the KARI curriculum for a full year with three data collection windows: baseline, midline, and endline assessments (EGRA, EGMA and curriculum-based measures). This full-year implementation should include a strong mentoring and monitoring component of the curriculum to better support the teachers. The numeracy component should be expanded to include three lessons per week with shorter read aloud stories in order to provide a solid foundation of numeracy instruction for the pupils. Another recommendation is to increase the MT and Data Collection teams by including more COE instructors and COE upper level or graduate students, respectively. Finally, we suggest considering the creation of professional learning communities (PLCs) at the school and LGEA levels in order to provide teachers with continuous professional development and direct training on evidence-based reading instructional practices.

This report provides a detail account of all the activities implemented during this 8-month consultancy as well as the results of the Randomized Control Trial. In addition, the successes, lessons learned, challenges and recommendations are presented. It is important to highlight that the newly developed and validated teaching and learning materials in Kanuri was named Kari Arithmetic and Reading Intervention (KARI). The FSU team is submitting this report to DFID and UNICEF-Nigeria and welcomes feedback and suggestions for making this report and the findings and recommendations wherein more useful for improving the literacy outcomes of the children of Borno and Yobe States.

## **Introduction**

Nigeria's Education Data Survey (NEDS) from 2015 points to a literacy crisis in Northern Nigeria: 27.6% children are literate in North East (26.8% for female) compared to 73.3% in South West (74.7% for female). The crisis extends to numeracy as well where 28.6% children are numerate in the North East (27.9% for female) compared to 82.8% in the South West (83.5% for female). Under this study, children were considered literate if they could read at least one of three words in English or one of three National languages on a presented flashcard and numerate if they were able to sum a single-digit addition problem. Echoing these results, USAID's Northern Education Initiative Plus (NEI+) baseline results from 2016 indicate that in Sokoto, 91% of P2 pupils and 77.4% of P3 pupils could not read a single word in a passage (zero score). Similar results were found in Bauchi state. The operating climate for development assistance projects and indeed for state and local government initiatives to address the literacy and numeracy crisis is difficult to say the least due to decades of development neglect combined with the more recent violence caused by Boko Haram, which has caused hundreds of thousands of people to flee their homes, further contributing to the current education crisis in North East.

Having worked in these areas, the Learning Systems Institute at Florida State University team understands the challenges to demonstrating learning gains in early literacy. While the Education Crisis Response (ECR) project has reported some gains, their reports have not yet been formally released. RANA, on the other hand, has reported encouraging gains and these gains may provide the basis for learning what works and expanding that to other states and communities.

## **Summary of Activities**

The goal of this consultancy was to support UNICEF in the piloting of the Reading and Numeracy Activity (RANA) for pupils in grades 1 to 3 in selected public primary and integrated Quranic schools in Borno and Yobe states. The specific objectives of this project were:

- Develop Early Grade Reading materials in Kanuri
- Pilot the Early Grade Reading - Kanuri Curricular Package
- Provide teaching and learning materials for pupils and teachers
- Provide training and ongoing school level mentoring support to teachers

This consultancy was divided up into three main components: Capacity Building, Curriculum Development and Randomized Control Trial.

### **Capacity Building**

#### **Selection of Master Trainers**

FSU worked with UNICEF to develop the criteria for the selection of government officials (from the University of Maiduguri, State University of Yobe, Kisham Ibrahim College of Education, SUBEB and other relevant institutions) to be trained as master trainers. It was important to select excellent and committed trainers, as they were critical in effectively rolling out the KARI curricular package and

methodology as well as the Monitoring and Mentoring materials. The set of skills and traits of effective literacy trainers agreed by the institutions and partners was:

- Bachelor’s degree in Education or related field (Masters or Ph.D. preferred)
- Previous experience with projects on reading and/or numeracy
- Familiarity with student-centered teaching strategies
- Willing to complete a short assessment
- Community recognition and institutional connection
- Availability for intensive periods of training
- Written and oral communication skills in English and Kanuri required, Hausa desirable

The interested candidates sent us their Curriculum Vitae, which we carefully examined to determine eligibility. It was surprising to receive few CVs of candidates with Bachelor’s or Advanced Degrees in Early or Elementary Education. In light of this weakness, our team focused on candidates with evidence of teaching, education degrees, and Kanuri language proficiency. Before starting the trainings, representatives from UNICEF, PLAN and STC administered a short written test to verify the Kanuri oral, reading and writing skills of the candidates. In addition, a short interview was conducted to assess their oral language skills in Kanuri.

### **Training of Trainers on the KARI**

The objective of this activity was to build the capacity of the selected Master Trainers in using the KARI materials and methodology, and to ensure that they were competent to independently lead a Step Down training for P1, P2 and P3 teachers. During this training, the MTs developed depth of understanding and specific details about the two components of the KARI curriculum: Reading and Numeracy Read-Aloud stories. The MTs also had the opportunity to learn about the five components of reading, the gradual release model for instruction, how to promote oral language development and writing, and ways to create a print-rich classroom environment. A variety of training strategies were used during the training sessions including lectures, lesson demonstrations, modeling and fishbowl discussions. In small and large groups, the participants had many opportunities to practice the literacy and numeracy lessons, with special emphasis on those developed for P2 pupils. At the end of the training, the MTs had a set of materials to use in the Step-Down trainings. These materials included a Training Manual with session notes, guidance notes for replicating the training and master handouts for duplication. In addition, each MT made a set of instructional aids (i.e., Kanuri alphabet chart, syllable flash cards, comprehension glove) to show the teachers what and how to use simple materials to enrich the lessons and their classrooms.

TOT on KARI	
Date of activity	March 14 – 22, 2019
Location	Barwee Hotel, Maiduguri, Borno State
Time	8:30AM – 5:00PM
Number of Master Trainers	19 (2 females)
Facilitators	Drs. Ana H. Marty and Marion Fesmire

## **Training of Trainers on Monitoring and Mentoring**

The objective of this training was to build the capacity of the MTs in using the M&M model and materials and to ensure that they were competent to independently lead a Step Down training for Quality Assurance Officers and Head Teachers. The training covered two main components: how to carry out classroom observations (monitoring) and how to mentor the teachers that were implementing the KARI in P2 classrooms. Although the foundations of monitoring and mentoring were presented in the training, topics such as the characteristics of an excellent mentor, etiquette to follow when conducting a classroom observation and effective ways to conference with the teachers had special emphasis in the training agenda. Practice with the monitoring tools as well as a variety of opportunities to rehearse responsive mentoring strategies to use with the teachers after observing the lessons occupied the majority of the time. Strong MTs demonstrated some of the P2 lessons which the participants observed using the monitoring tool. Videos of P1, P2 and P3 RANA lessons provided by FHI360 were used for observations and to identify teacher's needs for mentoring. This TOT had a strong focus on calculating interrater reliability. After each lesson demonstration or video lesson, detailed in-depth debriefs were held to compare the results collected with the LOF across the MTs doing the same task. Differences in observations were discussed providing opportunities for the MTs to explain the rationale for ratings.

This TOT was held in Abuja due to the inability of our staff to travel after the US Embassy and Consulate in Nigeria released a 'No Travel' alert to Borno State. This affected the FSU team's original training agenda and the MTs did not have the opportunity to observe literacy lessons in local schools. Instead, the MTs practiced mentoring sessions applying responsive strategies to support the teachers after viewing a video of a RANA lesson. At the end of the training, the MTs had a set of materials to use in their Step-Down trainings. These materials included a Training Manual with session notes and a separate Manual (Annexes) with guidance notes for replicating the training. In addition, they received copies of the monitoring and mentoring tools and black and white copies of the slides used for the TOT. While we realize that the MTs are likely to train in difficult conditions, without electricity for an LCD projector, we felt important for them to have good copies of the slides which could be displayed on flip charts or on the training venue walls when they step-down the training. Those MTs with access to a LCD projector received a Google Drive link to access the electronic copy of the slides. This link also allowed the MTs to download the materials received at the end of the training in case they needed to have additional copies.

TOT on M&M	
Date of activity	March 20 – 23, 2019
Location	PTD Hotel, Abuja, Federal Capital Territory
Time	9:00AM – 5:00PM
Number of Master Trainers	6 (1 female)
Facilitators	Drs. Helen Boyle and Stephanie Zuilkowski

## **Step-Down training on the KARI Curricular Package**

The Step-Down trainings on the RANA – Kanuri materials and methodology were delivered by the MTs who attended the TOT in March. UNICEF, STC and PLAN organized eight Step-Down trainings, eight

in Borno and one in Yobe. Representatives of these three organizations monitored the Step-Down trainings using the observation form developed by FSU. Originally, FSU was going to conduct monitoring visits in Borno and Yobe but the ‘No Travel’ alert released by the US Embassy and Consulate in Nigeria put a stop to those plans. In light of this unexpected development, FSU, UNICEF, STC and PLAN developed an observation plan in which the MTs were observed in various contexts while training on all of the key segments of the KARI training package. The MTs were organized in pairs to deliver the step-down training. Each pair on MTs trained approximately 30 P1, P2, and P3 teachers who work at the schools selected for the pilot. It was pivotal to observe that the MTs were following the content and format of the TOT and used the Training Manual and guidance notes to accurately replicate it for the teachers. The representatives from UNICEF, STC and PLAN who observed the MTs delivering the training shared their feedback during a short, individual conference at the end of each training day.

Step-Down trainings on the KARI		
	Borno	Yobe
Date of activity	April 8-12, 2019	April 15-19, 2019
Location	Various schools in MMC	School in Damaturu
Time	8:30AM – 5:00PM	8:30AM – 5:00PM
Number of Teachers	196 (115 females)	35 (17 females)
Facilitators	Master Trainers	Master Trainers
Monitors	Partners (UNICEF, PLAN, STC)	UNICEF

### Step-Down Training on Monitoring and Mentoring

The Step-Down trainings on the Mentoring and Monitoring Package for the RANA-Kanuri implementation were delivered to selected Quality Assurance Officers and Head Teachers by the six MTs who attended the TOT. A total of three Step-Down trainings –two in Borno and one in Yobe, were organized by UNICEF, STC and PLAN. Representatives of these three organizations monitored the Step-Down trainings using an observation form developed by FSU. Originally, FSU was going to conduct monitoring visits in Borno and Yobe but the ‘No Travel’ alert released by the US Embassy and Consulate in Nigeria was still in effect. In light of this unexpected development, FSU UNICEF, STC and PLAN developed an observation plan in which the MTs were observed in various contexts while training on all of the key segments of the KARI training package. The MTs were organized in pairs to deliver the step-down trainings. In Borno, each pair on MTs trained close to 20 QAOs and HTs and the team in Yobe trained 13 QAOs and HTs. It was pivotal to observe that the MTs were following the content and format of the TOT and used the Training Manual and guidance notes they received at the end of the master training to replicate it for the QAOs and HTs. The representatives from UNICEF, STC and PLAN who observed the MTs delivering the training shared their feedback during a short, individual conference at the end of each training day.

Step-Down Trainings on Monitoring and Mentoring		
	Borno	Yobe
Date of activity	March 28-30, 2019	March 28-31, 2019

Time	8:30AM – 5:00PM	8:30AM – 5:00PM
Number of Teachers	37 (7 females)	13 (0 females)
Facilitators	Master Trainers	Master Trainers
Monitors	Partners (UNICEF, PLAN, STC)	UNICEF

### **Refresher Trainer on the KARI Curricular Package**

The objective of this activity was to provide training on the validated Kanuri Curricular Package (KARI) and Methodology. Out of the 24 Master Trainers that attended, six of them were new to program. During this training, the MTs reviewed the two components of the KARI curriculum: Reading and Numeracy Read-Aloud stories. The MTs had the opportunity to see how the five components of reading and the gradual release model for instruction are the core of the curricular package. In addition, they continued exploring how to promote oral language development and writing, and ways to create a print-rich classroom environment. The majority of the training strategies used in the first TOT were incorporated into the refresher training. The attendants participated in lectures, lesson demonstrations, modeling, and fishbowl discussions. In small and large groups, they had many opportunities to practice teaching the literacy and numeracy lessons developed for P1, P2 and P3 pupils. A different feature in this Refresher Training was that some of the more experienced MTs led some of the training sessions. Although a second round of step-down trainings was not part of this consultancy, it was important to ensure that this team was competent to independently lead Step Down trainings for P1, P2 and P3 teachers working at the 38 schools which are part of the program. At the end of the refresher training, the MTs possessed a set of materials for use in future Step-Down trainings. These materials included a Training Manual with session notes, guidance notes for replicating the training, and masters of handouts for duplication. In addition, each MT made a set of instructional aides (i.e., Kanuri alphabet chart, syllable flash cards, comprehension gloves, a mobile Kanuri alphabet, and a hundred chart for use with the numeracy lessons) to show the teachers what and how to use simple materials to enrich the lessons and their classrooms.

Refresher Training on KARI	
Date of activity	August 5 - 10, 2019
Location	Barwee Hotel, Maiduguri, Borno State
Time	8:30AM – 5:00PM
Number of Master Trainers	24 (5 females)
Facilitators	Drs. Ana H. Marty and Adrienne E. Barnes

### **Refresher Trainer on Monitoring and Mentoring**

The objective of this training was to train on the M&M model and materials for the validated KARI curricular package and methodology with experienced and new MTs. Out of the 29 Master Trainers that attended, 23 of them were new to the M&M component. As in the first training, we discussed with the participants the foundations of monitoring and mentoring. Specifically, we thoroughly trained on how to carry out classroom observations (monitoring) and how to mentor the teachers that will implement the KARI in P1, P2 and P3 classrooms. The training agenda provided ample and varied opportunities to practice with the monitoring tools and to rehearse responsive mentoring strategies to use with the

teachers after observing the lessons. Four experienced MTs demonstrated a P1, P2 and P3 lesson each so the participants could have a clear idea of the KARI methodology. Also, the MTs were able to practice with the monitoring tool. We used videos of P1, P2 and P3 RANA lessons as training tools. After showing a video lesson, the MTs practiced a mentoring session based on what they saw. For this, one MT assumed the role of the teacher and the other MT assumed the mentor role. The trainer walked around to provide feedback and support as needed. On the last day of the training, the 29 MTs visited two local schools to observe a live literacy lesson. Although schools were enjoying the Holiday Break, we were able to observe non-formal centers in operation. After the school visit, the MTs discussed the ratings on their Lesson Observation Form and practiced a mentoring session based on what they saw in the classrooms. For this, one MT assumed the role of the teacher and the other MT assumed the mentor role. As we did in the first TOT, this training had a strong focus on calculating interrater reliability. After each lesson demonstration, video lesson, and school visit detailed in-depth debriefs were held to compare the results collected with the LOF across the MTs doing the same task. Differences in observations were discussed providing opportunities for the MTs to explain the rationale for ratings.

At the end of the training, the MTs possessed a set of materials to use in their Step-Down trainings. These materials included a Training Manual with session notes and a separate Manual (Annexes) with guidance notes for replicating the training. In addition, they received copies of the monitoring and mentoring tools, handouts, and black and white copies of the slides used for the TOT. As we realize that the MTs might train in difficult conditions, without electricity for an LCD projector, we felt important for them to have good copies of the slides which can be displayed on flip charts or on the training venue walls when they step-down the training. Those MTs with access to an LCD projector received a Google Drive link to access the electronic copy of the slides. This link also allowed the MTs to download the materials received at the end of the training in case they needed to have additional copies.

Refresher Training on M&M	
Date of activity	August 19 - 21, 2019
Location	Barwee Hotel, Maiduguri, Borno
Time	8:30AM – 5:00PM
Number of Master Trainers	29 (3 females)
Facilitator	Dr. Ana H. Marty

### **Training on Data Collection Tools**

The tools selected to collect the necessary student data at the end of the pilot were the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA). The EGRA is an assessment that measures foundational literacy skills, with an emphasis on phonemic awareness and oral reading fluency. The EGMA is an assessment that measures foundational mathematics skills with an emphasis on numbers and operations. In addition to these two assessments and to better explain the results from the EGRA and EGMA, an interview with participating teachers and pupils was included in the data collection tools. After developing and validating the Kanuri version of the EGRA, EGMA and interview protocols, a team of data collectors from Borno and Yobe states attended a 7-day training on

the specific guidelines to collect reliable data with these two assessments and to conduct the interviews using tablets. These data collectors were QAOs and Head Teachers, some of them from schools where Kari was not implemented. The assessors were given ample time to practice both in the training as well as during practice visits to two local schools. We calculated interrater agreement several times during the training, as it was important to measure the degree to which the answers entered by data collectors agreed with an answer key created by the facilitators. For this process, one of the facilitators assumed the role of the assessor and another facilitator assumed the role of the pupil. The data collectors observed and scored the responses independently and electronically uploaded the scores to the Tangerine server. To obtain the percent agreement the facilitators downloaded the scores into an Excel file and, for each subtask, calculated the percent of the data collectors whose response matched the answer key. The mean agreement percentage at the final test was 94%, across all EGMA and EGRA subtasks.

Training on Data Collection Tools	
Date of activity	June 29 – July 5
Location	Barwee Hotel, Maiduguri, Borno State
Time	8:30AM - 5:00PM
Number of Master Trainers	24 (4 females)
Facilitators	Drs. Ana H. Marty and Stephanie Zuilkowski

## Curriculum Development

### KARI Literacy Curriculum

Upon launch of the FSU activities, we held our first curriculum adaptation and development workshop on 2-5 February with four Kanuri language specialists. The workshop began with an orientation to the RANA literacy and numeracy curricula, including an introduction of the Gradual Release Model for instruction (3P format) and the basics of teaching reading and writing in the early grades. The Kanuri language specialists were engaged in a discussion of the characteristics of the Kanuri language and how these characteristics impact the way that early literacy skills should be taught in Kanuri. It is important to understand the characteristics of the language because often texts that make sense for early readers in one language (i.e., English or Hausa), might not make sense for this level if directly translated into a second language. This may be due to differences in the vocabulary, sound and letter frequency and sound and letter, and complexity of the sentence structure across the languages. Therefore, the materials needed to be adapted and not simply translated. Next, the team brainstormed lists of frequently used and developmentally/culturally appropriate words for use in the story texts. Then, the team developed a scope and sequence for both the P1 and P2 literacy curricula, which complement each other. The P1 curricula focuses on teaching and learning individual letters and their sounds in the order of frequency in the Kanuri language (i.e., the most frequently used letters are taught first in order to facilitate faster reading and writing skills for the pupils). The P2 curriculum begins with a review of all vowels and then focuses on the same letter order as the P1 curriculum, except that for each letter, all possible syllables with that letter are the focus of instruction for the week (e.g., ba be bo bu bi bə). The P3 curriculum changes focus, moving from basic phonics skills to reading connected text passages. All three levels of

the literacy curriculum provide pupils with opportunities to read decodable connected text starting in the first week of term one.

### **KARI Numeracy Curriculum**

The RANA numeracy curriculum has a set template which was followed when developing the Kanuri numeracy curriculum. The appropriateness of the read-aloud stories were considered, and the stories were adapted to both the Kanuri language and context. Since RANA included only eight numeracy lessons per term, it was necessary to develop an additional six numeracy lessons per grade level (2 lessons/term). The Kanuri curriculum follows the RANA's scope and sequence of numeracy skills for all three grade levels. Throughout the curriculum development process, the FSU team worked in collaboration with four Kanuri language specialists, one graphic designer, and eight Master Trainers to develop, review, revise, and finalize the KARI curriculum. A team of 17 stakeholders (including representatives of: Borno and Yobe SUBEBs, UNICEF, Save The Children, Plan International, MoRA, University of Maiduguri, Yobe State University, and the College of Teacher Education in Maiduguri) validated the Kari curriculum on 27-29 May 2019. This activity was followed by a three-day revision workshop, which began on 30 May 2019.

### **Randomized Control Trial**

#### **Design**

FSU proposed to conduct a cluster randomized control trial (RCT) because it could provide causal evidence on the effects of the KARI intervention. A RCT requires the use of a control group, which does not receive the intervention until a later date (or not at all, depending on program design). A cluster design is necessary because the intervention for the RANA-Kanuri curriculum is best delivered at the school level, and students and teachers are "clustered" in schools.

#### **School Sampling**

Originally, 39 schools in Borno and Yobe states were slated to participate in the KARI project. This pool of schools was located in predominantly Kanuri-speaking communities. Hence, the teachers and pupils attending these schools were Kanuri-language proficient. Twenty of the schools were randomly assigned to the treatment group and 19 schools were assigned to the control group. The assignment to treatment and control groups was done separately within Borno and Yobe states to ensure that both states ended up with enough treatment and control schools for within-state comparisons. After the random assignment was performed, one of the schools dropped out of the pilot with 18 schools remaining as control.

#### **Intervention**

Primary 2 teachers working at the 20 schools randomly assigned to the treatment group implemented the first term of the KARI curricular package. The first term of the curriculum included ten lessons in Literacy and ten Numeracy Read Aloud Stories, 35-minute long each. In April, the teachers delivering the lessons attended the Step-Down trainings facilitated by the Master Trainers. The P2

teachers received a Teacher's Guide with the literacy lessons and the Numeracy Read Aloud stories. Each P2 pupil received a pupil's book. The implementation of the KARI curriculum was scheduled to begin right after the 2-week school holiday in April. However, a week-long extension of the school holiday and the last-minute postponement of the Nigerian election by a week were some of the factors that shifted the start of the intervention to early May. In addition, days off due to the Easter and Ramadan Holidays, Children's Day, and the inauguration of the new government contributed to reducing the implementation from the ten weeks originally planned to seven weeks. Each week, the teachers delivered one Numeracy lesson during the mathematics class period and three Literacy lessons on separate days, during the Hausa class period.

### **Monitoring and Mentoring**

The trained team of Quality Assurance Officer and Head Teachers followed a set schedule to conduct classroom observations and post-observation conferences with the teachers implementing KARI. They conducted a M&M visit during the first week of KARI implementation (13–17 May), another visit during the 10–14 June and the last M&M visit sometime during the last week of implementation (24 - 28 June). For each M&M visit, the QAO/HT completed a Lesson Observation Form where they recorded -based on their observations-, teacher behaviors or classroom activities related to the specific content of the KARI lesson for the day. In addition, the QAO/HT paid attention to how the teacher engaged and supported the pupils and completed a classroom inventory that included information about pupils' attendance for the day and teaching and learning materials present in the classroom. After the lesson observation, the QAO/HT held a 10-minute conference where the teacher shared his or her own impressions of the lesson and identified challenges or problems. The QAO/HT offered suggestions in non-confrontational manner and if necessary, arranged lesson demonstrations to teachers struggling with a particular instructional strategy or technique.

