

2024 Learning Outcomes Assessment - Jigawa State



Background

Partnership for Learning for All in Nigeria (PLANE) is a seven-year programme that strengthens education systems to deliver foundational skills. In 2023-2024, PLANE worked with Jigawa State to implement literacy and mathematics programming in seven local government areas (LGAs): Dutse, Gagarawa, Jahun, Kafin Hausa, Malam Madori, Taura and Yankwashi, reaching 145,289 children in Primary 1-3 in 750 schools. Programming focused on teacher training, coaching, mentoring and book distribution.



145,289
Children in
Primary 1-3



750
Schools

*PLANE's reach in Jigawa State

LGA	Schools	Pupils
Dutse	150	33291
Gagarawa	78	11961
Jahun	106	16217
Kafin Hausa	156	32199
Malam Madori	108	23754
Taura	96	18152
Yankwashi	55	9715
Total	750	145,289

Learning Outcomes and Analysis

In October 2023 and July 2024, PLANE and government partners collected learning outcomes data in Primary 2 and 3, using the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA), with 7 LGAs and 34 schools sampled.

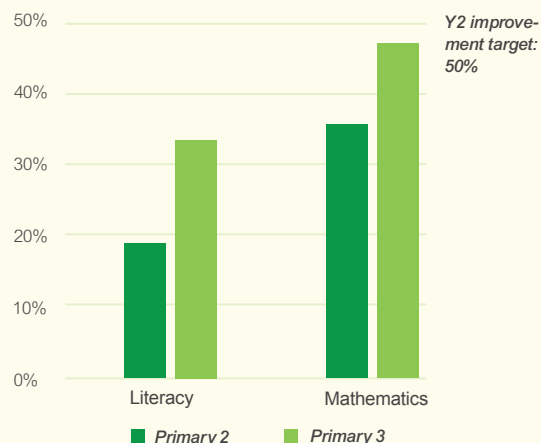
Learners improved during the 2023-2024 school year, with Primary 3 learners advancing more than Primary 2. Children performed better overall in mathematics. For literacy, 19.2% of P2 learners and 33.3% of P3 learners improved a level. For mathematics, 35.9% of P2 learners improved a level

and 46.8% of P3 learners improved a level. However, despite these improvements, children fell short of the 50% improvement target set for the year.

When PLANE began implementation, roughly 93% of P2 learners in Jigawa were at the Beginner level for Hausa, meaning they could read no more than 4 letters of the alphabet. After two years in the programme, children demonstrated progress, resulting in a 30% point reduction in the number of learners at the Beginner level.

However, to see larger gains on learning, reforms at the systems level are needed.

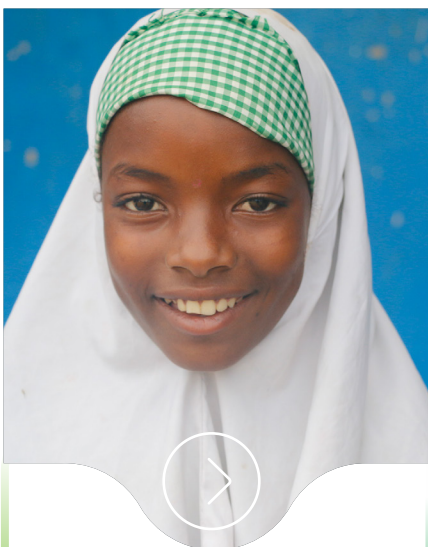
% Learners who improved a level in Y2



↓ **30%**

point reduction in the number of learners at the Beginner level after 2 years in the Programme.





ABOUT
32% of schools have two staff or less to teach all six grades of primary in PLANE LGAs.

System Influences Affecting Learning Outcomes

Teacher Availability

In PLANE-supported LGAs, about 32% of schools have two staff or less to teach all six grades of primary. Therefore, on a typical school day, many children will not receive instruction in literacy and mathematics, because there are not sufficient teachers to cover all subjects and grades.

Class size

PLANE data shows that schools in target LGAs have an average of 114 enrolled children per teacher, which is more than three times UNESCO's recommended Pupil-Teacher Ratio (PTR) and almost three times Jigawa State's target Pupil-to-Qualified-Teacher Ratio (PTQR).

Pupil-Teacher Ratio (PTR)		
UNESCO Guideline for PTR	Jigawa State Target PTQR	PLANE 2024 findings
35: 1	45:1	114:1

Absenteeism

Both teachers and learners demonstrated high levels of absenteeism. Absenteeism among boys was slightly higher than absenteeism among girls. While there are many sources of pupil absenteeism, anecdotal experience indicates that lack of classroom teachers and material resources discourages parents from sending their children to school.

Materials

Observation data shows that in about 56% of Jigawa classrooms, most children do not have pencils or exercise books. This means that over half of children do not have the materials required to complete their lessons.

Absenteeism for Teachers and Pupils at Endline

Teacher Absenteeism (% teachers observed absent during data collection)	22.1%
Pupil Absenteeism (% pupils observed absent during data collection)	51.2% Boys: 53.5% Girls: 53.1%

Conclusion

Lack of available teachers, low attendance and lack of materials means that children receive only a fraction of their intended instruction. The issue is compounded by overcrowded classes. Therefore, fully addressing low learning outcomes will require:

01. **Additional teachers**

02. **Increased support from SSOs**

03. **Increased availability of materials.**

Systemic changes are needed to address these issues. First, it is essential that more teachers are made available to teach in classrooms. The 2019-2020 Annual School Census (ASC) estimated that Jigawa would need to hire 16,744 teachers to address teacher shortages. Jigawa's current efforts to recruit 3,500+ more teachers and add 3,000 JTEACH

volunteers are critical steps forward to addressing the teacher gaps. However, more teachers will be needed to close the gap, particularly when accounting for teacher retirement since the last ASC.

Secondly, teachers need adequate support to properly teach literacy and numeracy. School Support Officers (SSOs) can provide this support through lesson observations and coaching, but they often lack adequate transportation stipends to reach schools. Therefore, it is critical that the government provides adequate SSO transport stipends.

Thirdly, the government should ensure that every child has an exercise book and a pencil. School-based Management Committees (SBMCs) may be well positioned to support this work through community advocacy and fundraising, but it is also recommended that governments consider these basic education supplies as part of annual budgeting.