



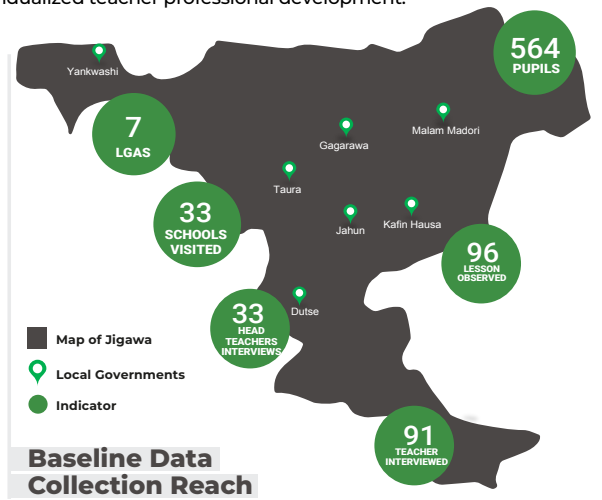
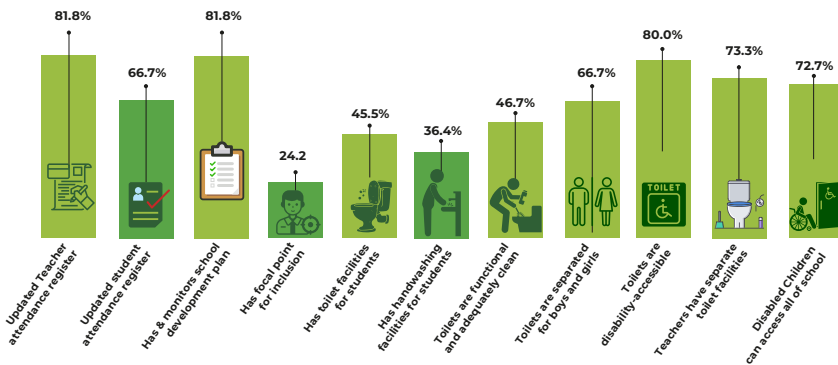
JIGAWA SCHOOL LEVEL KEY PERFORMANCE RESULTS AT BASELINE NOVEMBER 2022

This baseline report provides the results of indicators that point to areas where PLANE is providing school level technical support to Jigawa State for improved learning outcomes. The indicators assessed include literacy and numeracy learning levels, inclusive and safe quality classroom instructions, teachers and pupil attendance rate, availability and use of safeguarding policy and availability and use of school report card.

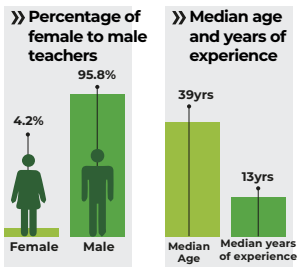
School, teacher, and pupil demographics indicate that government schools in Jigawa need support to provide not only the best environments conducive to pupil learning, but also support teachers in their efforts to provide the highest level of instruction in their classrooms. A concentrated effort to provide a more inclusive environment, including identifying GESI focal persons at the school level and ensuring appropriate facilities for learners with disabilities, may have measurable effects on learning outcomes. As of now, enrolment of pupils with disabilities is extremely low, and school facilities are not available to support their physical inclusion.

Teachers have varying levels of qualifications and experience, which can make it difficult to provide individualized training specific to their needs. Providing coaching and mentoring for all teachers is an important strategy to provide individualized teacher professional development.

Jigawa School Characteristics and Facilities

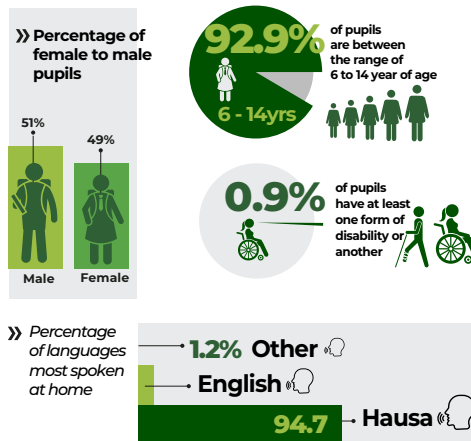


Teacher Demographics

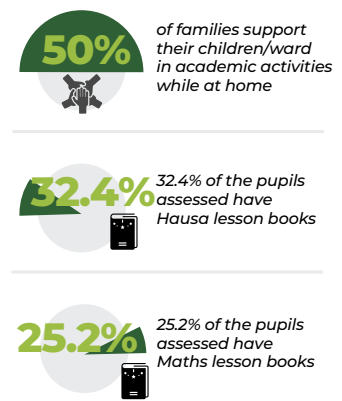


80.2% of the teachers reported having the minimum teaching requirement in primary schools

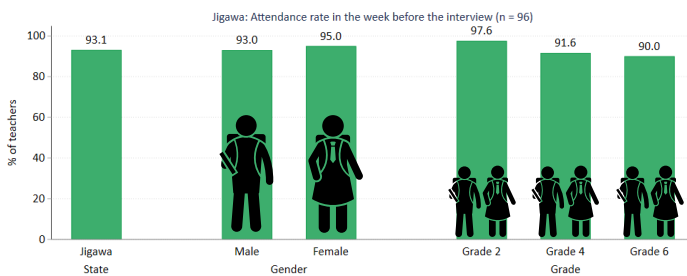
Pupil Demographics



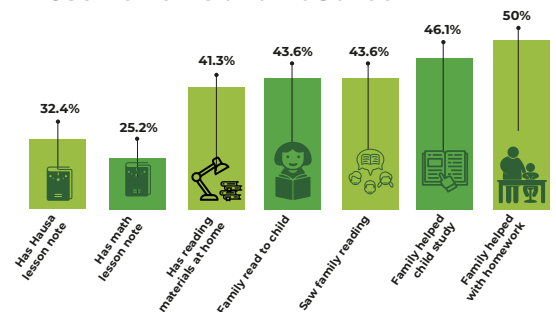
Pupil Family Demographics



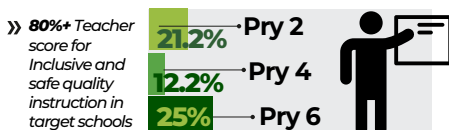
Teacher Attendance Rates



Jigawa Reading Resources and Use At Home and At School



Inclusive and Safe Quality Instruction In Target Schools




Even though there is a general lack of books or reading materials present in the home, there are strong indications of familial support for learning. About half of pupils assessed had families that spent time reading to them and helped them study and complete their homework. Though these percentages are still relatively lower than what is hoped for at endline, it's possible that leveraging on these strong connections outside the immediate school environment will have lasting impacts on learning outcomes.

Safeguarding Policy




65.6%
of schools have a safeguarding policy

School Report Card



24.2%
of schools reported having up-to-date school report card

Student Attendance Rates



On the average **76%**
of the pupils attend school regularly.

Findings: Literacy and Mathematics Results by Subtask

Results indicate that learning achievement is very low, with 81.3% of Primary 2 pupils unable to identify any Hausa letter and 96.7% of Primary 4 pupils unable to identify any English word. Only 2.7% of Primary 2 pupils can identify a number. These low starting points indicate the need for SUBEB to build foundational skills from the beginning of primary school.