### **Data Collection**

The purpose of collecting data at the end of the pilot was to examine whether pupils in schools where the KARI has been taught performed better in Kanuri reading and mathematics than pupils in schools where the KARI curricular package was not implemented. While the period of implementation of the KARI curricular package was short, the FSU team hypothesized seeing differences in children's emergent literacy skills, such as letter sounds. It will likely take a longer implementation period for the full impact of the program to be seen on more advanced aspects of literacy, such as oral reading fluency and reading comprehension. For each LGEA, a team was formed for fieldwork, and data collection took place over ten days, from 8-19 July. Each LGEA had a team of 4-5 assessors with the exception of Bama, which had only one trained assessor to collect data in the school included in the Pilot.

### ***Instruments***

To assess pupils' progress, versions of the EGRA and EGMA, which were previously adapted for the Kanuri language, were administered to selected P2 pupils attending the 38 primary schools that participated in the pilot study. In addition, an interview was conducted with the pupils and teachers. The

data collector interviewed the pupils after administering the EGMA and EGRA (in this order). Teachers were interviewed after the pupils' data was collected. All the responses were recorded on tablets.

### *EGRA*

The EGRA is an assessment that measures foundational literacy skills in the following areas:

1. Pre-reading skills: oral language and phonological awareness
2. Foundational reading skills: decoding
3. Reading skills: reading and comprehending connected text

This assessment is orally and individually administered and for this project, the pupils were required to provide the answers in Kanuri. The EGRA subtasks included in the assessment for this project were:

1. *Listening Comprehension*: The purpose of this subtask is to measure oral language comprehension (vocabulary & comprehension skills) and to provide information about what pupils are able to comprehend without the challenge of decoding a text. The assessor read a story in Kanuri with approximately 30 words that narrates a locally adapted activity that was familiar to the children. After reading the passage, the assessor asked three comprehension questions (2 literal questions and one inferential). The scoring for this subtask is the number of correct answers (NCA).
2. *Letter Sound Identification*: This subtask assesses the ability to match sounds to letters. The subtask consisted of a page of 100 proportionate mixture of upper- and lower-case letters of the Kanuri alphabet randomly distributed in 10 rows of ten letters. Three practice items were included. The assessor presented the list of letters and asked the pupil to say the sound of as many letters they could in one minute. The scoring is the number of correct letter-sounds read per minute (CLSPM).
3. *Non-Word Reading*: This subtask aims to measure the ability to apply letter-sound knowledge to decoding words. It included 50 one- and two-syllable non-words that were written and sounded like real words in Kanuri -based on the orthographic structure of the language. Pupils were asked to read as many non-words as possible in one minute. The scoring for this subtask is the number of non-words correctly read per minute (CNWPM).
4. *Syllable Identification*: The purpose is to measure the ability to read individual syllables. We considered important to assess this specific ability given the syllabic nature of the Kanuri language. The assessor presented 50 syllables listed in random order and asked the pupil to decode as many syllables they could in one minute. Three practice items were included. The scoring is the number of syllables correctly read per minute (CSPM).
5. *Oral reading fluency*: This subtask's objective is to measure pupil's ability to read aloud a short passage accurately and at a good rate. The assessor asked the pupil to read aloud, "quickly but carefully" the 60-word long story written in Kanuri. The story narrated a locally adapted activity that was familiar to the children, included some complex vocabulary and had diverse sentence structure. The scoring is the number of correct words per minute (CWPM).
6. *Reading Comprehension*: The purpose is to measure the ability to comprehend what the pupil has read. After the pupil read the passage, the assessor asked five comprehension questions (4 literal questions and one inferential) based on the amount of text read during the oral reading fluency

task described above. The score for this represents the number of comprehension questions answered acceptably (NCA).

### *EGMA*

The EGMA is an orally and individually administered assessment of the core mathematical competencies taught in primary grades. The pupils were allowed to answer this assessment in the language of their preference. The EGMA subtests used for data collection were:

1. *Number Identification*: This task was administered to measure pupil's ability to identify numerals. It consisted of 20 items that increased in difficulty. The first 3 items were numerals 0, 9, and one other single-digit number. The next 12 items were two-digit numbers from ten to 99 and the last five items were three-digit numbers from one hundred to 999. The pupil has 60 seconds to say the numbers out loud. The scoring for the Number Identification task is correct numbers per minute (CNPM).
2. *Number Discrimination*: The purpose of this untimed task is to determine which numeral represents a numerosity greater than another. Each one of the 10 items of this task consisted of a set of two numbers, one of which was greater than the other. The first item was a set of one-digit number. The next five items were sets of two-digit numbers and the last four items were three-digit numbers. The assessor asked the pupil to say out loud the higher of each set of numbers. The assessor stopped the task after the pupil made four consecutive errors. The scoring is the number of correct answers (NCA).
3. *Missing Number*: The purpose of this untimed task is to identify number pattern. Ten items were presented as four horizontally aligned boxes, three of which contained numbers and one of which was empty (the target missing number). Eight of the items increase in number from left to right and two decrease in number from left to right. The pupil said out loud the number that belongs in the empty box and the assessor stopped the task after the pupil made four consecutive errors. The scoring is the number of correct answers (NCA)
4. *Addition and Subtraction Level 1*: This subtask's aim is to measure fluency (accuracy and speed) in the addition and subtraction of numbers. These are timed tests (one minute) of 20 items each in which no addends are greater than 10, and no sums are greater than 19. The subtraction problems are the inverse of the addition problems and three of the items mirror three of the Word Problems items. The assessor asked the pupil to say the answer for each problem. The scoring for this subtask is number of correct answers (NCA).
5. *Addition and Subtraction Level 2*: The second level of the Addition and Subtraction subtasks was given to pupils who received a score of 1 or higher on Addition/Subtraction Level 1. These are untimed subtasks, each consisting of 5 items that increase in difficulty. No sums are greater than 70 in the addition items and the subtraction problems are the inverse of the addition problems. The assessor asked the pupil to provide the answer for each problem and stopped the task after the pupil made four consecutive errors. The scoring for this subtask is number of correct answers (NCA).
6. *Word Problems*: The purpose of this untimed subtask is to measure pupil's conceptual understanding of mathematics. The task consists of six word problems that increase in difficulty. Three of the items use numbers that match items from the Addition and Subtraction Level 1 subtest. The assessor read each problem in an engaging way and waited for the child's response. Pupils received counters that they could use to solve the problem. The scoring for this subtask is number of correct answers (NCA).

### *Interview protocols*

A pupil and teacher's interview protocols were used to collect demographics and contextual data to describe the sample and potentially explain the EGRA and EGMA results. The Pupil's Interview consists of 47 items. It begins with a section to collect demographic information (e.g., gender, school name, school type) and continues with items on school safety, gender equity practices in the classroom, feelings about reading instructional practices at school, home literacy environment, and socio-economic status. The interview's last items are aimed to determine the presence of a physical challenge. The teacher's interview protocol has 39 items geared to collect data on teacher's professional development, knowledge about reading instructional practices, classroom management and teaching experiences.

### **Pupils sampling**

In each of the 38 primary schools that participated in the pilot study, 20 P2 pupils were randomly selected to participate in the EGRA, EGMA and interview protocol. In the schools with more than one P2 class, the classes are identified by P2-A, P2-B, P2-C and so on. To avoid further bias in sampling the pupils the assessment team chose the P2 class following the alphabetic order. For example, in the first school scheduled for data collection in the Jere LGEA, the assessment team sampled 20 pupils from the P2-A class. In the second school in the same LGEA, they sampled pupils from the P2-B class. Once the classroom was identified, simple random sampling was used, stratified by gender, to select children for assessment. This meant that the assessors lined up girls and boys separately, and counted off, with every fifth students (depending on class size) selected for assessment. Although the total sample size was supposed to be 760 students (38 schools x 20 children each), only 711 P2 pupils had complete data.

### **Results of the Randomized Control Trial**

It was projected to collect data on 760 P2 pupils. Complete EGRA and EGMA data was collected on 711 children, of which 355 were girls. Seventy-five percent ( $N = 533$ ) of the pupils attended schools in Borno State and almost 50% of the sample attended schools in Jere and MMC. 80% of the schools are government schools ( $N = 600$ ) and 80% of the sampled pupils attend the morning shift ( $N = 568$ ).

### **EGRA results**

Although no statistically significant differences were found between the intervention and control group at the end of the pilot study, the intervention group performed slightly higher in the Letter sound ID and Syllable ID subtasks of the EGRA. When comparing the results by gender, boys performed slightly better than girls in all the subtasks except Listening Comprehension, although these differences were not statistically significant.

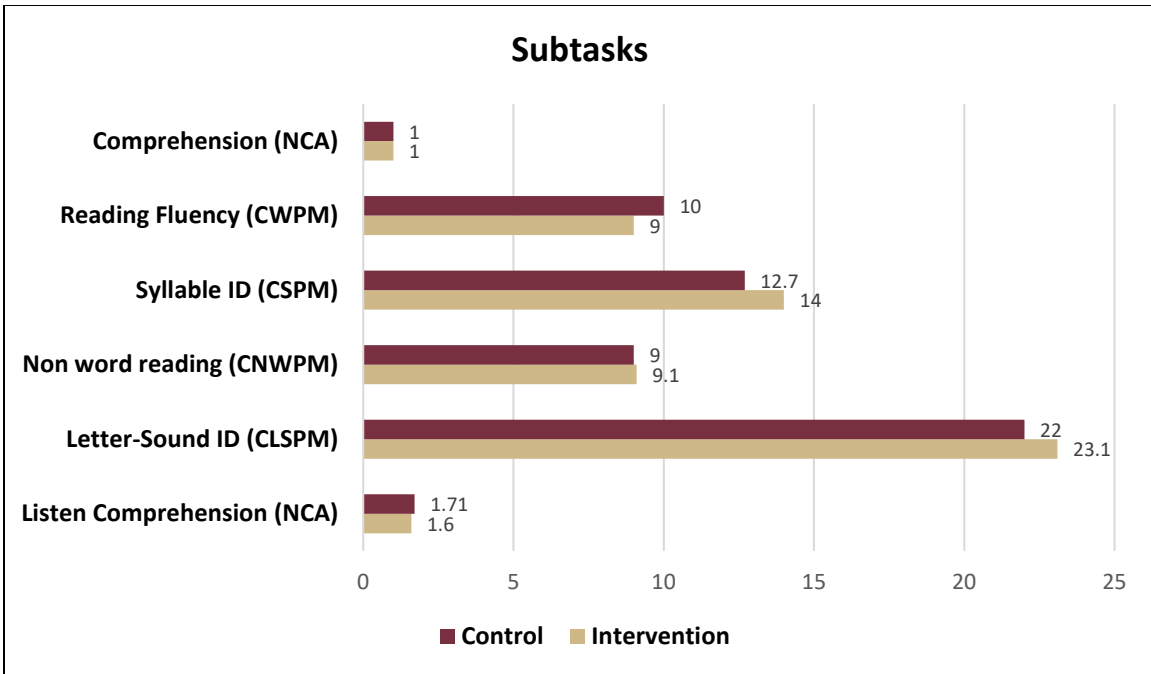


Figure 1. Mean scores of EGRA by subtask

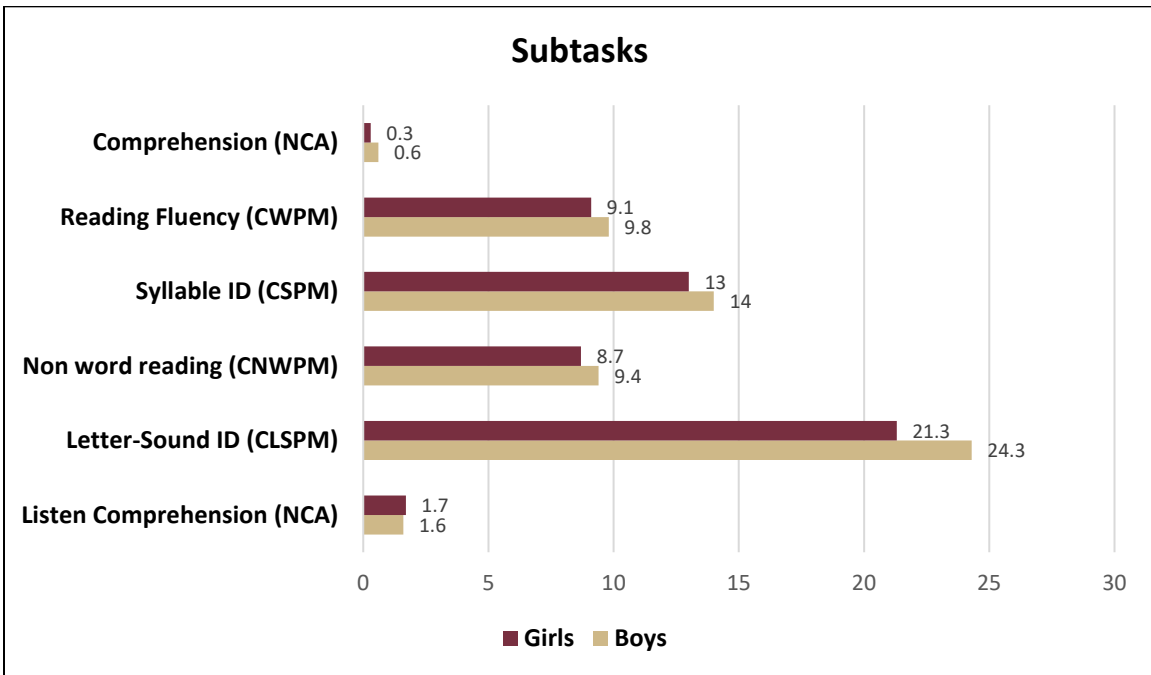


Figure 2. Mean scores of EGRA subtasks by gender

## EGMA Results

The intervention group performed slightly better than the control group on the Number Identification, Number Discrimination, Addition and Subtraction (Level 1) subtasks of the EGMA. Boys performed slightly better than the girls in all the subtasks. However, none of these differences were statistically significant. The scoring for all the subtasks was number of correct answers (NCA) with the exception of Number Identification, which was correct numbers per minute (CNPM).

## Pupil Interview

The pupil interview contained several items pertaining to use of Kanuri outside the school environment. The pupils were asked to identify the language most spoken at their houses. Kanuri was reported by 490 P2 pupils as the language most spoken at their houses, followed by Hausa which was the second most spoken as reported by 177 pupils. Sixty pupils identified other languages.

Pupils were also asked to quantify how often they write and read Kanuri at their houses, using Never, Sometimes, and Every day as options for responses. Slightly less than half of the 727 pupils ( $N = 330$ ) who responded this question reported that they never read Kanuri at their houses. Yet, the fact that 40% of the respondents write and read Kanuri at their houses sometimes is noteworthy.

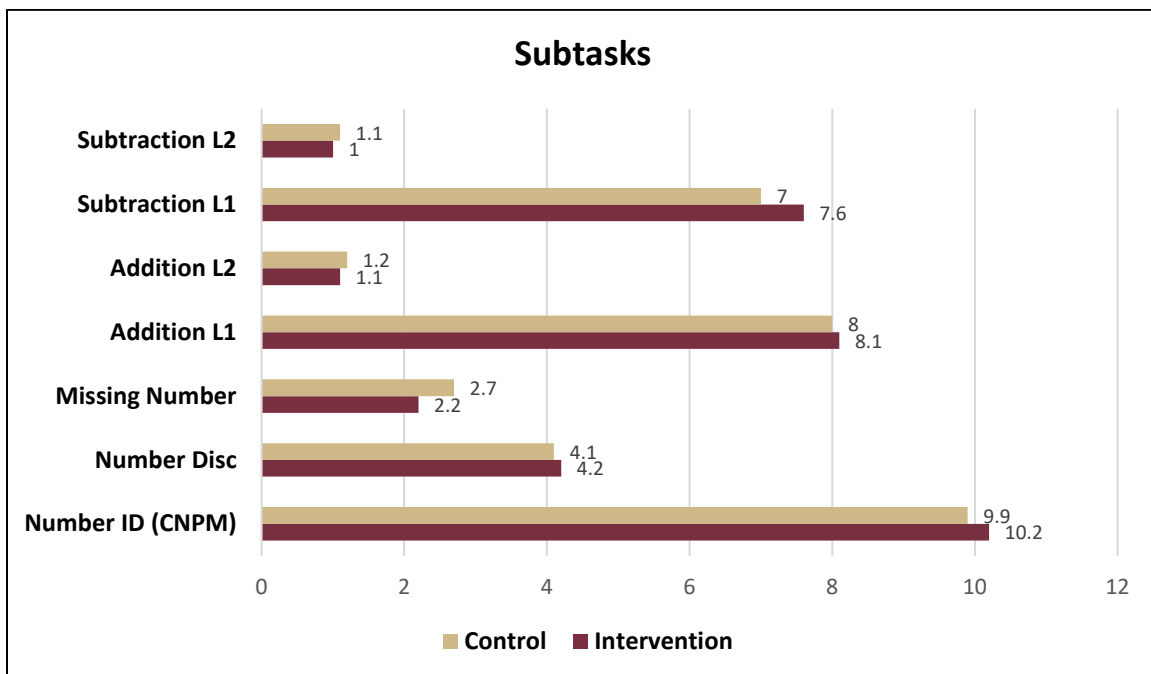


Figure 3. Mean scores of EGMA subtasks

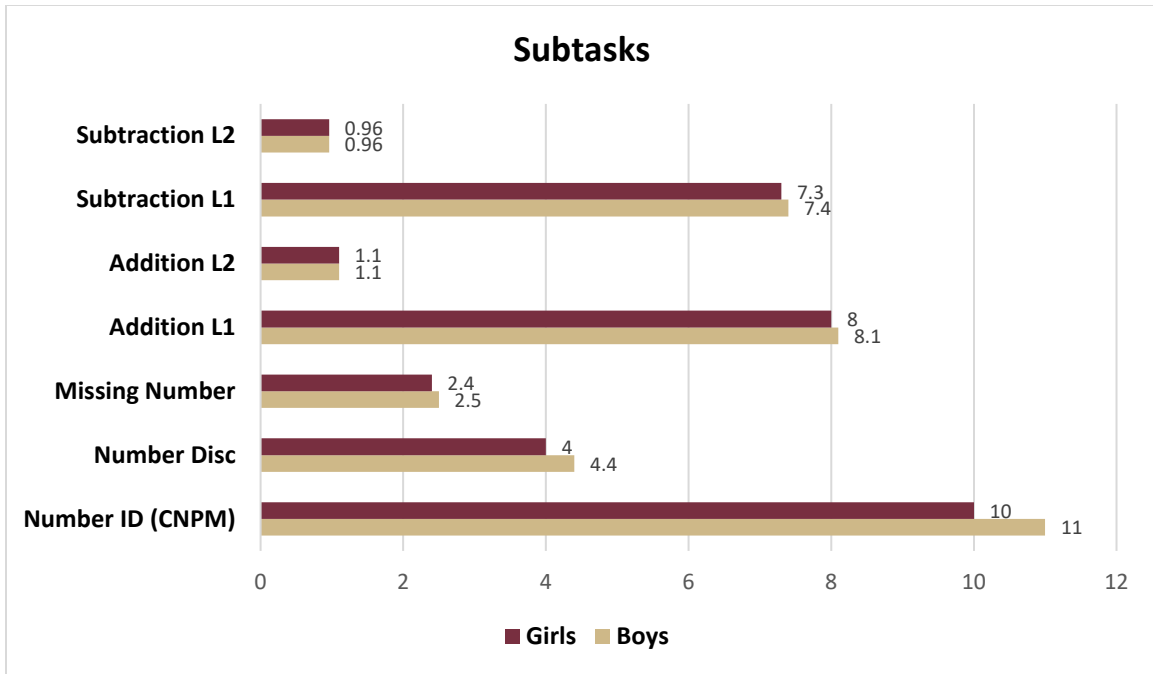


Figure 4. Mean scores of EGMA subtasks by gender

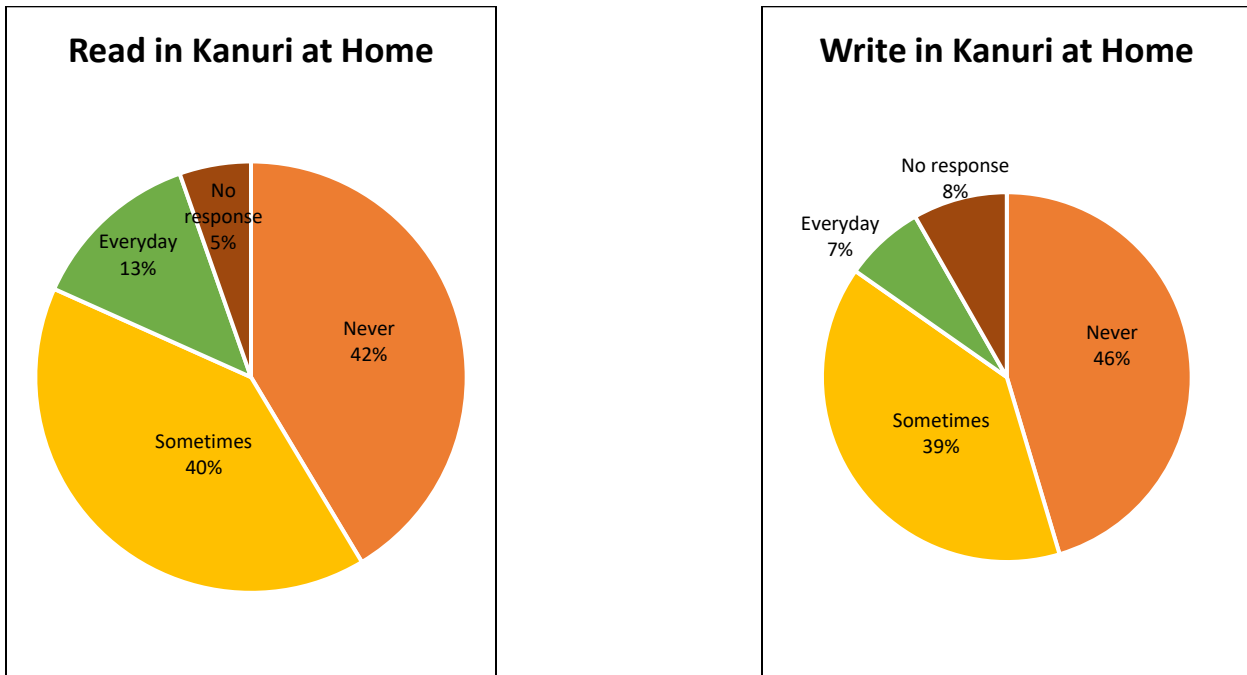


Figure 5. Percentage of frequency pupils write and read Kanuri at their houses

Another Kanuri-language related question asked to the P2 pupils was about their feelings when their teachers speak to them in Kanuri. More than half of the 726 respondents reported feeling happy when

their teachers speak to them in Kanuri. One-third of the pupils feel very happy and 67 pupils provided other answers to this question.

