

2024 Learning Outcomes Assessment Kaduna 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 Kaduna State to implement literacy and mathematics programming in six local government areas (LGAs): Jaba, Kaduna North, Kaduna South, Sabon Gari, Sanga and Soba, reaching 181,613 children in Primary 1-3 in 695 schools. Programming focused on teacher training, coaching, and book distribution.



181,613
Children in
Primary 1-3

*PLANE's reach in Kaduna State

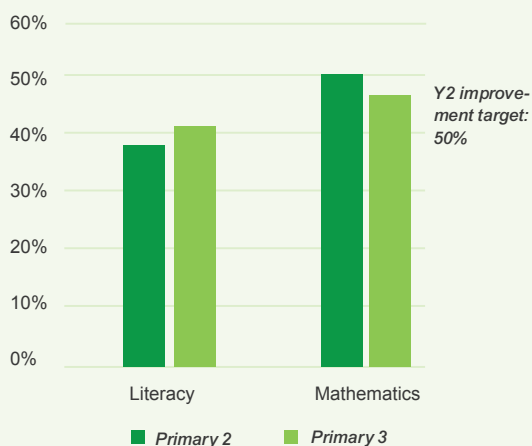


695
Schools

LGA	Schools	Pupils
Jaba	100	20657
Kaduna North	44	24101
Kaduna South	36	17935
Sabon Gari	63	33592
Sanga	190	20600
Soba	262	64728
Total	695	181,613

Learning Outcomes and Analysis

% Learners who improved a level in Y2



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 6 LGAs and 43 schools sampled.

Learners improved during the 2023-2024 school year, with children performing higher overall in mathematics. However, children did not quite meet the 50% improvement target set for the year.

When PLANE began, roughly 62% of P2 learners in Kaduna were at the “beginner” level for literacy. By the time these pupils finished P3, that percentage dropped to 37%. While this is a significant improvement, learners are still behind. About a third of P3 learners cannot identify a single letter. Reforms are needed at the systems level to see larger gains on learning.



25%

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

System Influences Affecting Learning Outcomes

Teacher Availability

In PLANE-supported LGAs, 37% of schools have three staff or fewer to teach all six grades of primary and to cover the administrative tasks championed by the head teacher. Staffing figures vary significantly across LGAs. For example, only 2% of schools in Kaduna North and 0% of schools in Kaduna South have three staff members or fewer. In comparison, 39% of schools in Sanga and 65% of schools in Soba have three staff or fewer. In schools with such a shortage of teaching staff, children may not receive adequate instruction in literacy and mathematics because there are not sufficient teachers to cover all subjects and grades.

37%

of schools in PLANE-supported LGAs have three staff or fewer to teach all six grades of primary.



Pupil-Teacher Ratio (PTR)		
UNESCO Guide-line for PTR	Kaduna State Target PTQR	PLANE 2024 findings
35: 1	45:1	79:1

Class size

PLANE data shows that schools in target LGAs have an average of about 79 enrolled children per teacher, which is more than double UNESCO's recommended Pupil-Teacher Ratio (PTR) and about 75% higher than Kaduna State's target Pupil-to-Qualified-Teacher Ratio (PTQR).

Absenteeism

Data demonstrated high levels of absenteeism among pupils, with almost half of pupils observed absent. Girls and boys have nearly equal rates of absenteeism.

Materials

PLANE data found that about 16.7% of children do not have writing materials and 17.9% of children do not have books. This means that a significant portion of children cannot adequately complete their lessons due to lack of materials.

Absenteeism for Teachers and Pupils (Average of Baseline / Endline)

Pupil Absenteeism (% pupils observed absent during data collection)	46.0% (Boys: 47.3%, Girls: 48.6%)
---	---

Conclusion

Insufficient teachers, low attendance and lack of materials means that children in underserved communities and hard-to-reach areas receive only a small portion of their intended instruction. The issue is compounded by overcrowded classes. Therefore, fully addressing low learning outcomes will require:

01. additional teachers;

02. improved teacher and pupil attendance; and

03. increased availability of materials.

Kaduna has recently agreed to recruit 10,000 new teachers (with 2,500 hired each quarter). This is a critical step for addressing learning outcomes, because it is more likely that children will have a teacher available for their subject and grade, and smaller classes will allow teachers to give pupils more attention and personalized assistance. Studies show that parents often keep learners home from school if they believe teachers to be insufficient, so adding more teachers to the system may also improve pupil absenteeism.