## **Power**

This study is underpowered. At a .8 power level, we would be able to detect an effect size of .29 SD or higher. This is in the range of what might be expected for a term or year-long reading study, but is unlikely to be observed in a six-week intervention. As the number of participating schools is capped, we could not increase the number of clusters. However, the study can serve as a pilot for a larger and longer-term study over the subsequent school year.

## **Successes**

This pilot implementation resulted in numerous successes. First, with a small team and short timeline the scope of work was completed and a high quality curricular package was developed. Second, a strong collaborative partnership between FSU, UNICEF, SUBEB, Plan International, and Save the Children enabled all tasks to be seamlessly completed in a timely fashion with as few interruptions to the project timeline as was possible given the unpredictable context. Partners on the team even participated in data collection activities in remote areas with insecure access through the use of UN helicopters. And third, the FSU and partner team benefitted from dedicated task-work teams that addressed curriculum translation and adaptation, step-down training, curriculum validation, curriculum revision, and pupil assessment. As part of this contract, a total of 20 Master Trainers received training, 231 P1-P3 teachers received training, twenty head teachers received training, 50 QAOs and HTs received training, 82 Teachers of P2 pupils implemented the curriculum during the pilot, and 5103 pupils received the intervention (Borno= 4223, Yobe= 880). A total of 81 Teacher Guides, 5103 Pupil Books, and 81 Numeracy Books were distributed.

## **Challenges**

This project was not without challenges. Holidays and election-related activities significantly impacted the timeline of all activities and resulted in only seven of 10 planned weeks of instruction during the pilot actually taking place. The travel ban by the U.S. Embassy in Abuja halted all travel of the FSU team to Maiduguri during a critical period of training and materials development. Despite these setbacks, all deliverables were completed, packaged, and handed to UNICEF on time. This success was due to the dedication and seamless communication between the partners.

## **Lessons Learned**

Throughout the contract, the FSU and partner teams learned some important lessons that will inform similar activities in the future. Holding workshops for translation, development and revision of the curricular package turned out to be much more productive than asking consultants to work independently. Additionally, the Kanuri curriculum development task required more time, resources and team members than were anticipated. All team members of the curriculum development team should

have been literate in Kanuri and have some basic understanding of the language structure. The translation, adaptation, and validation tasks could have proceeded much more smoothly if there had been more Kanuri language experts included on these teams. It is important to address teacher pedagogy in the curricula, and the project would have benefitted from the inclusion of more instructors from the Colleges of Education in all the activities. Their inclusion could have enriched the training on the curricular package. Due to the complexity of the curriculum and related pedagogy, the TOT and refresher training workshops required at least six days of instruction and practice to adequately develop the skills and knowledge of the MTs and teachers.

### **Recommendations**

It is recommended that the KARI curriculum undergo a full year of implementation with three data collection windows: baseline, midline, and endline assessments (EGRA, EGMA and curriculum-based measures). In order to assess delivery of the curriculum, it is recommended to include a pupil and teacher attendance component into the curriculum delivery. This may not be a simple task, but it may help inform whether academic growth (or for some pupils, the lack of growth) is associated with the physical presence of the instructor and pupils in the classroom. Teaching the KARI curriculum requires that teachers leave training sessions having gained specific skills and knowledge related to the teaching of early grade reading. It is advised that teacher training sessions include a teacher pre-test and post-test of early grade reading skills and knowledge. Once teachers are in the classroom implementing the curriculum, they require continued support. For this reason, it is advised that the mentoring and monitoring component of the curriculum be strengthened to better support the teachers.

As far as the curriculum itself is concerned, the piloting results revealed that the read aloud stories in the numeracy lessons are too long and complex for the teachers and pupils. Therefore, all stories should be shortened to focus on the basic components of the numeracy lesson. Additionally, the numeracy component should be expanded to include three lessons per week. This will provide a solid foundation of numeracy instruction for the pupils. Otherwise, the EGMA assessments may continue to show a lack of growth due to not enough instructional time dedicated to the development of numeracy skills. Since the curricular package was piloted only in P2 and those teachers were the only ones able to provide feedback on the materials, it will be important to collect and consider additional feedback from all teachers in P1-P3 for terms 1-3 (in literacy and numeracy) about the language and vocabulary of the text included in both the pupil books and the teacher guides. This process will naturally lend itself to uncovering and revising any inconsistencies and missing activities found in the materials.

The project included several different (and sometimes overlapping) teams of individuals. Moving forward, it will be beneficial to increase the size of the MT team, include more College of Education instructors in all activities, and include College of Education upper level or graduate students in the data collection activities in order to develop their understanding of the primary education context and the impact that teachers have on the learning process. The M&M team could be strengthened by creating professional learning communities (PLCs) at the school and LGEA levels. One QAO serving in a leadership role in each LGEA could oversee these PLCs as well as other activities at the LGEA level and mainstream communication and reporting. These QAOs would greatly benefit from continuous professional development and direct training. Should QAOs be provided with tablets throughout the year, rather than only during EGRA/EGMA data collection, they would be able to use these tablets to simplify data and report submission.

## Deliverables

Task 1: Develop the capacity of a team of 20 MTs from Borno and Yobe on the EGR & Math materials and methodology		
Subtask A. Develop/review training materials and prepare schedule for Borno and Yobe states in consultation with UNICEF team and partners in Maiduguri and Damaturu.		
Activities	Completion	Observations
Planning Mission Completed	YES	Inception Meeting held on 23-25 January at UNICEF-Borno
Consultancy Work Plan Completed	YES	Finalized timeline and calendar was submitted on 15 February
Completed Joint Review of RANA TOT Literacy Package Materials for grades P1-P3	YES	RANA Literacy Package provided by FHI360 submitted on 30 January
Completed Joint review of the RANA M&M Training Materials package for MTs and QAOs/HTs	YES	RANA M&M Package provided by FHI360 submitted on 30 January
Revised RANA Literacy Package Materials for Grades P1 – P3 completed	YES	FSU completed the revision of the RANA Curricular Package on 29 January
Revised RANA M&M Training Materials Package completed	YES	FSU completed the revision of the RANA M&M on 20 February
Updated EGRA and other mentoring and monitoring tools loaded into tablets	YES	All the M&M tools were revised and finalized on 14 March. EGRA, EGMA and Interview Protocols were adapted and validated on 26 April.
B. Develop criteria for and support the selection of government officials (from the colleges of Education, SUBEB and other relevant institutions) to be trained as MTs		
Activities	Completion	Observations
Set of criteria to use in selecting Master Trainers	YES	First draft of the criteria for selecting MTs was submitted on 10 January
Finalized list of Master Trainers for each state	YES	FSU submitted a list of selected MTs for each state on 28 February
C. Train the selected officials as MTs using RANA materials		
Activities	Completion	Observations
Completed TOT focusing on updated RANA literacy package (P1-3)	YES	RANA TOT was held in the Barwee Hotel (Maiduguri) on 14-18 March
Completed TOT on carrying out teacher mentoring and monitoring teaching content.	YES	M&M TOT was held in the PTD Hotel (Abuja) on 20-23 March

<b>Task 2: Guide and monitor step down trainings for teachers and QAOs led by the team of MTs in each state</b>		
<b>Subtask A. Develop criteria for and support the selection of government officials to be trained as school support officers to undertake school/cluster level mentoring of teachers</b>		
Activities	Completion	Observations
Criteria and process for selecting government officials from Borno and Yobe states to serve as Quality Assurance Officers (QAOs)	N/A	UNICEF led this activity
Selected group of government officials from Borno and Yobe to serve as QAOs	N/A	UNICEF led this activity
<b>Subtask B. Develop guidance notes (what to do, how to do it and how often) for school support visits</b>		
Activities	Completion	Observations
Feedback on trainings provided to Master Trainers	YES	Under FSU guidance, representatives from UNICEF, STC and PLAN monitored and provided feedback to the MTs delivering the Step-Down Trainings
Step Down Training (RANA Literacy Teaching Package) for teachers completed	YES	RANA Step-Down Trainings for teachers were held on two separate weeks in April: 8-12 in Borno and 15-18 in Yobe
Step-Down M&M for QAOs/HTs completed	YES	M&M Step-Down Trainings for QAOs/HTs were held at Borno from 28-30 March and at Yobe from 28-31 March
Guidance Notes for school support visits for QAOs	YES	Guidance Notes for M&M visits were finalized and shared with the MTs on 23 March. MTs shared the notes with the QAOs/HTs on the Step-Down Trainings
<b>Subtask C. Review/adapt tools to be used during school support visit and upload them into tablets</b>		
Activities	Completion	Observations
RANA implementation at schools	YES	KARI curricular package was implemented at schools from 13 May to 5 July (7 weeks)

Updated EGRA and other mentoring and monitoring tools loaded into tablets	YES	All the M&M tools were revised and finalized on 14 March. The EGRA, EGMA and Interview Protocols were adapted and validated on 26 April
All tools loaded into tablets	YES	EGRA, EGMA and Interview Protocols were loaded into tablets on 23 June. The LOF and POF were provided on hard copy
Endline Data Collection	YES	Endline data collection started on 8 July and finalized on 19 July
<b>Task 3: Review and adapt/translate the RANA materials to Kanuri language</b>		
<b>Subtask A. Identify qualified local resource persons to support adaptation of RANA materials to Kanuri</b>		
Activities	Completion	Observations
Four qualified Kanuri speakers identified and approved by UNICEF and partners to work on the adaptation/translation of RANA materials into Kanuri	YES	Adaptation/translation team were identified and approved by UNICEF and partners on 25 January. CVs of each one of the team members was submitted to UNICEF on 20 February
<b>Subtask B. Organize and facilitate RANA materials adaptation workshops, to produce Kanuri versions of the P1-P3 RANA materials</b>		
Activities	Completion	Observations
Completed adaptation workshop	YES	Two adaptation workshops were held with the translation/adaptation team: 2-5 February (Maiduguri); 11-15 March (Abuja)
Completed adaptation and translation of RANA Literacy Training Package (Kanuri RLP 1) into Kanuri, ready for field test	YES	Term 1 P2 Kanuri Curricular Package was ready for field test on of P2 lessons were ready for field test on 12 April
Field test results from the field test of the Kanuri RLP 1 compiled and summarized to be used for the revision and development of Kanuri RLP 2.	YES	The QAOs collected teachers' feedback on the Term 1 P2 Kanuri Curricular Package using a form developed by FSU. Feedback was submitted on 27 May
Kanuri RLP 2 produced for final validation	YES	The P1, P2 and P2 Kanuri Curricular Package was ready for final validation on 20 April

<b>Subtask C. Present the adapted materials for critique and finalization by key partners in each state</b>		
Activities	Completion	Observations
Finalized, validated Kanuri RLP Literacy Training Package	YES	A final file for printing of the KARI was submitted for printing on 5 July
<b>Subtask D. Train a team of MTs on the Kanuri version of the RANA materials (KARI)</b>		
Activities	Completion	Observations
40 MTs trained in Kanuri version of the RANA Literacy Training Package (KARI)	YES	MTs were trained on the KARI on 5-9 August
40 MTs received refresher training on KARI M&M Package	YES	MTs were trained on the KARI M&M Package on 19-21 August
<b>Task 4: Prepare Consultancy Report</b>		
Activities	Completion	Observations
Project Review Meeting	YES	Project Review Meeting was held on 8 August at the offices of SUBEB-Borno
Final Consultancy Report	YES	This Final Consultancy Report was submitted on 9 September

## Annexes

### Annex A. Agenda Training on the KARI Curricular Package

14 – 18 March 2019

8:30AM to 5:00PM

Barwee Hotel, Maiduguri, Borno State

Day 1		
8:30 – 9:30	Introduction	Introduction to the ERG-NEN Program
9:30 – 10:00	Session 1	Why are we here?
10:00 – 10:30	BREAK	
10:30 – 11:00	Session 2	Five + Two
11:00 – 11:30	Session 3	Teaching and Learning Materials
11:30- 12:00	Session 4	I do, We do, You do
12:00-1:00	Session 5	Lesson Demonstration (P1)
1:00 – 2:00	LUNCH	
2:00 – 2:30	Session 6	Syllable clapping
2:30 - 3:00	Session 7	Songs
3:00 – 3:30	Session 8	Formative Assessment
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 9	Make and Take: Preparing Instructional Materials (Syllable cards and Pictures for PA)
Day 2		
8:30 – 9:00	Introduction	Review of previous day
9:00 – 9:15	Session 1	Homework Check
9:15 – 10:00	Session 2	Syllable Flash Cards and Word Building with Flash Cards
10:00 – 10:30	BREAK	
10:30 – 11:00	Session 3	Syllable reading and Syllable Chanting
11:00 – 11:30	Session 4	Word Reading
11:30-12:00	Session 5	Good Handwriting
12:00-12:30	Session 6	Writing for Meaning
12:30-1:00	Session 7	Sentence Reading
1:00-2:00	LUNCH	
2:00 – 2:30	Session 8	Getting Ready to Read and Passage Reading
2:30 – 3:30	Session 9	Lesson Practice and Feedback (P2)
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 10	Make and Take: Preparing Instructional Materials (Kanuri Alphabet chart)
Day 3		
8:30 – 9:00	Introduction	Review of previous day
9:00 – 10:00	Session 1	Lesson Practice and Feedback (P2)
10:00 - 10:30	BREAK	
10:30 – 11:30	Session 2	Getting Ready to Read and Reading Together
11:30 – 12:00	Session 3	Fluency

12:00 – 12:30	Session 4	Getting Ready to Read Alone and Reading Alone
12:30-1:00	Session 5	Comprehension Questions
1:00 – 2:00	LUNCH	
2:00 – 2:30	Session 6	Sentence Completion and Dictation
2:30 – 3:30	Session 7	Lesson Practice and Feedback (P3)
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 8	Make and Take: Preparing Instructional Materials (Comprehension gloves, continue PA)
<b>Day 4</b>		
8:30 – 9:00	Introduction	Review of previous day
9:00 – 10:00	Session 1	Oral Language & Vocabulary
10:00 – 10:30	BREAK	
10:30 - 11:30	Session 2	Read Aloud
11:30 – 12:30	Session 3	Introduction to Numeracy Read Aloud Stories (P2)
12:30 – 1:00	Session 4	How to teach mathematics (P2)
1:00 – 2:00	LUNCH	
2:00 – 3:00	Session 5	Numeracy: Lesson practice (P2)
3:00 - 3:30	Session 6	Make and Take: Preparing Instructional Materials (Little Book)
3:30 – 4:00	BREAK	
4:00 – 4:30	Session 7	Make and Take: Preparing Instructional Materials (Read Aloud Book)
4:30 – 5:00	Session 8	Debriefing
<b>Day 5</b>		
8:30 – 9:00		Review of previous day
9:00 – 9:30	Session 1	Classroom Management
9:30 - 10:00	Session 2	Gender
10:00-10:30	BREAK	
10:30 – 12:30	Session 3	Lesson practice and Feedback
12:30 – 2:00	LUNCH	
2:00 – 2:30	Session 5	Teaching the curriculum
2:30 – 3:00	Session 6	Debriefing and Closing

## Annex B. Agenda Training of Trainers on the KARI - Mentoring and Monitoring

Wednesday, 21 to Saturday, 24 April 2019

9:00AM to 5:00PM

PTD Hotel, Abuja

Wednesday, 21 March		
Time	Topic/Activity	Facilitator
9:00-10:30 am	Introductions Mentoring vs. supervision Giving formative feedback	Helen & Stephanie
10:30-11:00 am	Break	
11:00am-1:00 pm	General etiquette for and purpose of observing classes Presentation of the M&M tool: purpose, structure, intended use	Helen & Stephanie
1:00-2:00 pm	Lunch	
2:00-3:30 pm	Logistics and steps for observations	Helen & Stephanie
3:30-4:00pm	Break	
4:00-5:00 pm	Practice with M&M tool (mock lessons)	Helen & Stephanie
Thursday, 22 March		
Time	Topic/Activity	Facilitator
9:00-10:30 am	Practice with LOF (mock lessons)	Helen & Stephanie
10:30-11 am	Break	
11:00am-1:00 pm	Practice with LOF (mock lessons)	Helen & Stephanie
1:00-2:00 pm	Lunch	
2:00-3:30 pm	Practice giving feedback to teachers	Helen & Stephanie
3:30-4:00pm	Break	
4:00-5:00 pm	Introduction to tool to be used to monitor step-down of M & M training	Helen
Friday, 23 March		
Time	Topic/Activity	Facilitator
8:00am-10:00 am	Practice in schools	Helen & Stephanie
10:00am-1:00pm	Debrief of field experience Practice giving feedback to teachers	Helen & Stephanie
1:00-2:00 pm	Lunch	
2:00-3:30 pm	Practice giving feedback to teachers	Helen & Stephanie
3:30-4:00 pm	Break	
4:00-4:30 pm	Introduction to EGRA/EGMA	Stephanie
Saturday, 24 March		
Time	Topic/Activity	Facilitator
9:00-10:30 am	Examining data from school practice	Helen
10:30-11:00 am	Break	
11:00 am-12:00 pm	Practice conducting debrief on observation with teacher	Helen

## Annex C. Agenda Training on the Early Grade Reading KARI Curriculum, Refresher

Monday, 5 August to Friday, 9 August 2019

8:30AM to 5:00PM

Barwee Hotel, Maiduguri, Borno State

<b>Day 1</b>		
8:30 - 9:30AM	Introduction	Introduction of the ERG Program, Ice-breaker & Ground rules
9:30 - 10:00	Session 1	Why are we here?
10:00 - 10:30	TEA BREAK	
10:30 - 11:00	Session 2	Five + Two
11:00 - 11:30	Session 3	Teaching and Learning Materials
11:30 - 12:00PM	Session 4	I do, We do, You do
12:00 - 1:00	Session 5	Lesson Demonstration P1 W1 L1 (Term 1)
1:00 - 2:00	LUNCH	
2:00 - 2:30	Session 6	Syllable clapping
2:30 - 3:00	Session 7	Songs
3:00 - 3:30	Session 8	Letters: sounds and sound movements
3:30 - 4:00	BREAK	
4:00 - 4:30	Session 9	Letters: writing
4:30 - 5:00	Session 10	Formative Assessment
<b>Day 2</b>		
8:30 – 9:00AM	Introduction	Review of previous day
9:00 – 10:00	Session 1	Practice P1 Lesson1
10:00-10:30	TEA BREAK	
10:30 – 11:00	Session 2	Homework Check
11:00 – 11:30	Session 3	Make and Take: Preparing Instructional Materials (Syllable flash cards)
11:30 - 12:00PM	Session 4	Syllable flash cards and Word Building with flash cards
12:00 - 12:30	Session 5	Syllable Chanting/Syllable Reading
12:30 – 1:00	Session 6	Word Reading

1:00 – 2:00	LUNCH	
2:00 – 2:30	Session 7	Good handwriting
2:30 – 3:00	Session 8	Writing for Meaning
3:00 – 3:30	Session 9	Sentence Reading
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 10	Make & Take: Preparing Instructional Materials (alphabet chart)
<b>Day 3</b>		
8:30 - 9:00AM	Session 1	Getting Ready to Read and Passage Reading
9:00 – 10:00	Session 2	Practice P2 Lesson
10:00 - 10:30	TEA BREAK	
10:30 – 11:00	Session 3	Proverbs
11:00 – 11:30	Session 4	Getting Ready to Read and Reading Together
11:30 – 12:00PM	Session 5	Fluency
12:00 – 12:30	Session 6	Getting Ready to Read Alone and Reading Alone
12:30-1:00	Session 7	Comprehension Questions
1:00 – 2:00	LUNCH	
2:00 – 2:30	Session 8	Sentence Completion and Dictation
2:30 – 3:30	Session 9	Grammar
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 10	Make & Take: Preparing Instructional Materials (Comprehension gloves)
<b>Day 4</b>		
8:30 - 9:00AM	Introduction	Review of previous day
9:00 - 10:00	Session 1	Practice P3 Lesson
10:00 - 10:30	TEA BREAK	
10:30 - 11:00	Session 2	Oral Language and Vocabulary
11:00 - 11:30	Session 3	Read Aloud
11:30 - 12:00PM	Session 4	Fluency

12:00 - 12:30	Session 5	Listening Comprehension
12:30 - 1:00	Session 6	Teaching math exercises
1:00 - 2:00	LUNCH	
2:00 – 2:30	Session 7	Introduction to Numeracy Read Aloud Stories
2:30 - 3:30	Session 8	Numeracy: Lesson practice (P2 T1 W1)
3:30 - 4:00	BREAK	
4:00 - 5:00	Session 9	Make & Take: Preparing Instructional Materials (Number Chart)
<b>Day 5</b>		
8:30 - 9:00AM	Introduction	Review of previous day
9:00 -10:00	Session 1	Classroom Management
10:00 - 10:30	TEA BREAK	
10:30 - 11:00	Session 2	Gender Expectations
11:00 - 1:00	Session 3	Lesson practice and Feedback
1:00 – 2:00	LUNCH	
2:00 – 2:45	Session 4	How to take this to the teachers?
2:45 – 3:30	Session 5	Post Test
3:30 – 4:00	BREAK	
4:00 – 5:00	Session 6	Make & Take: Preparing Instructional Materials (Finish up projects)

**Annex D. Agenda Training on the KARI - Mentoring and Monitoring, Refresher**

Monday, 19 August to Wednesday, 21 August 2019

8:30AM to 5:00PM

Pinnacle Hotel, Maiduguri, Borno State

<b>DAY 1</b>		
<b>Time</b>	<b>Topic/Activity</b>	<b>Facilitator</b>
8:30 – 9:30AM	Introduction	Dr. Ana
9:30 – 10:00	What is Monitoring?	Dr. Ana
10:00 – 10:30	TEA BREAK	
10:30 – 11:00	What is Mentoring?	Dr. Ana
11:00 – 11:30	Observation Etiquette	Dr. Ana
11:30 – 12:00PM	KARI Lesson	Dr. Ana
12:00 – 12:30	M & M tools: Lesson Observation	Dr. Ana
12:30 – 1:00	M & M tool: Post Observation Form	Dr. Ana
1:00 – 2:00	LUNCH	
2:00 – 3:00	Logistics and steps for observations	Dr. Ana
3:00 – 3:30	BREAK	
3:30 – 5:00	Practice with LOF and PCR tools	Dr. Ana

<b>DAY 2</b>		
<b>Time</b>	<b>Topic/Activity</b>	<b>Facilitator</b>
9:00 – 10:30AM	Practice with LOF	Dr. Ana
10:00 – 10:30	TEA BREAK	
11:00 – 1:00PM	Practice with LOF	Dr. Ana
1:00 – 2:00	LUNCH	
2:00 – 3:30	Practice with PCR	Dr. Ana
3:30 – 4:00	BREAK	
4:00 – 5:00	Tool for Monitoring Step-Down	Dr. Ana

<b>DAY 3</b>		
<b>Time</b>	<b>Topic/Activity</b>	<b>Facilitator</b>
8:00 – 10:00AM	Practice in schools	Dr. Ana
10:00 – 10:30	TEA BREAK	
10:30 – 11:30	Debrief of field experience	Dr. Ana
11:30 – 1:00PM	Practice with PCR (giving feedback)	Dr. Ana
1:00 – 2:00	LUNCH	
2:00 – 3:30	Examining data from school practice	Dr. Ana
3:30 – 4:00	BREAK	
4:00 – 5:00	Closing	Dr. Ana

## Annex E. Agenda EGRA/EGMA Training

Dates: 29 June to 5 July 2019

Maiduguri, Borno State, Nigeria

Day 1			
<i>Objectives: Understand purpose of assessment tools.</i>			
Time	Content	Who	Materials
8:30 – 9:00 AM	Welcome. Introductions. Opening Remarks.	Stephanie and Ana	Copies of Agenda
9:00 – 9:30	Overview of the project	Ana	
9:30 – 10:00	Assessors Screener	Master Trainers	
10:00 – 10:30	Tea Break / Assessors Screener		
10:30 – 11:30	Introduction to EGRA/EGMA	Stephanie	
11:30 – 1:00 PM	Assessment guidelines and ethics	Ana	
1:00 – 2:00	Lunch Break		
2:00 – 3:30	EGMA in detail	Stephanie	Copies of EGMA
3:30 – 4:00	Break		
4:00 – 5:00	Pupil's Interview	Ana	Copies of Pupil's Interview
Day 2			
<i>Objectives: Understand tablet functions and administration of EGRA</i>			
Time	Content	Who	Materials
8:30 – 9:00 AM	Welcome and review of Day 1	Partner	
9:00 – 9:30	Introduction to the tablets	Murtala	Tablets
9:30 – 10:00	Using the tablets for EGMA	Murtala	Tablets
10:00 – 10:30	Tea Break		
10:30 – 11:30	EGMA practice session 1: large group	Stephanie and Ana	Tablets
11:30 – 12:30 PM	EGMA practice session 2: small groups	Stephanie and Ana	Tablets
12:30 – 1:00	Practice sessions debriefing		
1:00 – 2:00	Lunch Break		

2:00 – 3:30	Pupil’s Interview	Ana	Tablets
3:30 – 4:00	Break		
4:00 – 5:00	Pupil’s Interview on tablet	Murtala	Tablets
<b>Day 3</b>			
<i>Objectives: Understand the administration and scoring rules of EGRA – paper version</i>			
<b>Time</b>	<b>Content</b>	<b>Who</b>	<b>Materials</b>
8:30 – 9:00 AM	Welcome and review of Day 2	Partner	
9:00 – 10:00	EGRA: Instrument Content	Ana	Copies of EGRA
10:00 – 10:30	Tea Break		
10:30 – 11:30	EGRA: Instrument Content, continued	Ana	Copies of EGRA
11:30 – 12:00 PM	Using the tablets for EGRA	Murtala	Tablets
12:00 – 1:00	Demonstration and practice session 1: large group	Stephanie and Ana	Tablets
1:00 – 2:00	Lunch Break		
2:00 – 3:00	Practice: Kanuri Letter-Sounds & Non-sense words	M. Fannami	Copies of EGRA
3:00 – 3:30	Assessment procedures at schools	Stephanie and Ana	Manual
3:30 – 4:00	Break		
4:00 – 5:00	EGRA Practice session 2: small groups and debriefing	Ana	Tablets
<b>Day 4</b>			
<i>Objectives: Understand EGRA administration and interviews on tablets.</i>			
<b>Time</b>	<b>Content</b>	<b>Who</b>	<b>Materials</b>
8:30 – 9:00 AM	Welcome and review of Day 3	Partner	
9:00 – 10:00	EGRA Practice session: large group	Ana	Copies of Teacher’s Interview
10:00 – 10:30	Tea Break		
10:30 – 11:30	EGRA Practice session: small groups	Stephanie and Ana	Tablets
11:30 – 1:00 PM	Assessment Procedures at school	Stephanie and Ana	Tablets

1:00 – 2:00	Lunch Break		
2:00 – 3:30	EGRA and EGMA Practice session	Stephanie and Ana	Tablets
3:30 – 4:00	Break		
4:00 – 5:00	EGRA Sampling Procedures. School Visit Logistics.	Ana and Lawan	
<b>Day 5</b>			
<i>Objectives: Improve EGRA/EGMA administration skills and become familiar with interviews.</i>			
<b>Time</b>	<b>Content</b>	<b>Who</b>	<b>Materials</b>
8:30 – 9:00 AM	Welcome and review of Day 4	Partner	
9:00 – 1:00PM	School visit 1: EGRA and EGMA Administration Practice	Stephanie and Ana	Assessment materials and tablets
1:00 – 2:00	Lunch Break		
2:00 – 3:30	School visit debrief. Review school visit logistics.	Ana	
3:30 – 4:00	Break		
4:00 – 5:00	Practice EGRA/EGMA on tablets in pairs (key tasks/issues). Assessor Accuracy Measure.	Stephanie and Ana	Tablets
<b>Day 6</b>			
<i>Objectives: Polish EGRA/EGMA administration skills and scoring accuracy.</i>			
<b>Time</b>	<b>Content</b>	<b>Who</b>	<b>Materials</b>
8:30 – 9:00 AM	Welcome and review of Day 5	Partner	
9:00 – 1:00 PM	School visit 2: EGRA, EGMA and Interviews Practice	Stephanie and Ana	Tablets
1:00 – 2:00	Lunch Break		
2:00 – 3:30	School visit debrief. Discuss Assessor Accuracy Measure 2 results. Practice EGRA on tablets in pairs (key tasks/issues).	Stephanie	Tablets
3:30 – 4:00	Break		
4:00 – 5:00	Assessor Accuracy Measure 2. Additional survey instruments if administered.	Ana	
<b>Day 7</b>			
<i>Objectives: Polish EGRA/EGMA administration skills and scoring accuracy.</i>			
<b>Time</b>	<b>Content</b>	<b>Who</b>	<b>Materials</b>

8:30 – 9:00 AM	Welcome and review of Day 6	Stephanie and Ana	
9:00 – 10:00	Data collection logistics	Stephanie	
10:00 – 10:30	Tea Break		
10:30 – 11:30	Data collection logistics	Stephanie	
11:30 – 1:00 PM	EGRA and EGMA Practice session	Stephanie and Ana	Tablets
1:00 – 2:00	Lunch Break		
2:00 – 3:30	EGRA and EGMA Practice session	Stephanie and Ana	Tablets

## Annex F. Lesson Observation Form (LOF)

### Lesson Observation Form

Form adapted from the Northern Education Initiative Plus

#### Kanuri reading lessons

**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. Keep the hard copy of the form in your possession and hand them in as instructed.

<b>School name:</b>		<b>Date</b>	
<b>LGEA:</b>		<b>State:</b>	
<b>Mentor:</b>			

**Subject:**  Kanuri literacy                      **Class**  Primary One  Primary Two  Primary Three

**PART 1: TEACHER INSTRUCTIONAL PRACTICES**

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

Sentence Reading	<p><b>7. Does the teacher provide sentences for pupils to read (are pupils' eyes on the text)? This could include:</b></p> <ul style="list-style-type: none"> <li>• Writing the decodable sentence on the chalkboard (sentences that contain the decodable words from "decoding" above)</li> <li>• Pointing to and reading the sight words</li> <li>• Pupils reading from their pupil book aloud or independently or in groups/pairs</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Passage Reading (short paragraph, simple sentences)	<p><b>8. Does the teacher read a passage out loud to all the pupils?</b> This could involve:</p> <ul style="list-style-type: none"> <li>• Writing the passage on the chalkboard, reading it by running the finger under each word</li> <li>• Selecting a passage from the pupil book to read aloud</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>9. Does the teacher allow the pupils to read the passage aloud or independently?</b> This could include:</p> <ul style="list-style-type: none"> <li>• Echo reading, independent reading, paired reading, etc.</li> <li>• Pupils reading from the board</li> <li>• Pupils reading from their pupil books or textbooks</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>[IF YES TO QUESTION #8]</b></p> <p><b>10. Does the teacher ask the pupils comprehension questions about the passage?</b> This could include:</p> <ul style="list-style-type: none"> <li>• Teaching vocabulary words: saying the word and teaching the action or picture</li> <li>• Asking them to look at the picture and guess what the story will be about</li> <li>• Asking a question where the answer can be found in the text</li> <li>• Asking an inferential question where the answer is in the text and "in the mind"</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handwriting	<p><b>11. Does the teacher task the pupils to write letters or words?</b> This could include:</p> <ul style="list-style-type: none"> <li>• Asking pupils to use their finger to trace the letter and write the letter</li> <li>• Assessing pupils' posture, grip, starting point of formation, etc.</li> <li>• Asking pupils to copy letters or words from their books or from the blackboard</li> <li>• Asking pupils to draw or trace with their pencil or in the air</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>At the end of the lesson, ...</b>		
Lesson closure and practice	<p><b>12. Does the teacher summarize the lesson of the day?</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>13. Does the teacher task the pupils to read their books at home or outside the classroom?</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>14. What percentage of the lesson was taught in Kanuri?</b></p>	<p>_____ %</p>
	<p><b>15. What unit of the Kanuri program did the teacher teach in the observed lesson?</b></p> <p>Term Number _____ Week Number _____ Lesson Number _____</p>	
<b>Section B. Pupil engagement, feedback and support</b>		
16.	<p><b>Does the teacher balance opportunities given to boys and girls to speak?</b> (Not applicable [N/A] if not a co-ed classroom.)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
17.	<p><b>Does the teacher engage pupils from all parts of the classroom (not just the front row)?</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

18.	Does the teacher nominate pupils to speak who have NOT volunteered or raised their hand?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.	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
20.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	If a pupil responded incorrectly, did the teacher:	
	21.1 Supply the correct answer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	21.2 Scold, belittle, or punish the pupil?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	21.3 Ask another pupil?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	21.4 Ask the pupil to try again/repeat the question	<input type="checkbox"/> Yes <input type="checkbox"/> No
	21.5 Ask a clarifying question, cue the pupil, or break down the task as appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.	Teaching Methods: Over the course of the lesson, did the teacher:	
	22.1 Ask pupils questions about the lesson?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	22. 2 Provide explanation if the pupils didn't understand or make errors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	22.3 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 another, 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 <input type="checkbox"/> No
	22.4 Check pupils' progress during individual and group activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	22.5 Praise or compliment pupils?	<input type="checkbox"/> Yes <input type="checkbox"/> No

## PART 2: CLASSROOM INVENTORY

Ask the teacher to keep the pupils after class for about 5 to 10 minutes to answer a few questions. This Classroom Inventory Section should be completed after the lesson is finished.

1.	<b>How many girls are present in this classroom at the time of the observation?</b> (Ask all the girls to stand and count them.)	____ Number of girls
2.	<b>How many boys are present in this classroom at the time of the observation?</b> (Ask all the boys to stand and count them.)	____ Number of boys

3.	<b>How many pupils have a Kanuri language pupil book?</b> (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.)	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
4.	<b>How many pupils have a pen/pencil?</b> (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
5.	<b>Are there sufficient seats and desks available for all pupils?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	<b>Does the teacher have a:</b> <i>(Check as many as apply)</i>	<input type="checkbox"/> Chalkboard <input type="checkbox"/> Chalk <input type="checkbox"/> Pen/pencil <input type="checkbox"/> Notebook/exercise book <input type="checkbox"/> Reference book/teachers' guide for Kanuri <input type="checkbox"/> Whiteboard and markers <input type="checkbox"/> Reflection journal <input type="checkbox"/> Kanuri curriculum <input type="checkbox"/> Lesson plan for the current day's lesson (could be a daily or weekly lesson plan or scheme of work document)

Indicate which of the following learning resources you observed in the class. Specify the language(s) of materials if applicable:

7.	Alphabet chart displayed	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa
8.	Letter/word/flash cards available	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa
9.	Posters about language/literacy displayed on the wall	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa

10.	Teacher-made displays/resources about language/literacy visible	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa
11.	Pupils' work displayed on the walls	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa
12.	Reading materials besides textbooks available for pupils to read inside the classroom (this could be a reading corner, classroom library, newspapers, or simply a collection of books on a shelf)	<input type="checkbox"/> None <input type="checkbox"/> Kanuri <input type="checkbox"/> English <input type="checkbox"/> Hausa
13.	Any other items the teacher uses to help teach reading (such as paper, string, chalk, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes: \_\_\_\_\_

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**Annex G. Post Observation Form (POF)**

**MENTORS' POST-OBSERVATION RECORD**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ School/center: \_\_\_\_\_ Location: \_\_\_\_\_

Grade level of class observed: \_\_\_\_\_ Subject of class observed: \_\_\_\_\_

Instructor observed: \_\_\_\_\_ Phone number: \_\_\_\_\_

Mentor: \_\_\_\_\_ Phone number: \_\_\_\_\_

Summary of Instructor self-assessment of lesson: \_\_\_\_\_

\_\_\_\_\_ Summ

ary of feedback from Mentor to Instructor: \_\_\_\_\_

\_\_\_\_\_

Follow up actions/needs of Instructor: \_\_\_\_\_

\_\_\_\_\_

- - - - -

**MENTORS' POST-OBSERVATION RECORD**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ School/center: \_\_\_\_\_ Location: \_\_\_\_\_

Grade level of class observed: \_\_\_\_\_ Subject of class observed: \_\_\_\_\_

Instructor observed: \_\_\_\_\_ Phone number: \_\_\_\_\_

Mentor: \_\_\_\_\_ Phone number: \_\_\_\_\_

Summary of Instructor self-assessment of lesson: \_\_\_\_\_

\_\_\_\_\_ Summ

ary of feedback from Mentor to Instructor: \_\_\_\_\_

\_\_\_\_\_

Follow up actions/needs of Instructor: \_\_\_\_\_

\_\_\_\_\_

## Annex H. Intervention and control schools in Borno State

School Name	LGEA	School Type	Partner	Treatment
Abbaganaram Primary School	Maiduguri	Government	PLAN	Intervention
Al Ansar Islamiya School	Jere	Islamiyya	PLAN	Intervention
Auno Central Primary School	Konduga	Government	STC	Intervention
Chabbol Kura Primary School	Konduga	Government	SCI	Intervention
Charamari Primary School	Monguno	Primary	PLAN	Intervention
Dusuman Primary School	Jere	Government	STC	Intervention
Fariya Primary School	Jere	Government	STC	Intervention
Federal Low-cost Primary School	Maiduguri	Government	PLAN	Intervention
Gwange IV primary School	Maiduguri	Primary	SCI	Intervention
Kaab Bin Malik Islamiyya School	Maiduguri	Islamiyya	PLAN	Intervention
Kulogumna Primary School	Maiduguri	Government	UNICEF	Intervention
Sadiq Ibn Abdullah Islamiyya School	Jere	Islamiyya	PLAN	Intervention
State Low-cost Primary School	Maiduguri	Government	UNICEF	Intervention
Wadiya Primary School	Jere	Government	SCI	Intervention
Yerwa Central Primary School	Maiduguri	Government	UNICEF	Intervention
Abba Kashimeri Primary School	Konduga	Government	SCI	Control
Banki Primary School	Bama	Government	UNICEF	Control
Central Primary School	Monguno	Government	PLAN	Control
Dalori Primary School	Konduga	Government	SCI	Control
Gomari II Primary School	Jere	Government	PLAN	Control
Jajel Primary School	Konduga	Government	SCI	Control
Kuya Primary School	Monguno	Government	PLAN	Control
Madarasatul Aulad Islamiyya School	Maiduguri	Islamiyya	PLAN	Control
Molai Primary School	Konduga	Government	SCI	Control
Pompomari Primary School	Konduga	Government	SCI	Control
Sabilul Huda Tsangaya School	Maiduguri	Islamiyya	PLAN	Control
Shehu Sanda Kyarimi I Primary School	Jere	Government	UNICEF	Control

## Annex I. Intervention and control schools in Yobe State

School Name	LGEA	School Type	Partner	Treatment
Abbari Primary School	Damaturu	Government	UNICEF	Intervention
Maduri Primary School	Damaturu	Government	UNICEF	Intervention
Model Primary School	Damaturu	Government	UNICEF	Intervention
Shuwari Primary School	Gujba	Government	UNICEF	Intervention
Wagir Primary School	Gujba	Government	UNICEF	Intervention
Bulabulin Primary School	Damaturu	Government	UNICEF	Control
Buni Yadi Central Primary School	Gujba	Government	UNICEF	Control
Kasatchia-K Primary School	Gujba	Government	UNICEF	Control
Katarko Primary School	Gujba	Government	UNICEF	Control

## Annex J. Mentoring and Monitoring Schedule

Activity	Date	Materials
First Monitoring and Mentoring Visit	Week of 13 – 17 May	<ul style="list-style-type: none"> <li>➤ Lesson Plan for the day</li> <li>➤ Lesson Observation Form</li> <li>➤ Post-observation conference record form (PCR)</li> </ul>
Collect teachers' feedback on the Curriculum	Week of 20 - 24 May	<ul style="list-style-type: none"> <li>➤ Will be provided</li> </ul>
Second Monitoring and Mentoring Visit	Week of 10 – 14 June	<ul style="list-style-type: none"> <li>➤ Lesson Plan for the day</li> <li>➤ Lesson Observation Form</li> <li>➤ Post-observation conference record form (PCR)</li> </ul>
Third Monitoring and Mentoring Visit	Week of 24 - 28 June	<ul style="list-style-type: none"> <li>➤ Lesson Plan for the day</li> <li>➤ Lesson Observation Form</li> <li>➤ Post-observation conference record form (PCR)</li> </ul>

### *Notes for the Mentor/Head Master:*

**Build a trusting relationship:** Remember to form a collaborative and trusting relationship with the Teacher. The Teacher must feel comfortable talking about problems or challenges in the classroom. Be discreet and not share their observations on a particular Teacher with everyone in the school nor criticize the Teacher to peers or supervisors.

**Examine the Teacher's lesson plan:** Be discreet in asking for the lesson plan. You do not want to give the impression that you are there to test the Teacher or "inspect" the lesson. By looking at the lesson plan, you will know what the Teacher is planning and can tell if the Teacher is able to execute the plan or not and offer suggestions if necessary.

**Observe the Teacher teach a lesson:** Watch an entire lesson and not just a small part of it. Do not correct the Teacher in the middle of a lesson or express disapproval (or even praise) during the lesson. Remember that your job is to observe. Be as invisible as possible in the back of the room, not participating in, disturbing or disrupting the lesson. Once the lesson is over, use your notes to fill out the Lesson Observation Form.

**Conduct a post-observation conference:** After an observation, have a one-on-one conversation about the lesson with the Teacher. Use a friendly and supportive tone. It is not your job to catch the Teacher making mistakes and criticize him or her for this. The conversation should be frank, open, non-judgmental and confidential.

### **Dos and Don'ts:**

1. Arrive to the reading/literacy lesson at least 5 minutes before the lesson begins.
2. 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.
3. Turn off your mobile phone completely, as even on vibrate it will cause disturbance.
4. While observing the teacher, do not interrupt the teacher or the lesson for any reason.
5. Do not show any emotion that would distract the teacher or the pupils.
6. Stay silent for the entirety of the lesson.

**Annex K. Data Collection Plan**

<b>MMC</b>	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5	
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 1 July</b>	
	Kurama	Kulogumna (UNICEF)	Federal Low Cost (PLAN)	Sabilul Huda (Plan)	Gwange 4 (Save)	Yerwa Central (UNICEF)	
	Umar						
	Ahmed Kyari						
	Bukar						
	<b>MMC</b>						
	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5	
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 12 July</b>	
	Kafinta	Kaab Bin Malik Islamiyya School (PLAN)	State Low Cost (UNICEF)	Madarasatul Aulad Islamiyya School (PLAN)	Abbaganaram (PLAN)		
	Falmata						
	Kolo						
	Amina						

<b>JERE</b>	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5	
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 12 July</b>	
	Abba	Tarbiyatul Aulad Integrated Model School (PLAN)	Al Ansar Islamiya School (PLAN)	Sadiq Ibn Abdullah Islamiyya School (PLAN)	Shehu Sanda Kyarimi I (UNICEF)	Wadiya Primary School (SAVE)	
	Halima						
	Sheriff						
	Yagana						
	TEAM	Day 6	Day 7	Day 8	Day 9	Day 9	
		<b>Monday, 15 July</b>	<b>Tuesday, 16 July</b>	<b>Wed, 17 July</b>	<b>Thursday 18 July</b>	<b>Friday, 19 July</b>	
	Abba	Fariya Primary (SAVE)	Dusuman Primary (SAVE)	Molai Primary (SAVE)	Gomari II Primary (PLAN)		
	Halima						
	Sheriff						
	Yagana						

<b>KONDUGA</b>	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5	
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 12 July</b>	
	Abuna	Pompomari Primary (SAVE)	Jajel Primary School (SAVE)	Auno Central Primary (SAVE)	Chabbol Ngubdori Primary (SAVE)	Abba Kashimeri Primary School (SAVE)	
	Babagana						
	Dugum						
	Gamboni						
	TEAM	Day 6	Day 7	Day 8	Day 9	Day 9	
		<b>Monday, 15 July</b>	<b>Tuesday, 16 July</b>	<b>Wed, 17 July</b>	<b>Thursday 18 July</b>	<b>Friday, 19 July</b>	
	Abuna	Dalori Primary (SAVE)					
	Babagana						
	Dugum						
	Gamboni						

<b>MONGUNO</b>	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 12 July</b>
	Abdullahi	Central Primary (PLAN)	Central Primary (PLAN)	Kuya Primary (PLAN)	Kuya Primary & Charami Primary (PLAN)	Charami Primary (PLAN)
	Mohammed					
	Fatima (interview teachers)					

<b>BAMA</b>	TEAM	Day 1	Day 2	Day 3	Day 4	Day 5
		<b>Monday, 8 July</b>	<b>Tuesday, 9 July</b>	<b>Wed, 10 July</b>	<b>Thursday, 11 July</b>	<b>Friday, 12 July</b>
	Ummate	Banki Primary (UNICEF)	Banki Primary (UNICEF)	Banki Primary (UNICEF)	Banki Primary (UNICEF)	2 Teacher's Interviews

Tangerine ID:
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**Early Grade Reading Assessment – Kanuri**  
**Pupil Response Form**  
**Administrator Instructions and Protocol**

**General instructions:** Establish a playful and relaxed rapport with the child through a short conversation. Say your name and talk about what you do. Ask the pupil about his or her day and favorite subject, sport or activity. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Read aloud slowly and clearly ONLY the sections in boxes.

**Nda watə. Wu sunyi \_\_\_\_kuru \_\_\_\_lan karako. Nyiro kəlanyin bayan gana laa yikin.**  
 [dulinyi ngai, saa dulinyibe ngai; bikke ngai saragəna, faraskəram radiwobe au telbishinbe ngai saragəna, gadesoa]

**1. Loktu nyi maarantan gənyiya abi dimiya ragəm?** [zaawudə jene; fuwuraye zaawu kənjo səragənyiya, koro kən, 2-mi kore, amma səragənaga koro cibedəro kone].

**2. Bikkebi bikkenəminga ragəmmawo?**

**Verbal Consent: Read the following text clearly to the child.**

- Dane nyiro dalil duwo na adəro iskanadə gulnzəke. Wu\_\_\_\_\_ lan cidangin. Futu duliye kəra salində asunyeya raaye. Wowoknye nyiga karraiye.
- Bananəm manyen. Amma wanəmamaga mbugəyi.
- Bikke kərabe diyen. Nyiye arawuwa laa-a kalimawa laa-a hawar kori-a fetero kəranemin.
- Agogo adə faidatəke loktu kəranəminna gojində rukin.
- Nyiga koro gade kəla yalnəmben korəkin, alama faton abiso yalnəm faidatāin kuru awowa gade yalnəmbe zaantənaso.
- Sunəm ruwonginba adə nangaro ndumaye zaawunəm surinba
- Kuruson, wanəmmaga dimba. Badinyeyiya, zaawu laa kənjo wanəmiya, abima ba
- Adə jarawa gənyi kuru jarawanəm maarantabega lejinba.



Check box if verbal consent is obtained:  YES

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

PUPIL'S DEMOGRAPHIC INFORMATION					
A. Date of interview	/ /	Day	Month	Year	G. School name
B. State	<input type="checkbox"/> Borno <input type="checkbox"/> Yobe		H. School type	<input type="checkbox"/> Government <input type="checkbox"/> Government- Islamiyya <input type="checkbox"/> IQTE	
C. Pupil ID number			I. School shift	<input type="checkbox"/> Full Day <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon	
D. Pupil birth date	Month: _____	Year: _____		J. LGEA	
E. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl		K. Start time	_____ : _____ <input type="checkbox"/> AM <input type="checkbox"/> PM [Tick one]	
F. Class	P1 <input type="checkbox"/>	P2 <input type="checkbox"/>	P3 <input type="checkbox"/>	Stage 1 (QTE) <input type="checkbox"/>	Stage 2 (QTE) <input type="checkbox"/>

Task 1. LISTENING COMPREHENSION – KANURI				X	X																
<p>☛Nyiro hawar kori laa kowo faraklan FALRO kərangin, kuru nyiga korowa laa korəkin. Martəne ngəlaro kərangne kuru korodə kalkalro zaabne. Korowadə Kanurin zaabne. Dawartəma wa? Daji badinyewo.</p>																					
<p>Ngari bol baktə səragəna. Maarantalan sawawanzəa bikkezain. Magəwoson bol sətandin. Ngari dinan faidatin. Ngariye koro cikko. Maarantanzə gaskadə zuwo. Maarantadəye shiro shimtiti co. Fatoro cado. Am kurawanzə karəgənza zauro kəji.</p>																					
<table border="1"> <thead> <tr> <th>(Questions)</th> <th>Correct</th> <th>Incorrect</th> <th>No Response</th> </tr> </thead> <tbody> <tr> <td>1. Abi Ngariye səragə?(bol baktə)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Ngariye koro səkkənadə abi səwando?(shimtiti)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Abi nangaro Ngaribe am kurawanzə karəgənza zauro kəjidə?(koro səkko; shima nasarto; fatoro shimtiti sado)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				(Questions)	Correct	Incorrect	No Response	1. Abi Ngariye səragə?(bol baktə)				2. Ngariye koro səkkənadə abi səwando?(shimtiti)				3. Abi nangaro Ngaribe am kurawanzə karəgənza zauro kəjidə?(koro səkko; shima nasarto; fatoro shimtiti sado)					
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				<p>Remove the pupil stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>Read the entire passage aloud to the child <b>ONE TIME ONLY</b>. Read slowly (about 1 word per second).</p> <p>If the child does not respond to a question after 10 seconds, continue to the next question. Do not repeat the question.</p> <p>If a child says "I don't know," mark as incorrect.</p>																	

**Kasadə ngəla! Nasha fuwubero lenyewo.**

Task 2. LETTER SOUND IDENTIFICATION – KANURI 	 60 seconds																																																																																																																									
<p>Kashimo fuwube adə tadadəro kəragəmingaro, tadadəro arawu suro kitawunzabedə fəlegəne.</p> <p>🔊 Ngo kakkadə arawu batata nasarabelan səmbəlina. martəne kowo arawuwa bata adəbe nonumma ngəwo wuro gulle. Suwanza gənyi, kowonza.</p> <p>Misalro, kowo arawu adəbe [arawu T] də /t/.</p> <p>Jarabnywo: kowo arawu adəbe gulle. [arawu M fəlene]:  [Tadadə zaawu kalkal cainoga:] Ngəla, kowo arawu adəbedə /m/ gulle.  [Tadadə zaawu kalkalro cinyiga:] Kowo arawu adəbedə /m/.</p> <p>Kuwa gade jarabne: kowo arawu adəbe gulle, gulle. [arawu S fəlene]:  [Tadadə zaawu kakal cainoga:] Ngəla, kowo arawu adəbedə /s/ gulle.  [Tadadə zaawu kalkalro cinyiga:] Kowo arawu adəbedə /s/ gulle.</p> <p>Badine gulngiya, na adəlan badine. [arawu burobe fəlene] kuru kakkadəbedə kulassəne. [fəlene]. Arawuwoso fəlene, kuru kowonzə wuro fetero gulle. Doidoiro karaskataro raktənəm ləgatarro kərane. A Rwu nonəmi fandəmiya, arawu fuwubero kone. Ngulondonəm kəla arawu burobedən gənane. Dawartəmma wa? Badine.</p>	<p>Start the timer when the child reads the first letter.</p> <p>⏸️ If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “ci gaba.”</p> <p>🕒 When the timer reaches 0, say “stop.”</p> <p>🚫 If the child does not provide a single correct response on the first line (10 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																																																																									
<p>🔍 (/) Mark any incorrect letters with a slash  (Ø) Circle self-corrections if you already marked the letter incorrect  ( ) Mark the final letter read with a bracket</p> <p>Misal:    m   d   a</p> <table border="1" data-bbox="289 1045 1052 1438"> <thead> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th></th> </tr> </thead> <tbody> <tr> <td>a</td><td>k</td><td>o</td><td>K</td><td>b</td><td>T</td><td>u</td><td>a</td><td>h</td><td>N</td><td>(10)</td> </tr> <tr> <td>o</td><td>Y</td><td>ɛ</td><td>F</td><td>n</td><td>c</td><td>S</td><td>m</td><td>ə</td><td>K</td><td>(20)</td> </tr> <tr> <td>ɛ</td><td>Z</td><td>d</td><td>W</td><td>i</td><td>e</td><td>P</td><td>I</td><td>a</td><td>L</td><td>(30)</td> </tr> <tr> <td>o</td><td>y</td><td>u</td><td>M</td><td>S</td><td>n</td><td>E</td><td>a</td><td>K</td><td>b</td><td>(40)</td> </tr> <tr> <td>R</td><td>I</td><td>A</td><td>D</td><td>J</td><td>f</td><td>B</td><td>r</td><td>G</td><td>ə</td><td>(50)</td> </tr> <tr> <td>D</td><td>u</td><td>w</td><td>B</td><td>o</td><td>c</td><td>M</td><td>L</td><td>d</td><td>Y</td><td>(60)</td> </tr> <tr> <td>G</td><td>i</td><td>m</td><td>j</td><td>r</td><td>ə</td><td>d</td><td>n</td><td>I</td><td>K</td><td>(70)</td> </tr> <tr> <td>u</td><td>R</td><td>z</td><td>A</td><td>k</td><td>g</td><td>l</td><td>s</td><td>f</td><td>t</td><td>(80)</td> </tr> <tr> <td>E</td><td>n</td><td>e</td><td>N</td><td>ɛ</td><td>A</td><td>n</td><td>k</td><td>h</td><td>N</td><td>(90)</td> </tr> <tr> <td>A</td><td>W</td><td>T</td><td>P</td><td>a</td><td>i</td><td>U</td><td>B</td><td>K</td><td>i</td><td>(100)</td> </tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10		a	k	o	K	b	T	u	a	h	N	(10)	o	Y	ɛ	F	n	c	S	m	ə	K	(20)	ɛ	Z	d	W	i	e	P	I	a	L	(30)	o	y	u	M	S	n	E	a	K	b	(40)	R	I	A	D	J	f	B	r	G	ə	(50)	D	u	w	B	o	c	M	L	d	Y	(60)	G	i	m	j	r	ə	d	n	I	K	(70)	u	R	z	A	k	g	l	s	f	t	(80)	E	n	e	N	ɛ	A	n	k	h	N	(90)	A	W	T	P	a	i	U	B	K	i	(100)	
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<p>🕒 Time remaining on stopwatch at completion (number of SECONDS)</p>																																																																																																																										
<p>🚫 Exercise discontinued because the child had no correct answers in the first line</p>																																																																																																																										

**Kasadə ngəla! Nasha fuwubero lenyewo.**

Task 3. NON-WORD READING – KANURI	Page 4	60 seconds																																																																												
<p>Tadadæro kalimawa suro kakkadæ sangomaye fuwurabedæ fælegæne. Kashimowadæ kærane tadadæro kuru misallwa ye.</p> <p><b>🔊</b> Ngo kalmawa laa tælam Nasaraben. Futu raknæmaro ndawu yaye kærane. Wande kalmawadæ. Bowonæmi. Kærane. Misalro, kalm tandoye adæ: “ut”</p> <p><b>Nda diyewo martænowo kalma adæ kæranyewo</b> [kalma adæ fælene: “dif”].          [tadabe kalkalro guljiya:] Ngæla, kalma adæ shima “dif.”          [tadabe kalkalgonyiro guljiya, gulle:] Kalma adæ catando shima “dif.”</p> <p><b>Waltæne gade kærane: martæne nda kalma adæ kærane</b> [kalma gade fælene: “mab”].          [tadabe kalkalro guljiya:] Ngæla, kalma adæ shima “mab.”          [tadabe kalkalgonyiro guljiya, gulle:] Kalma adæ catando shima “mab.”</p> <p><b>Loktu “Badine” gulngiya, na adæn badine</b> [kalma burwobedæ fælene] <b>kuru shafi samma kærane</b> [fælene]. <b>Kalmawoso fælene kuru kowo faraklan kærane.</b>  <b>Duwaduwaro njiskataaro kærane. Kalma nonæmi naamiga, kalma fuwubero kone.</b>  <b>Kalma burwobedæn ngulondonæm gænane. Dawartæma wa? Badine.</b></p>	<p>Start the timer when the child reads the first word.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3</u> SECONDS, say “ci gaba.”</p> <p>🕒 When the timer reaches 0, say “stop.”</p> <p>🕒 If the child does not provide a single correct response on the first line (5 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																													
<p>✖ (/) Mark any incorrect words with a slash          (Ø) Circle self-corrections if you already marked the word incorrect.          (]) Mark the final word read with a bracket</p> <p>Misal:</p> <table border="1" data-bbox="298 911 1045 1331"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>keyo</td> <td>ce</td> <td>shik</td> <td>galo</td> <td>fæ</td> <td></td> <td>5</td> </tr> <tr> <td>nge</td> <td>rati</td> <td>nes</td> <td>bæ</td> <td>ditti</td> <td></td> <td>10</td> </tr> <tr> <td>ge</td> <td>yab</td> <td>jæla</td> <td>basi</td> <td>ge</td> <td></td> <td>15</td> </tr> <tr> <td>yoku</td> <td>kaha</td> <td>powo</td> <td>nge</td> <td>lul</td> <td></td> <td>20</td> </tr> <tr> <td>ngata</td> <td>tot</td> <td>næn</td> <td>kot</td> <td>njuta</td> <td></td> <td>25</td> </tr> <tr> <td>tæri</td> <td>muno</td> <td>ngi</td> <td>gire</td> <td>noka</td> <td></td> <td>30</td> </tr> <tr> <td>bilu</td> <td>yabæ</td> <td>ausa</td> <td>uka</td> <td>æji</td> <td></td> <td>35</td> </tr> <tr> <td>arek</td> <td>liitu</td> <td>dæmo</td> <td>kak</td> <td>zaito</td> <td></td> <td>40</td> </tr> <tr> <td>menee</td> <td>kære</td> <td>njati</td> <td>dæraa</td> <td>lefia</td> <td></td> <td>45</td> </tr> <tr> <td>dido</td> <td>bæru</td> <td>uru</td> <td>kær</td> <td>dura</td> <td></td> <td>50</td> </tr> </tbody> </table>		1	2	3	4	5		keyo	ce	shik	galo	fæ		5	nge	rati	nes	bæ	ditti		10	ge	yab	jæla	basi	ge		15	yoku	kaha	powo	nge	lul		20	ngata	tot	næn	kot	njuta		25	tæri	muno	ngi	gire	noka		30	bilu	yabæ	ausa	uka	æji		35	arek	liitu	dæmo	kak	zaito		40	menee	kære	njati	dæraa	lefia		45	dido	bæru	uru	kær	dura		50	
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**Kasadæ ngæla! Nasha fuwubero lenyewo.**

Task 4. SYLLABLE IDENTIFICATION – KANURI	Page 5	60 seconds																																																																													
<p>Tadadəro kunduwu kalmabe suro kitawunzabedə fəlegəne. Kashimodə tadadəro kəragəne, misal ye.</p> <p><b>🔊 Ngo kunduwuwa kalmabe. kunduwuwa ngəwu kəranəmiya raakəna. Wande arawudə falfalro boonəmi, sandiga kərane. Misalro, kunduwu adə "ba".</b></p> <p><b>Jarabnyewo: kunduwu adə kərane</b> [kunduwu "lo" adə fəlene]:  [Tadadə zaawu kalkal cainoga:] <b>Ngəla, kunduwu adə "lo" gulle.</b>  [Tadadə zaawu kalkalro cinyiga:] <b>Kunduwu adə "lo" gulle.</b></p>		<p>Start the timer when the child reads the first word.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3</u> SECONDS, say "ci gaba."</p> <p>🕒 When the timer reaches 0, say "stop."</p>																																																																													
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**Kasadə ngəla! Nasha fuwubero lenyewo.**

🔊 Ngo hawar kori. **Keranemiya duwaro njiskataaro kowo faraklan kerane.** Sa tamonemiya, nyiga korowa laaro korakin suro awo keranemmabeladen. Sa "Badine" gulngiya hawarda ngalro kerane. Arawu nonemi naamiya farne arawu fuwubero kone. Ngulondonem ganane arawu burobedan. Dawartama wa? Badine.

Start the timer when the child reads the first word.

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

Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark "no response" and continue to the next question. Do not repeat the question.

🕒 When the timer reaches 0, say "stop."

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

**Nandiga korowa laaro korakin kala hawar kermaa keranemadaben. Korowada zaabne futu rangnaminro. Zaawuna**

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

		Questions [Answers]	Correct	Incorrect	No Respons
Mangu yanzaye kasuwuro cunoto. Yanzə təmatər majin.	7	Mangu ndara conoto? (kasuwuro)			
Kasuwudəro lewono. Təmatərdə kaiwo.	11	Abi yiworo kasuwuro lewono? (təmatər)			
Fatoro waltinlan, dəlawu gozə nji cucu fita badiwono. Zauru dunyadə gərgərjin ye səwəltin ye.	25	Abi yanawu dunyabe yimdən? (dəlawua, gərgərjin, səwəltin, nji fiyin)			
Mangu rizənasən suro njidəben fatoro walgatə. Kərənzə kəli tərət njiye ləksəna. Amusu fanjinne kuru tigənzə kərkər lolojinye.	42	Mangu abi fanjin fatoro yisənadən? (amusu)			
Yanzə shiga curonya njinowono.	46	Abi nangaro yanzəbe shiga njinowono? (njibe shiga ləksəna dəro, kərkər lolojindəro, kərənzə kəli tərətdəro)			

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

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

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

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

Tangerine ID:

**Early Grade Mathematics Assessment – Kanuri**

**Pupil Response Form  
Administrator Instructions and Protocol**

**General instructions:** Establish a playful and relaxed rapport with the child through a short conversation. Say your name and what you do. Ask the pupil about his or her day and favorite subject, sport or activity. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Read aloud slowly and clearly ONLY the sections in boxes.

**Kawu badinyiyendero. Wu sunyi \_\_\_\_\_ . Wu cidama cidaram ilmub.** /Before we start, I want to tell you my name. I am \_\_\_\_\_. I work with UNICEF and with the Basic Education Board.

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

- Futu dulibe isawu au konkomi salin asunyeiga ragayena. Wowaknyiye nyiga kororo kargaiye.
- Andega bananemiga ragayena. Amma wanemmaga mbu ganyi.
- Andega nyiga biske konkomibe-a lambawa laabe diyen.
- Agogo rukkin, loktu ndawu nyiga gojin isawuda kandon.
- Ada jarawa moworantibega abima kalzana ba.
- Kela am fandobeyen awo laa korakkin, misallo, telambi lan faton mananawin adagaima kangantindo laaso ye korankin.
- Sunam ruwoginmba, ada nankadero ndumaye nyima zawu anyi yim ro nonjinba.
- Kasatnemmawa? Kuru koro laa wanemmaga wande zawabnemi bim ba.
- Dawartemmawa badinyiyen?

Check box if verbal consent is obtained:  YES

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

A. Date of assessment:	Day	Month	Year	G. School name:
B. State:	<input type="checkbox"/> Borno			H. School type:
	<input type="checkbox"/> Yobe			<input type="checkbox"/> Government
C. Pupil ID number:				<input type="checkbox"/> Government- Islamiyya
				<input type="checkbox"/> IQTE
D. Pupil birth date:	Month: _____	Year: _____		I. School shift:
E. Gender	<input type="checkbox"/> Boy			<input type="checkbox"/> Full Day
	<input type="checkbox"/> Girl			<input type="checkbox"/> Morning
F. Class:	<input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> Stage 1 (QTE) <input type="checkbox"/> Stage 2 (QTE)			<input type="checkbox"/> Afternoon
				J. LGEA:
				K. Start Time
				_____ : _____
				<input type="checkbox"/> AM <input type="checkbox"/> PM [Tick one]

Task 1: Number Identification		A	tiktik 60 / 60 seconds																				
<p>👉 Ngo lambawa laa. Fəlene sunza gulle. Sa baditəbe-a datəbe-a gulnzəkin. [lamba awallamdə fəlene]</p> <p>👉 Shilan badine. Dawartəmmawa? Nyaa. Adə lambabi?</p>		<p>👉</p> <p>•Agogo tiktik 60 citoga / if the time on the stopwatch runs out (60 seconds).</p> <p>🔄</p> <p>•Tada tiktik 5-ro lamba lagan kokkonoga / if a child stops on an item for <u>5 SECONDS</u>.</p>																					
<p>✗ ( / ) Incorrect or no response ( ) After the last number read</p> <table border="1"> <tr><td>2</td><td>9</td><td>0</td><td>12</td><td>30</td></tr> <tr><td>22</td><td>45</td><td>39</td><td>23</td><td>48</td></tr> <tr><td>91</td><td>33</td><td>74</td><td>87</td><td>65</td></tr> <tr><td>108</td><td>245</td><td>587</td><td>731</td><td>989</td></tr> </table>		2	9	0	12	30	22	45	39	23	48	91	33	74	87	65	108	245	587	731	989		
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<p>✗ Loktu kabsəna (tiktik): _____</p>																							
<p>✗ Tələmbilan tadadə manawono? (fəlene) <input type="checkbox"/> Kanuri <input type="checkbox"/> Hausa <input type="checkbox"/> Other: _____</p>																							

Task 2: Number Discrimination - Practice		B1	🕒 x
<p>Practice 1:</p> <p>👉 Lambawa anyi wune. Gulsəne ndaso kurawo. 8 4</p> <p>✓👉 Ngəla, 8 shima kurawo. Dane gade diye.</p> <p>✗👉 Lamba 8 shima kurawo [8 fəlene] Adə 8. [4 fəlene] Adə 4. 8-də 4-ro kurawo. Dane gade diye.</p>		<p>👉 x</p>	
<p>Practice 2:</p> <p>👉 Lambawa anyi wune. Gulsəne ndaso kurawo. 12 22</p> <p>✓👉 Kalkal, 12 shima kurawo. Kuru ngo gade.</p> <p>✗👉 12 shima lamba kurawo, [10 fəlene] Adə lamba 10. [12 fəlene] Adə 12. 12-də 10-ro kurawo. Konyewo kəla fuwunna.</p>			

Task 2: Number Discrimination		B2 & B3	🕒 x																																																		
<p>👉 Lambawa anyi wune. Gulsəne ndaso kurawo.</p> <p>✗ (✓) 1 = Kalkal (✓) 0 = Kalkal gənyi aw tigero</p> <table border="1"> <tr><td>7</td><td>5</td><td><u>7</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>94</td><td>78</td><td><u>94</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>11</td><td>24</td><td><u>24</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>146</td><td>153</td><td><u>153</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>39</td><td>23</td><td><u>39</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>287</td><td>534</td><td><u>534</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>58</td><td>49</td><td><u>58</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>623</td><td>632</td><td><u>632</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>65</td><td>67</td><td><u>67</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>867</td><td>965</td><td><u>965</u></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>		7	5	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	94	78	<u>94</u>	<input type="checkbox"/>	<input type="checkbox"/>	11	24	<u>24</u>	<input type="checkbox"/>	<input type="checkbox"/>	146	153	<u>153</u>	<input type="checkbox"/>	<input type="checkbox"/>	39	23	<u>39</u>	<input type="checkbox"/>	<input type="checkbox"/>	287	534	<u>534</u>	<input type="checkbox"/>	<input type="checkbox"/>	58	49	<u>58</u>	<input type="checkbox"/>	<input type="checkbox"/>	623	632	<u>632</u>	<input type="checkbox"/>	<input type="checkbox"/>	65	67	<u>67</u>	<input type="checkbox"/>	<input type="checkbox"/>	867	965	<u>965</u>	<input type="checkbox"/>	<input type="checkbox"/>	<p>👉</p> <p>• Tadadə 4-ro gəreze cukuruwoa. If the child gets 4 successive errors</p> <p>🔄</p> <p>• Tadaro katterowoga ngawo tiktik 5-yen. If the child does not respond after <u>5 SECONDS</u>.</p>	
7	5	<u>7</u>	<input type="checkbox"/>	<input type="checkbox"/>	94	78	<u>94</u>	<input type="checkbox"/>	<input type="checkbox"/>																																												
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Task 3: Missing number - Practice		⌚ x	⌚ xx
<p><b>P1</b></p> <p>🔊 Ngo lambawa laa. 1-a 2-a 4-a. Lambabi lam adəro gagin?</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>1</span> <span>2</span> <span>(3)</span> <span>4</span> </div> <p>✓🔊 Kalkal 3. Ngo gade.</p> <p>✖🔊 Lamba 3 lamdəro gagin. Gulngiya gullowo. [lambawoso fəlene] 1-a 2-a 3-a 4-a. 3 lamdəro gagin. Dane gade diye.</p> <p><b>P2:</b></p> <p>🔊 Ngo lambawa gade. 5, 10 kuru 15, lambabi nadəro gagin?</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>5</span> <span>10</span> <span>15</span> <span>(20)</span> </div> <p>✓🔊 Kalkal, 20. Ngo gade.</p> <p>✖🔊 Lamba 20 nadəro gagin. Lambadə bowongiya bowonowo. [lambawoso fəlene] 5,10, 15, 20. 20 nadəro gagin. Ngo gade.</p>		<p>👉 x</p> <p>🔄 x</p>	

Task 3: Missing number		📖 C2 & C3	⌚ xx
<p>🔊 Ngo lambawa laa gade. [fatokaredə fəlene] Lambabi nadəro gagin. [falwoso kalakkəgəne]</p> <p>🔊 (✓✓) 1 = Kalkal (✖✖) 0 = Kalkal gənyi aw tigeroi</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>1</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>5</span> <span>6</span> <span>7</span> <span>(8)</span> </div> <p>1 0</p> </div> <div style="width: 50%;"> <p>6</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>348</span> <span>349</span> <span>(350)</span> <span>351</span> </div> <p>1 0</p> </div> </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>2</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>14</span> <span>15</span> <span>(16)</span> <span>17</span> </div> <p>1 0</p> </div> <div style="width: 50%;"> <p>7</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>28</span> <span>(26)</span> <span>24</span> <span>22</span> </div> <p>1 0</p> </div> </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>3</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>20</span> <span>(30)</span> <span>40</span> <span>50</span> </div> <p>1 0</p> </div> <div style="width: 50%;"> <p>8</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>30</span> <span>35</span> <span>40</span> <span>45</span> </div> <p>1 0</p> </div> </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>4</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>(200)</span> <span>300</span> <span>400</span> <span>500</span> </div> <p>1 0</p> </div> <div style="width: 50%;"> <p>9</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>950</span> <span>540</span> <span>530</span> <span>(520)</span> </div> <p>1 0</p> </div> </div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>5</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>2</span> <span>4</span> <span>6</span> <span>(8)</span> </div> <p>1 0</p> </div> <div style="width: 50%;"> <p>10</p> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span>3</span> <span>8</span> <span>(13)</span> <span>18</span> </div> <p>1 0</p> </div> </div>			

Task 4A: Addition: Level 1		D1 & D2	tiktik 60 / 60 seconds																				
<p> <b>Ngo kazanyi saptaye.</b> [samin kɛla cidegannaro sar gai]  <b>Sa baditɛbe-a tammotɛgɛbe-a gulnzakin. Zeawu kazanyibewoso gulle. Nonɛmiga kone fuwuro. Dawartammawa? Badine.</b> [kazanyi awwalamdɛ fɛlene]</p>		<p> • <b>Loktu sɛtoga (tiktik 60)</b>            If the time on the stopwatch runs out (60 seconds).</p>																					
<p> ( / ) Kalkal gɛnyi aw nozanyi            ( ) Ngawo kazanyi dargebemadɛ tamzɛnaben</p> <table border="1"> <tbody> <tr><td>1 + 3 = (4)</td><td>7 + 8 = (15)</td></tr> <tr><td>2 + 3 = (5)</td><td>4 + 7 = (11)</td></tr> <tr><td>6 + 2 = (8)</td><td>7 + 5 = (12)</td></tr> <tr><td>4 + 5 = (9)</td><td>8 + 6 = (14)</td></tr> <tr><td>3 + 3 = (6)</td><td>9 + 8 = (17)</td></tr> <tr><td>8 + 1 = (9)</td><td>6 + 7 = (13)</td></tr> <tr><td>7 + 3 = (10)</td><td>8 + 8 = (16)</td></tr> <tr><td>3 + 9 = (12)</td><td>8 + 5 = (13)</td></tr> <tr><td>2 + 8 = (10)</td><td>10 + 2 = (12)</td></tr> <tr><td>9 + 3 = (12)</td><td>8 + 10 = (18)</td></tr> </tbody> </table>		1 + 3 = (4)	7 + 8 = (15)	2 + 3 = (5)	4 + 7 = (11)	6 + 2 = (8)	7 + 5 = (12)	4 + 5 = (9)	8 + 6 = (14)	3 + 3 = (6)	9 + 8 = (17)	8 + 1 = (9)	6 + 7 = (13)	7 + 3 = (10)	8 + 8 = (16)	3 + 9 = (12)	8 + 5 = (13)	2 + 8 = (10)	10 + 2 = (12)	9 + 3 = (12)	8 + 10 = (18)	<p> • <b>Tadaro tigeroga tiktik 5-ro</b>            If a child stops on an item for <u>5 SECONDS</u>.</p>	
1 + 3 = (4)	7 + 8 = (15)																						
2 + 3 = (5)	4 + 7 = (11)																						
6 + 2 = (8)	7 + 5 = (12)																						
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2 + 8 = (10)	10 + 2 = (12)																						
9 + 3 = (12)	8 + 10 = (18)																						
<p> Loktu kabsɛna (tiktik):</p>																							

Task 4B: Addition: Level 2		D3	x
<p> <b>kakkadɛ-a fɛnsɛr-a</b></p>		<p> • <b>Tadaye kɛn 1-bedɛ kalkalro zɛwabsanyi.</b>            • <b>Tada 4-ro gerezɛ sukkuroa.</b></p>	
<p> <b>Ngo kazanyi saptabe gade.</b>  <b>Ragɛmmaga kakkadɛ-a fɛnsɛr-a faidatɛmin. Amma mbu gɛnyi. Badine.</b> [kazanyi awwallamdɛ fɛlene]</p>		<p> • <b>Tadaye tartip kalkal gɛnyi zɛgaa (misallo kuret gɛnazo), kore, dɛlfu laa gade kɛndobe nozɛnawa?</b>            • <b>Tadaye dɛlfu kalkal ngɛnyi zɛgain aw tɛgɛrɛ dawono suro tiktik 5-ben.</b></p>	
<p> (✓) 1 = Kalkal            (✓) 0 = Kalkal gɛnyi aw nozanyi.</p> <p>13 + 6 = (19)    <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>18 + 7 = (25)    <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>12 + 14 = (26)    <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>22 + 37 = (59)    <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>38 + 26 = (64)    <input type="checkbox"/> 1   <input type="checkbox"/> 0</p>			
<p>The child:    <input type="checkbox"/> used fingers/counters    <input type="checkbox"/> used paper &amp; pencil  <input type="checkbox"/> solved the problem(s) in his/her head    [check all that apply]</p>			

Task 5A: Subtraction: Level 1		E1 & E2	tiktik 60 /60 seconds																				
<p><b>🔊 Ngo kazanyi awo laa nzoknem gotabe</b> [samin cidaganro sər gai].  <b>Sa baditabe-a databega gulnzakin. Kazanyiɗa samma zəwabne.</b>  <b>Nonamiga kolle kone fuwuro. Dawartammawa? Badine.</b> [kazanyi awwallamɗa fəlene]</p>		<p>🕒 <b>• Loktu sətoga (tiktik 60)</b>            If the time on the stopwatch runs out (60 seconds).</p> <p>👉 <b>• Tadaro tigeroga tiktik 5-ro</b>            If a child stops on an item for <u>5 SECONDS</u>.</p>																					
<p>✍ ( / ) Kalkal gənyi aw tigero            (   ) Ngawo kazanyi dargebedə rizabsənaben</p> <table border="1"> <tbody> <tr><td>4 - 3 = (1)</td><td>15 - 8 = (7)</td></tr> <tr><td>5 - 3 = (2)</td><td>11 - 7 = (4)</td></tr> <tr><td>8 - 2 = (6)</td><td>12 - 5 = (7)</td></tr> <tr><td>9 - 5 = (4)</td><td>14 - 6 = (8)</td></tr> <tr><td>6 - 3 = (3)</td><td>17 - 8 = (9)</td></tr> <tr><td>9 - 1 = (8)</td><td>13 - 7 = (6)</td></tr> <tr><td>10 - 3 = (7)</td><td>16 - 8 = (8)</td></tr> <tr><td>12 - 9 = (3)</td><td>13 - 5 = (8)</td></tr> <tr><td>10 - 8 = (2)</td><td>12 - 2 = (10)</td></tr> <tr><td>12 - 3 = (9)</td><td>18 - 10 = (8)</td></tr> </tbody> </table>		4 - 3 = (1)	15 - 8 = (7)	5 - 3 = (2)	11 - 7 = (4)	8 - 2 = (6)	12 - 5 = (7)	9 - 5 = (4)	14 - 6 = (8)	6 - 3 = (3)	17 - 8 = (9)	9 - 1 = (8)	13 - 7 = (6)	10 - 3 = (7)	16 - 8 = (8)	12 - 9 = (3)	13 - 5 = (8)	10 - 8 = (2)	12 - 2 = (10)	12 - 3 = (9)	18 - 10 = (8)		
4 - 3 = (1)	15 - 8 = (7)																						
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12 - 3 = (9)	18 - 10 = (8)																						
✍ Loktu kabsəna (tiktik):																							

Task 5A: Subtraction: Level 2		E3	✖
<p>✍ <b>🔊 Kakkadə-e fensər-a / Paper and pencil</b></p> <p><b>🔊 Ngo kazanyi nzoknem gotabe. Raammaga kakkade-a fensər-a faidatəmin Badine.</b> [kazanyi awwallamɗe fəlene]</p>		<p>🕒 <b>• Tadaye kən 1-bedə kalkalro zəwabsənyi.</b>  <b>• Tada 4-ro gereze sukkuroa.</b></p> <p>👉 <b>• Tadaye tartip kalkal gənyi zəgaa (misallo kuret gənazo), kore, dəlfu laa gade kəndobe nozənawa?</b>  <b>• Tadaye dəlfu kalkal ngənyi zəgain aw təgerə dawono suro tiktik 5-ben.</b></p>	
<p>✍ (✓) 1 = Kalkal            (✓) 0 = Kalkal gənyi aw tigero</p> <p>19 - 6 = (13)    <input type="text" value="1"/> <input type="text" value="0"/></p> <p>25 - 7 = (18)    <input type="text" value="1"/> <input type="text" value="0"/></p> <p>26 - 14 = (12)    <input type="text" value="1"/> <input type="text" value="0"/></p> <p>59 - 37 = (21)    <input type="text" value="1"/> <input type="text" value="0"/></p> <p>64 - 26 = (38)    <input type="text" value="1"/> <input type="text" value="0"/></p>			
<p>The child: <input type="checkbox"/> used fingers/counters    <input type="checkbox"/> used paper &amp; pencil  <input type="checkbox"/> solved the problem(s) in his/her head    [check all that apply]</p>			

Cida 6: Kazanyi kawulibe / Task 6: Word Problems (practice)		📖 x	🕒 x
✍️ Isawuram, kakkada, fensar / Counters, paper and pencil			
<p>👤 Kazanyi isawube laa mbeji, wuro zawabnämiga raakona. Ngo awowa laa nyiga banajinma. Ragammaga faidatemin. Amma mbu ganyi.</p> <p>Ngelaro kerengne, fanämiga kalakkagin. Badinyewo.</p> <p>👤 Duli yaskä moto bosro kasharawo. [käm de rui]. Tada fal zäbkano [käm de rui]. Duli ndawu gapsa suro bosdäben?</p> <p>✓✓👤 Adä kalkal. Duli indi gapsa suro bosdäben. Kuru ngo gade.</p> <p>✖✖👤 Isawuramdä duligairo gone. Duli yakkä isabne tuluye. Duli anyi moto bosro kasarawo. Tada fal zäbkano. Isawuramdän felesägane tada fal zäbcin. Duli ndawu gabso suro bosdäben? Ngäla zauro. Duli indi gapsain suro bosdäben. Ngo gade.</p>		👤 x	

Cida 6: Kazanyi kawulibe / Task 6: Word Problems		📖 x	🕒 x
✍️ Isawuram, kakkada, fensar		<p>☑ (✓) 1 = Kalkal.</p> <p>☐ (✓) 0 = Kalkal ganyi aw tigero</p>	👤 x
👤 Ngo cida laa gade de.			<ul style="list-style-type: none"> <li>• Tadaädä gadegade 4-ro gäreze cukurowoa</li> <li>• Tada tiktik 5 gairo kokkono (kuru isawuram aw ngulondo aw kakadäga fensar-a faidata nyazanyi)</li> </ul>
<b>Kazanyi 1</b>			OR
👤 Duli 2 suro bosben. [käm de rui] Duli 3 gade isa kasharawo. [käm de rui] Duli ndawuro walgano suro bosdäben?	Correct answer: 5	<input type="checkbox"/> 1 <input type="checkbox"/> 0	• Tada zawawuro kattero minti falgairo/
<b>Kazanyi 2</b>			<b>Comment:</b> Na [käm de rui dä] kazanyiwosolan tadaädä awo gullëmmadä asuzenaro tawatkëgene kawu fuwuro kotindero. Ciragemma kore "asunëmmawa?"
👤 Duli 6 suro bosben. [käm de rui] 3-dä tadawa. Gapsänadä ferowa. [käm de rui] Ferowa ndawu bosdän?	Correct answer: 3	<input type="checkbox"/> 1 <input type="checkbox"/> 0	
<b>Kazanyi 3</b>			
👤 Duli 2 suro bos liwulabedän. [käm de rui] Bos kälidän duli 8. [käm de rui] Duli ndawu bos kälidän zäpsa liwuladäro waltägäyiya duwo nämngawunza kalkaljin?	Correct answer: 6	<input type="checkbox"/> 1 <input type="checkbox"/> 0	
<b>Kazanyi 4</b>			
👤 Suro bosdäben duli laa mbezai. [käm de rui] Duli 2 isa kasharawo. [käm de rui] Dayi sandi 9 ro walgada. [käm de rui] Burwon duli ndawu suro bosdäben?	Correct answer: 7	<input type="checkbox"/> 1 <input type="checkbox"/> 0	
<b>Kazanyi 5</b>			
👤 Minti kabe 12 mbezai. [käm de rui] Duli 4-ye kalkalro yakkada. [käm de rui]. Tadawoso minti kabe ndawu säwandin?	Correct answer: 3	<input type="checkbox"/> 1 <input type="checkbox"/> 0	
<b>Kazanyi 6</b>			
👤 Kuris 5 suro bosdäben. [käm de rui] Kuriswoson duli indi. [käm de rui] Sandi samma ndawu suro bosdäben?	Correct answer: 10	<input type="checkbox"/> 1 <input type="checkbox"/> 0	
The child: <input type="checkbox"/> used fingers/counters <input type="checkbox"/> used paper & pencil			
<input type="checkbox"/> solved the problem(s) in his/her head [check all that apply]			

Annex N. Pupil's Interview

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## PUPIL INTERVIEW - Kanuri

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PUPIL'S DEMOGRAPHIC INFORMATION					
A. Date of interview	Day	Month	Year	G. School name	
B. State	<input type="checkbox"/> Borno <input type="checkbox"/> Yobe			H. School type	<input type="checkbox"/> Government <input type="checkbox"/> Government- Islamiyya <input type="checkbox"/> IQTE
C. Pupil ID number				I. School shift	<input type="checkbox"/> Full Day <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon
D. Pupil birth date	Month: _____ Year: _____			J. LGEA	
E. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl			K. Start time	_____ : _____ <input type="checkbox"/> AM <input type="checkbox"/> PM [Tick one]
F. Class	P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3			Stage 1 (QTE)	Stage 2 (QTE)

**Nyiga kəla maaranta-a fato-aben korowa laa korəkin. Martəgəne takne kuru rangnəminna jawawu ye.**

*I am going to ask you some questions about school and about home. Please think and answer if you can.*

1.	<b>Saanəm ndawu?</b> <i>How old are you?</i>	Years: _____ <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
2.	<b>Kawu Aji 1-ro lenəminro nazərin kəranəma wa?</b> <i>Did you go to nursery before P1?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
3.	<b>Ku kawu maarantaro isəminro kəmbu buma wa?</b> <i>Did you eat before coming to school today?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
4.	<b>Maaranta ragəma wa?</b> <i>Do you like school?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
5.	<b>Kurunəmdən duli maarantaro letədə faidaa wa?</b> <i>Do you think it is important for children to go to school?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
6.	<b>Magə kozənadən kawu fal yayero maaranta adəro isəmi kozəna wa?</b> <i>Were you absent from this school any day last week?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
7.	<b>Maarantalan kitawu Kanuribe kəraye nanəmlan mbeji wa?</b> <i>Do you have a Kanuri reading book at school?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )

**Kuwa korowa jeleada kɛla mowontiben au awowa suro mowontiben waajin au diwal mowontiben waajineben nyiga korɛkin. Martɛe kasannɛmaga aa gulls. Kasnannɛmiga a'a gulls.**

*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.*

8.	<p><b>Maarantadɛn nzɛliwoarowa fanɛmin?</b> <i>Do you feel safe at your school?</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (Do not know/No response)</p>
9.	<p><b>Kɛntagɛ kozɛnadɛn, maarantalan duli laaye nyiga baksana wa au gadɛuwa wa, au kundulinɛm matsana wa, au nyiga malin sodorɛna wa, au sɛmonɛm kɛrizana wa, au ngarlan gurzana wa, au nyiro zau gɛnazaana wa?</b> <i>In the last month, at school, have any children beat or fought with you, pulled your hair, pinched you, twisted your ear, whipped you, or otherwise harmed you physically?</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (Do not know/No response)</p>
10.	<p><b>Kɛntagɛ kozɛnadɛn, maarantalan, malɛmwa laaye fuwurawaga ngarlan gurzana wa au baksana wa?</b> <i>In the last month, while at school, have any teachers whipped or beat students?</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (Do not know/No response)</p>
11.	<p><b>Kurunɛmdɛn malɛmwaye tadawama wa ngɛwuro karza korowa zaapsain ferowadɛro?</b> <i>Do you think teachers often choose boys to answer questions more frequently than girls?</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (Do not know/No response)</p>
12.	<p><b>Kurunɛmdɛn tadawama wa cidawa ajibero rɛpta a sadin ferowadɛro?</b> <i>Do you think boys participate more in class activities than girls?</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (Do not know/No response)</p>

**Kuwa korowa laa gana kɛla fadoben nyiga korakin.**

*Now I am going to ask you a few questions about your home.*

13.	<p><b>Fatolan tɛlambi ngɛwuro mananamin?</b></p> <p><i>What language so you speak most frequently at home?</i></p>	<input type="checkbox"/> <b>Kanuri</b> <input type="checkbox"/> <b>Hausa</b> <input type="checkbox"/> <b>Fɛlata</b> ( <i>Fulfulde</i> ) <input type="checkbox"/> <b>Arawi</b> ( <i>Arabic</i> ) <input type="checkbox"/> <b>Nasara</b> ( <i>English</i> ) <input type="checkbox"/> <b>Gade</b> ( <i>Other</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )
14.	<p><b>Kiatuwanɛm maarentaben nguron, kitawuwa, au jeridawa, au karewa gade faton kɛraye mbeji wa?</b></p> <p><i>Apart from your school books, are there books, newspapers or other materials for you to read at your house?</i></p>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )
15.	<p><b>Faton sabiso Kanuribe kɛranamin?</b></p> <p><i>How often do you read in Kanuri at home?</i></p>	<input type="checkbox"/> <b>Kɛrayinba</b> ( <i>Never</i> ) <input type="checkbox"/> <b>Yim laan</b> ( <i>Sometimes</i> ) <input type="checkbox"/> <b>Kullum</b> ( <i>Everyday</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )
16.	<p><b>Faton sabiso Kanuribe ruwonamin?</b></p> <p><i>How often do you write in Kanuri at home?</i></p>	<input type="checkbox"/> <b>Kɛrayinba</b> ( <i>Never</i> ) <input type="checkbox"/> <b>Yim laan</b> ( <i>Sometimes</i> ) <input type="checkbox"/> <b>Kullum</b> ( <i>Everyday</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )
17.	<p><b>Faton sabiso kam laaye nyiro farakro kɛrajin?</b></p> <p><i>How often does someone read out loud to you at home?</i></p>	<input type="checkbox"/> <b>Kɛrayinba</b> ( <i>Never</i> ) <input type="checkbox"/> <b>Yim laan</b> ( <i>Sometimes</i> ) <input type="checkbox"/> <b>Kullum</b> ( <i>Everyday</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )
<p><b>Awowa anyi fandolan mbeji wa?</b></p> <p><i>Do you have the following items in or at your home?</i></p>		
18.	<p><b>Radiwo?</b></p> <p><i>A radio?</i></p>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nonganyi/jaawu ba</b> ( <i>Do not know/No response</i> )

19.	<b>Waya manabe au waya mukkobe?</b> <i>A telephone or cell phone?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
20.	<b>Lantəriki?</b> <i>Electricity?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
21.	<b>Telbijin?</b> <i>A television?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
22.	<b>Furuji?</b> <i>A refrigerator?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
23.	<b>Keke?</b> <i>A bicycle?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
24.	<b>Babər?</b> <i>A motorcycle or motorbike?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
25.	<b>Mato gana au kura?</b> <i>A car or truck?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
26.	<b>Kolekole?</b> <i>A canoe?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )

27.	<b>Kolekole injinna?</b> <i>A boat with a motor?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
28.	<b>Darkuwa?</b> <i>An animal-drawn cart?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
29.	<b>Janareto?</b> <i>A generator?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
30.	<b>Komfuta?</b> <i>A computer?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
31.	<b>Fuko gasbe la, konnu lantarkibe?</b> <i>A gas or electric cooker?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
32.	<b>Loktu maarantaro lenəmiya am kurawanəmdə jilibiro fanzain?</b> <i>How do your parents feel when you go to formal school?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fanzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fanzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fanzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fanzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
33.	<b>Sokku maarantaro lenəmiya jilibiro fanəmin?</b> <i>How do you feel when you go to this school?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fanzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fanzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fanzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fanzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )

34.	<b>Kitawusodə abigairo rumin?</b> <i>How do you feel about books?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fonzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fonzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fonzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
35.	<b>Sokku faton kəranəmiya jilibiro fanəmin?</b> <i>How do you feel when you read at home?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fonzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fonzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fonzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
36.	<b>Loktu marantan kəranəmiya jilibiro fanəmin?</b> <i>How do you feel when you read at school?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fonzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fonzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fonzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
37.	<b>Abigairo fanəmin sokku maləmnəmbe kəla awo kəranəmyenn nyiga suworiga?</b> <i>How do you feel when your teacher asks you questions about what you have read?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fonzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fonzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fonzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
38.	<b>Abigairo fanəmin kəradə susu biskebero?</b> <i>How do you feel about reading instead of playing?</i>	<input type="checkbox"/> <b>Zauro kəjinzə fonzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fonzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fonzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fonzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )

39.	<p><b>Abigairo fanəmin cida marantabe fatolan kəndodə?</b></p> <p><i>How do you feel when you do homework?</i></p>	<input type="checkbox"/> <b>Zauro kəjinzə fanzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fanzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fanzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fanzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
40.	<p><b>Abigairo fanəmin sokku maləmnəmbe nyiro Kanurin manazəgiya?</b></p> <p><i>How do you feel when your teacher speaks to you in Kanuri?</i></p>	<input type="checkbox"/> <b>Zauro kəjinzə fanzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fanzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fanzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fanzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
41.	<p><b>Abigairo fanəmin sokku maləmnəmbe nyiro Nasaralan manazəgiya?</b></p> <p><i>How do you feel when your teacher speaks to you in English?</i></p>	<input type="checkbox"/> <b>Zauro kəjinzə fanzain</b> ( <i>Very happy</i> ) <input type="checkbox"/> <b>Kəjinzə fanzain</b> ( <i>Happy</i> ) <input type="checkbox"/> <b>Kutturo fanzain</b> ( <i>Sad</i> ) <input type="checkbox"/> <b>Zauro kutturo fanzain</b> ( <i>Very Sad</i> ) <input type="checkbox"/> <b>Kəjiye gəyi kuttuye gəyi</b> ( <i>Neither Happy nor Sad</i> ) <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> ( <i>Do not know/No response</i> )
42.	<p><b>Manzar kəkənəmma yaye, kəjiro rumbawa?</b></p> <p><i>Do you have difficulty seeing, even if wearing glasses?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )
43.	<p><b>Səmoram fantəbe yikkəmma yaye, kəjiro fanəmbawa?</b></p> <p><i>Do you have difficulty hearing, even if using a hearing aid?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )

44.	<p><b>Kazəyi laa fanəmminwa shin letəlan au guwannəm kəmbalan?</b></p> <p><i>Do you have difficulty walking or climbing steps?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )
45.	<p><b>Kazəyi fanəminwa awo laa taktən aw yakkintən?</b></p> <p><i>Do you have difficulty remembering or concentrating?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )
46.	<p><b>Kazəyi laa mbejiwa, kəlanəmro njistaa lan, allamanna kazəmunəm tultalan aw kəmulan?</b></p> <p><i>Do you have difficulty with self-care such as washing all over or dressing (putting on clothes)?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )
47.	<p><b>Təlam Kanurin mananəminga, kazəyi manabe rumin wa, allamanna nyiye asutəgai au nyiga asutalan?</b></p> <p><i>Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?</i></p>	<input type="checkbox"/> <b>A'a kazəyi ba</b> ( <i>No, no difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi gana mbeji</b> ( <i>Yes, some difficulty</i> ) <input type="checkbox"/> <b>Aa kazəyi kura</b> ( <i>Yes, a lot of difficulty</i> ) <input type="checkbox"/> <b>Abima range dikkinba</b> ( <i>Cannot do at all</i> )
<p><b>Zauro askərngəna bananəm adəro. Kuwa ajiro waltene. Martəgəne wande duli gadero awo nyiga korəkənədə gulnəmi.</b></p> <p><i>Thank you very much for your help. You may now return to class. Please do not tell the other children about what the questions I have asked you.</i></p>		
<p>Time the interview ended: HH:_____ MM:_____</p>		

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## **TEACHER INTERVIEW - Kanuri**

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### **INSTRUCTIONS TO ENUMERATOR**

- 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.
- Only one response is permitted, except where indicated otherwise.

### **TEACHER CONSENT**

**Salam, wu sunyi \_\_\_\_\_ ande-a UNICEF-a SUBEB-a, rokko cidanyiyen kɛla futubin kanurilan kɛratin, kuru bayanwa sabnyiyen futu kanurilan kɛra nzɛkɛliwobe hapkɛm kɛlionze kɛskero kɛndoro.**

**Cida adɛbe laanzedɛ kɛla malɛmwa futu kɛra gulzagin-a, fuwurawabe nzundunza kɛrabe-a, kɛndɛgaram kɛranzabe-a moorantiwa kɛrwe Bɔrnobe-a Yobe-a karnyenadɛn bayan manyiyen.**

- Dalil tartib EGRA-bedɛ, raktɛ kɛrabe fuwurawabe rizabta nankaro tɛdin.
- Dalil kungorinde adɛbedɛ kɛla moorantiwa-a, malɛmwa moorantiwabe-a, kɛndɛganza-a, dɛlfuwanza kɛra gultɛgɛbe-a, raktɛ fuwurawabe Kɛrabe-a lejindɛben bayan manyiyen.
- Mooranti adɛga wowaknyiye kargaiye lamardɛro rɛptɛgɛro. Nyiye bananɛm kɛnjo

zauro muhim. Amma wanəmmaga mbu ngənyi.

- Sunəm ruwoginba kuru ndarama gaden nyiga korəkinba. Zeawuwa kungori adəbega-a tartip EGRA-be-a moorantiwa ngəwulan tənadə Jamia FSU-a, UNICEF-a, SUBEB-a MOE-a kuru am lamar ilmuben cinzaga gadeso faidata, dulfu laa bana kəndobe asuza, lamar kərabe təlam kanuribe ajiwa badiaramben haptaa nankararo.
- Bayanwa təwandəna anyi ndu gulzomaro fisatinbawo, morantibilan fangatəyero fisattinbawo. Amma zeawuwa morantiwa gadebe-a faktin. Zəawa kungori adəbedə ashir, kuru ganamaro lamar laa cidanəm dimin rizabtabe ngəyi.
- Yesaraiyena nyiro darura ba kulashi adəro rəptəgəmma nankaro.
- Nyiye nzərgai laa fandəmbawo kulashi adəro rəptəgəmma nankaro. Amma awowanəm gulnəmmadə faidata lamar kəraduli ajiwa badiarambe lardə Nigriabedə ita fuwuzagin.

Gademinnaro nyiye waltəm rəptəgəmbawo tamtamnəm bamaga. Badigatə maga nyiye zewawu korodəro yo wanəmma ga abima ba. Kasatnəməwa reptəmin?

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

*Hello, my name is \_\_\_\_. We are working with UNICEF and SUBEB to gather information about Kanuri reading instruction 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 schools in Borno and Yobe states.*

- *The purpose of the EGRA is to assess the reading ability of pupils.*
- *The purpose of this interview is to gather information about schools and school staff to learn more about conditions and practices that may affect pupils' reading abilities.*
- *This school was randomly selected for participation in this interview. Your participation is very important, but you do not have to participate if you do not wish to.*
- *Your name will NOT be recorded on this form, nor mentioned anywhere in the interview data. The combined results of the EGRA and interviews conducted in many schools will be shared with Florida State University, UNICEF, 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.*
- *The information provided in this interview will be anonymous and will not be reported by school, but will be combined with results from many other schools. The results of the interview will be completely anonymous and have no bearing on your performance evaluation.*
- *We believe there is no risk to you in participating in this research.*
- *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.*
- *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/CLASSROOM DEMOGRAPHIC DATA		
A.	Assessor name:	
B.	Assessor code:	
C.	Date of school visit:	_____/_____/_____ DD                      MM      YYYY
D.	State:	<input type="checkbox"/> Borno <input type="checkbox"/> Yobe
E.	LGEA:	
F.	Education Area:	
G.	School name:	
H.	School EMIS code:	
I.	Name of the QAO responsible for this teacher <i>[Verify with teacher]</i>	
J.	Teacher's gender:	<input type="checkbox"/> Female <input type="checkbox"/> Male
K.	Time the interview started:	HH:_____      MM: _____

**Woktu gonam kəla notunam kəra gultuwubelan mananəmmadəro nyiro askərngəna. Kuwa korodə badinye**  
*Thank you for taking the time to speak with me about your teaching experiences. Let's begin the interview.*

1.	<p><b>Marantaadālan darasabisogullāgāmin?</b>  <i>What subjects do you teach in this school?</i></p>	<p><i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> <b>Afuno</b> (Hausa)  <input type="checkbox"/> <b>Kanuri</b>  <input type="checkbox"/> <b>Nasara</b> (English)  <input type="checkbox"/> <b>Arawi</b> (Arabic)  <input type="checkbox"/> <b>Kimiya</b> (Science)  <input type="checkbox"/> <b>Isawu</b> (Mathematics)  <input type="checkbox"/> <b>Ilmu nabtā jamabe</b> (Social Studies)  <input type="checkbox"/> <b>Nzundu kändāgabe</b> (Life Skills)  <input type="checkbox"/> <b>Kisadā</b> (Arts)  <input type="checkbox"/> <b>Gade</b> (Other)  <input type="checkbox"/> <b>Nongānyi/ zaawu ba</b> (Do not know/No response)</p>
2.	<p><b>Kārma ajibiso maaranta adālan gullāgāmin?</b>  <i>Which classes do you currently teach in this school?</i></p>	<p><i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> <b>Maranti Kāmalabe</b> (Pre-Primary)  <input type="checkbox"/> <b>Aji 1</b> (Primary 1)  <input type="checkbox"/> <b>Aji 2</b> (Primary 2)  <input type="checkbox"/> <b>Aji 3</b> (Primary 3)  <input type="checkbox"/> <b>Aji 4</b> (Primary 4)  <input type="checkbox"/> <b>Aji 5</b> (Primary 5)  <input type="checkbox"/> <b>Aji 6</b> (Primary 6)  <input type="checkbox"/> <b>Gade</b> (Others)  <input type="checkbox"/> <b>Nongānyi/ zaawu ba</b> (Do not know/No response)</p>
3.	<p><b>Kāra gullāgāmindā saa ndawu? (Saa samma, maaranta adā basgāyi)</b>  <i>How many years of teaching experience do you have? (In total, not just in this school)</i></p>	<p>Adudu saabe: _____ (Number of years)</p> <p><input type="checkbox"/> <b>Nongānyi/ zaawu ba</b> (Do not know/No response)</p>
4.	<p><b>Suro kāra gullāgāmindān abi ci ilmunāmbe?</b>  <i>What is your highest professional teaching qualification?</i></p>	<p><input type="checkbox"/> <b>Ba</b> (None)  <input type="checkbox"/> <b>Daraja kēnindimi</b> (Grade II)  <input type="checkbox"/> <b>Shada ilmu malāmbe</b> (NCE)  <input type="checkbox"/> <b>Dāgāri ilmu malāmbe</b> (B.Ed.)  <input type="checkbox"/> <b>Difulōma ilmu malāmbe</b> (PGDE)  <input type="checkbox"/> <b>Dāgāri kēnindimi ilmu malāmbe</b> (M.Ed.)  <input type="checkbox"/> <b>Gade</b> (Other)  <input type="checkbox"/> <b>Nongānyi/ zaawu ba</b> (Do not know/No response)</p>

5.	<p><b>Kawu cida badinemmiro abim kəranəm?</b>  <i>What was your specialization during <u>pre-service</u> training?</i></p>	<p><i>Multiple responses are allowed. Tick all responses provided by the teacher.</i></p> <p><input type="checkbox"/> <b>Afuno</b> (Hausa)  <input type="checkbox"/> <b>Kanuri</b>  <input type="checkbox"/> <b>Nasara</b> (English)  <input type="checkbox"/> <b>Arawi</b> (Arabic)  <input type="checkbox"/> <b>Kimiya</b> (Science)  <input type="checkbox"/> <b>Isawu</b> (Mathematics)  <input type="checkbox"/> <b>Ilmu nabtə jamabe</b> (Social Studies)  <input type="checkbox"/> <b>Nzundu kəndəgabe</b> (Life Skills)  <input type="checkbox"/> <b>Kisadə</b> (Arts)  <input type="checkbox"/> <b>Gade</b> (Other)  <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> (Do not know/No response)</p>
6.	<p><b>Kəla <u>Kanuri</u> gultəgəben allamtə laa taanasye fandəma wa nasha fuwurawa maaranta badiyarambero kəratəyen kawu cida badinəminro?</b>  <i>Have you received specific instruction on how to teach <u>Kanuri reading</u> for pupils in early primary during your pre-service</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</p>
7. Ask only if Kanuri is chosen at Q1.	<p><b>Kəla <u>Kanuri</u> gultəgəben allamtə laa taanasye fandəma wa nasha fuwurawa maaranta badiyarambero <u>Kanuri</u> kəratəyen suro ilmun əm yiraminyen?</b>  <i>Have you received specific instruction on how to teach <u>Kanuri reading</u> for pupils in early primary during any in-service</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</p>
8. Ask only if Kanuri is chosen at Q1.	<p><b>Kəla <u>Nasara</u> gultəgəben allamtə laa taanasye fandəma wa nasha fuwurawa maaranta badiyarambero <u>Nasara</u> kəratəyen kawu ilmun ilmunəm yiraminyen?</b>  <i>Have you received specific instruction on how to teach <u>English reading</u> for pupils in early primary during your pre-service</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</p>

<p>9. Ask only if Kanuri is chosen at Q1.</p>	<p><b>Kɛla Nasara gultɔgɛben allamtɔ laa taanasye fandɛma wa nasha fuwurawa maaranta badiyarambero Nasara kɛratɔyen suro ilmun ilmunɛm yiraminyen?</b></p> <p><i>Have you received specific instruction on how to teach English reading for pupils in early primary during any in-service</i></p>	<p><input type="checkbox"/> Aa (Yes)  <input type="checkbox"/> A'a (No)  <input type="checkbox"/> Nongɛnyi/jaawu ba (Do not know/No response)</p>
<p>10.</p>	<p><b>Tɛlambi ngɛlaro mananɛmin kuru asunɛmin?</b></p> <p><i>What language do you speak and understand best?</i></p>	<p>Only one response allowed.  <input type="checkbox"/> Afuno (Hausa)  <input type="checkbox"/> Kanuri  <input type="checkbox"/> Fulata (Fulfulde)  <input type="checkbox"/> Arawi (Arabic)  <input type="checkbox"/> Nasara (English)  <input type="checkbox"/> Gade (Other)  <input type="checkbox"/> Nongɛnyi/ zaawu ba (Do not know/No response)</p>
<p>11.</p>	<p><b>Tɛlambi ngɛlaro kɛranemin kuru ruwonɛmin?</b></p> <p><i>What language do you read and write best?</i></p>	<p>Only one response allowed.  <input type="checkbox"/> Afuno (Hausa)  <input type="checkbox"/> Kanuri  <input type="checkbox"/> Fulata (Fulfulde)  <input type="checkbox"/> Arawi (Arabic)  <input type="checkbox"/> Nasara (English)  <input type="checkbox"/> Gade (Other)  <input type="checkbox"/> Nongɛnyi/ zaawu ba (Do not know/No response)</p>
<p>12.</p>	<p>(“Kanuridɛ” shigɛyi telam duwo malɛmdɛye ngɛlaro manajin kuru asujin genyiga koro kɛn 10-milan)  <b>Kurinɛmdn, abigairo Kanurin mananɛmin kuru asunɛmin: gana, laa, nguwu?</b>  <i>[If “Kanuri” is not the language the teacher reports speaking and understanding best in Question 10]  In your opinion, how much can you speak and understand Kanuri: A little. Some. or</i></p>	<p><input type="checkbox"/> Gana (A little)  <input type="checkbox"/> Laa (Some)  <input type="checkbox"/> Nguwu (A lot)  <input type="checkbox"/> Nongɛnyi/ zaawu ba (Do not know/No response)</p>

13.	<p>(“Nasaradə” shigəyi telam duwo maləmdəye ngəlaro manajin kuru asujin genyiga koro kən 10-milan)  <b>Kurinenden, abigairo Nasaran mananəm kuru asunəmin: gana, laa, nguwu?</b>  <i>[If “English” is not the language the teacher reports speaking and understanding best in Question 10]  In your opinion, how much can you speak and understand English: A little. Some. or</i></p>	<input type="checkbox"/> <b>Gana</b> ( <i>A little</i> ) <input type="checkbox"/> <b>Laa</b> ( <i>Some</i> ) <input type="checkbox"/> <b>Nguwu</b> ( <i>A lot</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )
14. Ask only if Kanuri is chosen at Q1.	<p><b>Fuwurawa ndawu ajinəmlan raksa kanuri ngəlaro kəraza asuzain? samma, retaa kozəna, reta, retama sətənyi au ba.</b>  <i>How many pupils in your class can read and comprehend well in Kanuri? All, more than half, half, less than half or</i></p>	<input type="checkbox"/> <b>Fuwurawa samma</b> ( <i>all pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabema kozəna</b> ( <i>More than half of pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabe</b> ( <i>Half of pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabema sədənyi</b> ( <i>Less than half of pupils</i> ) <input type="checkbox"/> <b>Fuwura falma ba</b> ( <i>No pupils</i> )
15. Ask only if Kanuri is chosen at Q1.	<p><b>Fuwurawa ndawu ajinəmlan raksa nasaea ngəlaro kəraza asuzain? samma, retaa kozəna, reta, retama sətənyi au ba.</b>  <i>How many pupils in your class can read and comprehend well in English? All, more than half, half, less than half or</i></p>	<input type="checkbox"/> <b>Fuwurawa samma</b> ( <i>all pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabema kozəna</b> ( <i>More than half of pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabe</b> ( <i>Half of pupils</i> ) <input type="checkbox"/> <b>Reta fuwurawabema sədənyi</b> ( <i>Less than half of pupils</i> ) <input type="checkbox"/> <b>Fuwura falma ba</b> ( <i>No pupils</i> )
<p><b>Instructions:</b> 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><b>Maləmdəro gulle:</b> "kuwa awowa laa kəraro təngaataa nyiro kəragəkin. Raammaga kakkadənənlan wuga gamin. Martəne, kərangiya mana zauro kasannəmmadə kəladən kuret gənane au ndaso yaye hanngalnəmbe kurzənadə wuro gulle.  <i>Tell the teacher: “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.”</i></p>		
16.	<input type="checkbox"/> <b>Fuwura kəra kəlioro mbəltəyinga, dalilnzədə hangal kəliobe ala njo shilan ba.</b> <i>If a pupil is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.</i>	<input type="checkbox"/> <b>Awowa kada fuwurawaga səkkəkəra kəlioro mbəltəyin.</b> <i>Many factors may cause a pupil to struggle to learn to read.</i>

17.	<input type="checkbox"/> <b>Arawu kalkalro kəradə, fuwurabe asutənzə fəlejin.</b> <i>Reading words correctly indicates if a pupil understands the text.</i>	<input type="checkbox"/> <b>Tiyi gəndoaro kəradə, fuwuraye asutə bayanjin.</b> <i>Reading with expression indicates if a pupil understands the text.</i>
18.	<input type="checkbox"/> <b>Ya-a awa-a kərazanyidə raksa fuwura banaza kəra səlinba.</b> <i>Uneducated parents cannot assist their pupil to learn to read.</i>	<input type="checkbox"/> <b>Ya-a awa-a kərazanyidə cida ngəla fuwura bananəm kəra kəliobe sadin.</b> <i>Uneducated parents can play an important role in helping their pupil learn to read.</i>
19.	<input type="checkbox"/> <b>Nzundu kəra-a ruwo-a fuwurabe təlamnzə burobebedə, nzundu kəra-a ruwo-a təlam gadebero kojın.</b> <i>Some literacy skills in a pupil's first language transfer to other language literacy skills.</i>	<input type="checkbox"/> <b>Nzundu kəra-a ruwo-a fuwurabe təlamnzə burobebedə, təlam burobe lonro faidajın.</b> <i>Literacy skills in a pupil's first language only benefit the first language.</i>
20.	<input type="checkbox"/> <b>Fuwuraro futu arawu bəlin kərabə yikkəliodəro, futu arawudə kunduwu kunduwuro yaktəbe fəletaama ngalwo.</b> <i>To teach pupils to learn to read a new word, it is best to show them how to break the word up into syllables.</i>	<input type="checkbox"/> <b>Fuwuraro futu arawu bəlin kərabə yikkəliodəro, arawudə fəlenəm awo gulngəna gullowo gultə ye kozəna, yaktəbe fəletaama ngalwo.</b> <i>To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.</i>
21.	<input type="checkbox"/> <b>Cida maləmbədə Fuwuraro arawu mərədəzana samma yikkəlim noza, kərama ngəlaro walta.</b> <i>The teacher's role is to teach pupils all the words they need to know and they will become good readers.</i>	<input type="checkbox"/> <b>Cida maləmbədə Fuwuraro nzundu mərədəzana yikkəlim, sandiye kəlanzan sali, kərama ngəlaro walta.</b> <i>The teacher's role is to teach skills pupils need so they can learn words independently and become good readers.</i>
22.	<input type="checkbox"/> <b>Fuwurawa ajilan fəfalro farakro kərazainga, ngəlaro kəra salin.</b> <i>Pupils will learn to read well if they read out loud by taking turns in the classroom.</i>	<input type="checkbox"/> <b>Maləmye loktu gozə kəra ngəla farakro fantinlan hawarkəralan allama diodə ngəla.</b> <i>It is important for the teacher to take time to model good reading using read aloud stories.</i>

23.	<input type="checkbox"/> <b>Fuwurawa samma buron nasaralan kɛra Sali, tɛlamnza fatobe gayirtabaro.</b> <i>All pupils should learn how to read in English first, regardless of their local language.</i>	<input type="checkbox"/> <b>Fuwurawa samma tɛlamnza fatoben kɛra sɛli.</b> <i>All pupils should learn how to read in their local language e.g. Kanuri first.</i>
<b>Askɛrngɛna. Kuwa kɛla notunɛm kɛra gultuwubelan korowanyi ala barra sɛkkɛ mbeji.</b> <i>Thank you. Now I have some more questions about your teaching experiences:</i>		
24.	<b>Magɛ ngawobedɛn kawu laa nyi marantin baro walzɛna wa?</b> <i>Were you absent from school any day last week?</i>	<input type="checkbox"/> <b>Aa</b> ( <i>Yes</i> ) <input type="checkbox"/> <b>A'a</b> ( <i>No</i> ) <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> ( <i>Do not know/No response</i> )
25. If YES to Question 24	<b>Abiro nyi badɛ?</b> <i>Why were you absent?</i>	Tick all responses provided as appropriate. <input type="checkbox"/> <b>A'a, magɛ kozɛnadɛ wu marantan ba gɛnyi.</b> ( <i>No, I was not absent from school last week.</i> ) <input type="checkbox"/> <b>Kundondi</b> ( <i>Illness</i> ) <input type="checkbox"/> <b>Cidnyi gade mbeji</b> ( <i>Have other jobs</i> ) <input type="checkbox"/> <b>Biya fandɛkɛnyi/ kɛzubkɛro biyasanyi/ doiro biyazanyi</b> ( <i>Do not get paid/ pay insufficient/pay irregular</i> ) <input type="checkbox"/> <b>Faita ba</b> ( <i>Lack of motivation</i> ) <input type="checkbox"/> <b>Kurowu yallabe</b> ( <i>Family responsibilities</i> ) <input type="checkbox"/> <b>Awo kɛmbabe ba</b> ( <i>No transportation</i> ) <input type="checkbox"/> <b>Gade</b> ( <i>Other</i> ) <input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> ( <i>Do not know/No</i> )

<p>26. Ask only if Kanuri chosen at Q1.</p>	<p><b>Nyiro fal karne gulzaiya, tɔlam kanuribe yikkɛliolan bana au suwori mɛradɛnɛmiga buron na ndubero lenɛmin?</b></p> <p><i>If you had only one choice, who would you go to first when you need help or advice with your Kanuri language teaching?</i></p>	<p><i>Do NOT read response options. Tick only one response.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Kura malɛmwabe</b> (<i>Head Teacher</i>)</li> <li><input type="checkbox"/> <b>Banama kura malɛmwabe</b> (<i>Assistant Head Teacher</i>)</li> <li><input type="checkbox"/> <b>Malɛm kura</b> (<i>Senior or Peer Teacher</i>)</li> <li><input type="checkbox"/> <b>Kazaadala daudi kɛrabebe</b> (<i>Department Head</i>)</li> <li><input type="checkbox"/> <b>Ajiro njistaama</b> (<i>Class Master</i>)</li> <li><input type="checkbox"/> <b>Malɛm kaalama</b> (<i>Mentor Teacher</i>)</li> <li><input type="checkbox"/> <b>Kkaalama kɛla marantabe kuruma</b> (<i>Mentor Supervisors</i>)</li> <li><input type="checkbox"/> <b>Kɛla marantabe gam kuruma</b> (<i>School Supervisor/SSO</i>)</li> </ul>
<p>27. Ask only if Kanuri chosen at Q1.</p>	<p><b>Loktu kɛraye adɛn, ndawuro helmsaye darasɛ Kanuribe niniwono?</b></p> <p><i>In the current academic year, how frequently did the head teacher observe you teach a Kanuri lesson?</i></p>	<p><i>Do NOT read response options. Select the option that most closely matches the response provided by the teacher.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Kullum</b> (<i>Daily</i>)</li> <li><input type="checkbox"/> <b>Magɛn 2-4</b> (<i>2-4 times/week</i>)</li> <li><input type="checkbox"/> <b>Magɛn falro</b> (<i>Once per week</i>)</li> <li><input type="checkbox"/> <b>Magɛn indin falro</b> (<i>Once every two weeks</i>)</li> <li><input type="checkbox"/> <b>Kɛntagɛn falro</b> (<i>Once per month</i>)</li> <li><input type="checkbox"/> <b>Kɛntagɛn indin falro</b> (<i>Once every two months</i>)</li> <li><input type="checkbox"/> <b>Sanan falro</b> (<i>Once per term</i>)</li> <li><input type="checkbox"/> <b>Saalan falro</b> (<i>Once per year</i>)</li> <li><input type="checkbox"/> <b>Ngaltema</b> (<i>Never</i>)</li> <li><input type="checkbox"/> <b>Nongɛnyi/jaawu ba</b> (<i>Do not know/No response</i>)</li> </ul>

<p>28. Ask only if English was chosen at Q1.</p>	<p><b>Loktu kəraye adən, ndawuro helmsaye darasə Nasarabe niniwono?</b> <i>In the current academic year, how frequently did the head teacher observe you teach an English lesson?</i></p>	<p><i>Do NOT read response options. Select the option that most closely matches the response provided by the teacher.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Kullum</b> (Daily)</li> <li><input type="checkbox"/> <b>Magən 2-4</b> (2-4 times/week)</li> <li><input type="checkbox"/> <b>Magən falro</b> (Once per week)</li> <li><input type="checkbox"/> <b>Magən indin falro</b> (Once every two weeks)</li> <li><input type="checkbox"/> <b>Kəntagən falro</b> (Once per month)</li> <li><input type="checkbox"/> <b>Kəntagən indin falro</b> (Once every two months)</li> <li><input type="checkbox"/> <b>Sanan falro</b> (Once per term)</li> <li><input type="checkbox"/> <b>Saalan falro</b> (Once per year)</li> <li><input type="checkbox"/> <b>Ngaltəma</b> (Never)</li> <li><input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</li> </ul>
<p><b>Kuwa awowa laa kərangin. Ngawo kərange fanəmmaben, manawosoro, zauro kasanngəna, kasanngəna, kasanngənyi au zauro kasanngənyi zaawuro ye.</b> <i>Now I will read a series of statements. After you have heard each statement, please indicate whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with the statement.</i></p>		
<p>29.</p>	<p><b>Maarantadə na ferowaro kəraro nzəliwoa.</b> <i>School is a safe place for girls to learn.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Zauro kasanngəna</b> (Strongly agree)</li> <li><input type="checkbox"/> <b>Kasanngəna</b> (Agree)</li> <li><input type="checkbox"/> <b>Kasanngənyi</b> (Disagree)</li> <li><input type="checkbox"/> <b>Zauro kasanngənyi</b> (StronglyDisagree)</li> <li><input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> (Do not know/No response)</li> </ul>
<p>30.</p>	<p><b>Tadawagairo ferowa ye maarantan nasartain.</b> <i>Girls can be as successful in schools as boys.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Zauro kasanngəna</b> (Strongly agree)</li> <li><input type="checkbox"/> <b>Kasanngəna</b> (Agree)</li> <li><input type="checkbox"/> <b>Kasanngənyi</b> (Disagree)</li> <li><input type="checkbox"/> <b>Zauro kasanngənyi</b> (StronglyDisagree)</li> <li><input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> (Do not know/No response)</li> </ul>
<p>31.</p>	<p><b>Tadawaye leza maarantan kənshədə nzəliwoa.</b> <i>It is safe for boys to get to and from school.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Zauro kasanngəna</b> (Strongly agree)</li> <li><input type="checkbox"/> <b>Kasanngəna</b> (Agree)</li> <li><input type="checkbox"/> <b>Kasanngənyi</b> (Disagree)</li> <li><input type="checkbox"/> <b>Zauro kasanngənyi</b> (StronglyDisagree)</li> <li><input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> (Do not know/No response)</li> </ul>

32.	<p><b>Ferowaye leza maarantan kənshedə nzəliwoa.</b>  <i>It is safe for girls to get to and from school.</i></p>	<input type="checkbox"/> <b>Zauro kasanngəna</b> ( <i>Strongly agree</i> ) <input type="checkbox"/> <b>Kasanngəna</b> ( <i>Agree</i> ) <input type="checkbox"/> <b>Kasanngənyi</b> ( <i>Disagree</i> ) <input type="checkbox"/> <b>Zauro kasanngənyi</b> ( <i>StronglyDisagree</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )
33.	<p><b>Fuwurawaga liwodə hakku maaratntabe.</b>  <i>It is the school's responsibility to keep pupils safe.</i></p>	<input type="checkbox"/> <b>Zauro kasanngəna</b> ( <i>Strongly agree</i> ) <input type="checkbox"/> <b>Kasanngəna</b> ( <i>Agree</i> ) <input type="checkbox"/> <b>Kasanngənyi</b> ( <i>Disagree</i> ) <input type="checkbox"/> <b>Zauro kasanngənyi</b> ( <i>StronglyDisagree</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )
34.	<p><b>Maarantadə na kamuwa kəra gultəgəro nzəliwoa.</b>  <i>School is a safe place for women to teach.</i></p>	<input type="checkbox"/> <b>Zauro kasanngəna</b> ( <i>Strongly agree</i> ) <input type="checkbox"/> <b>Kasanngəna</b> ( <i>Agree</i> ) <input type="checkbox"/> <b>Kasanngənyi</b> ( <i>Disagree</i> ) <input type="checkbox"/> <b>Zauro kasanngənyi</b> ( <i>StronglyDisagree</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )
35.	<p><b>Dulidə hangal gənazainbaga, maləmye ngawo mukkonzabe baksə, au garlan gurzə, au futu gaden baksə hangalnza kudoro.</b>  <i>If children are not paying attention, the teacher should wrap their knuckles, cane the pupils, or use other physical means to get their attention.</i></p>	<input type="checkbox"/> <b>Zauro kasanngəna</b> ( <i>Strongly agree</i> ) <input type="checkbox"/> <b>Kasanngəna</b> ( <i>Agree</i> ) <input type="checkbox"/> <b>Kasanngənyi</b> ( <i>Disagree</i> ) <input type="checkbox"/> <b>Zauro kasanngənyi</b> ( <i>StronglyDisagree</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )
36.	<p><b>Dulidə hal batti fəlezainga, maləmye ngawo mukkonzabe baksə, au garlan gurzə, au futu gaden baksə hahnza yasaro.</b>  <i>If children are misbehaving, teachers should wrap their knuckles, cane the pupils, or use other physical means to correct their behavior.</i></p>	<input type="checkbox"/> <b>Zauro kasanngəna</b> ( <i>Strongly agree</i> ) <input type="checkbox"/> <b>Kasanngəna</b> ( <i>Agree</i> ) <input type="checkbox"/> <b>Kasanngənyi</b> ( <i>Disagree</i> ) <input type="checkbox"/> <b>Zauro kasanngənyi</b> ( <i>StronglyDisagree</i> ) <input type="checkbox"/> <b>Nongənyi/ zaawu ba</b> ( <i>Do not know/No response</i> )

<p>37. If NO, skip to the last question, # 39.</p>	<p>Koro adə zaawunzə AA/A'A. <b>Saa kožənadən, maarantadə zaksana wa, au cidaro gərataa nankaro fuwurawa maarantaro isayi, fitəna, au fitəna karnobe, au fitəna siyasabe au kate jamabe nankaro?</b></p> <p><i>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? If NO. skip the last</i></p>	<p><input type="checkbox"/> <b>Aa</b> (Yes)  <input type="checkbox"/> <b>A'a</b> (No)  <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</p>
<p>38.</p>	<p>AA-gulləmiga, <b>Dalil fitənawa anyibe falnzaben maarantadəga kawu ndawuro zamgono?</b></p> <p><i>If yes, how many days was the school affected due to one of these incidents?</i></p>	<p>Kawu (Days): _____</p>
<p>39.</p>	<p><b>Saa kožənadən, dalil nzəliwoye nankaro ndawuro maləmwadə maarantaro isay.</b></p> <p><i>In the past year, how often have teachers ever not come to school because of safety or security concerns? Never, once, a few times, a lot.</i></p>	<p><input type="checkbox"/> <b>Ngaltema</b> (Never)  <input type="checkbox"/> <b>Fallonro</b> (Once)  <input type="checkbox"/> <b>Loktu ganaro</b> (A few times)  <input type="checkbox"/> <b>Ngəwuro</b> (A lot)  <input type="checkbox"/> <b>Nongənyi/jaawu ba</b> (Do not know/No response)</p>
<p>Time the interview ended:</p>		<p>HH:_____ MM:_____</p>

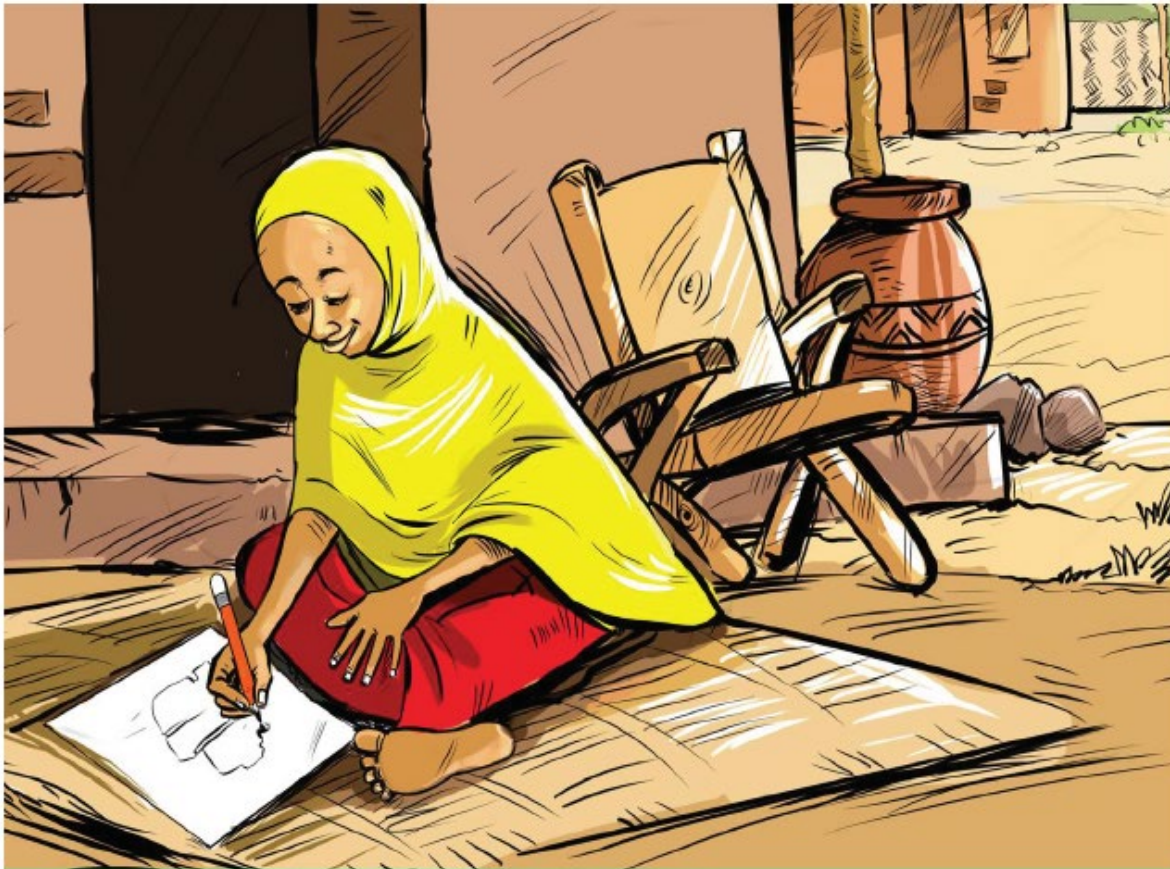


# Kitawu Kərabe Fuwurawabe

Aji  
**1**



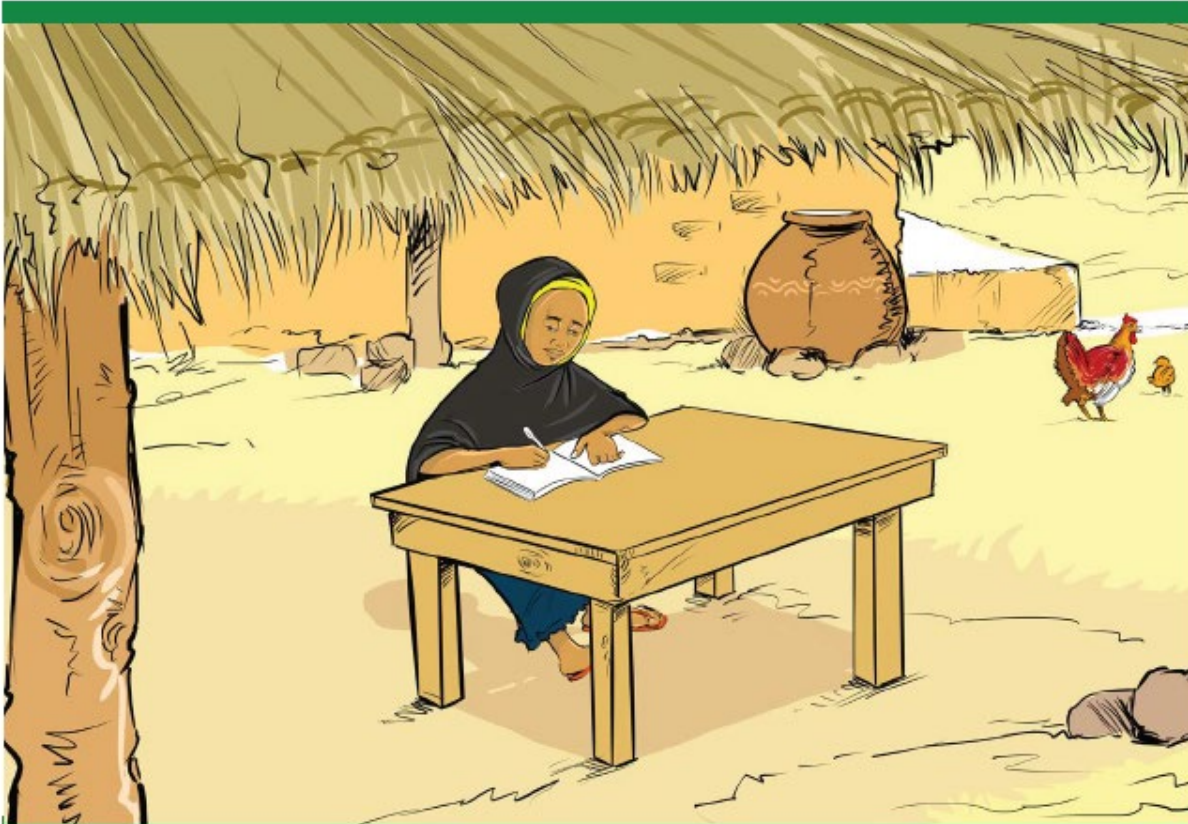
Annex Q. KARI P2 Pupil's Book Cover Page



**Kitawu Kərabe  
Fuwurawabe**

Aji  
**2**





# Kitawu Kərabe Fuwurawabe

Aji  
**3**

