



# JIGAWA STATE 2025 Learning Assessment Outcomes

Driving Change Through Evidence



## Background

The Partnership for Learning for All in Nigeria (PLANE) programme, funded by the UK Government, continues to support Jigawa State to strengthen its education system and improve foundational learning outcomes. In Year 3, which marked the midpoint of the PLANE programme, PLANE supported Jigawa State in strengthening the literacy and numeracy skills of children in Primary 1 to 4 across seven local government areas (LGAs): Dutse, Gagarawa, Jahun, Kafin Hausa, Malam Madori, Taura and Yankwashi. During this period, the programme reached 194,054 learners across 750 schools, with 2,522 teachers benefiting from structured pedagogy training, coaching and routine lesson support. Of the learners reached, 50.2% were male, and 49.8% were female.

To assess learners' performance and measure improvements over the course of three years of

implementation, PLANE, in collaboration with the Jigawa State Government, conducted a midline assessment during the 2024/2025 school year. It focused on the literacy and numeracy skills of Primary 2 and 4 learners in 34 sampled schools across the seven intervention LGAs, using the Early Grade Reading and Mathematics Assessment (EGRA and EGMA) tools.

Evidence shows that children in PLANE-supported schools outperform those in control schools, scoring higher on every math and literacy subtest. On average, learners in PLANE-supported schools read 13.5 words per minute, compared with 3.8 words per minute in control schools. This evidence indicates the importance of teacher training, materials provision, ongoing monitoring, and other factors.

### YEAR 3 REACH



**750**  
Schools



**2,522**  
Teachers



**194,054**  
Learners



**50.2%/49.8%**  
Male-Female  
Learner Ratio

## Results: What is changing in PLANE-supported schools?

In the early grades, children begin to develop foundational literacy and numeracy, which are the basic skills that help them progress through school. Foundational literacy refers to a child's ability to recognise words, read and understand simple texts, while foundational numeracy refers to the ability to understand numbers, recognise quantities, and solve simple mathematical problems such as addition and subtraction.

### Level 1 - Foundational Literacy and Numeracy Targets

Level	EGRA Sub-Levels	Level	EGRA Sub-Levels
1	Foundational Literacy Children who can read 6-10 words per min	1	Foundational Numeracy Children who can complete 1-digit subtraction in Mathematics

Results from PLANE's assessment reveal the following in Jigawa State:

### Numeracy continues to lead

**76.8%** of Primary 2 and Primary 4 learners reached or exceeded foundational numeracy.

**78.5%** of learners previously at the beginner level have moved up to higher levels.

Primary 4 results are the strongest, with **91%** of learners meeting foundational numeracy expectations.

### Literacy is improving, especially in Primary 4

**57.6%** of Primary 2 and Primary 4 learners met foundational literacy expectations.

There was a **77.5%** reduction in the number of learners previously at beginner level.

Primary 4 showed the clearest gains in reading accuracy and oral fluency, with **72%** of them reaching or exceeding foundational literacy.

### English literacy is gaining ground

Despite the absence of direct English instruction under PLANE in Jigawa:

There was a **72.2%** reduction in beginner-level English learners.

**32%** of learners have reached or exceeded the foundational English literacy milestone.

These results suggest that improved Hausa literacy and classroom routines are supporting broader language development.

# Enablers: What helped Jigawa make progress in PLANE-supported schools?

Jigawa's progress reflects deliberate support for teachers, focused catch-up activities, and active engagement from communities and education leaders.

## 1. Consistent classroom support

Jigawa maintained a strong support system across PLANE-supported schools.

- 4,127 classroom observations were completed
- 1,863 teachers received coaching support
- 75% of schools received at least one school support visit

These efforts helped teachers deliver structured Hausa literacy and mathematics lessons more effectively.

## 2. Accelerated Learning Holiday Camps

Two rounds of Accelerated Learning Holiday Camps gave learners extra time to strengthen foundational literacy and numeracy skills. Across both rounds, children progressed from beginner to letter and word levels in Hausa literacy, while mathematics performance remained consistently stronger. These camps helped learners return to school better prepared for the next term.

## 3. Introduction of new routines in schools

Five-minute daily reviews reinforced key reading and number skills.

## 4. Community and state engagement

Parents and community structures played an active role in keeping children in school and supporting learning.

- School-Based Management Committees, Mothers Associations and Education Secretaries followed up on attendance, helped distribute books and monitored teaching.
- The State Universal Basic Education Board Chairman and Local Government Education Authority Chairmen from Dutse and Gagarawa visited schools and recognised outstanding teachers.

Their involvement strengthened accountability and helped maintain momentum for learning.

## Recommendations and Next Steps

To sustain these gains and address persistent systemic challenges, the Jigawa State Government should prioritise the following actions:



**Strengthen ongoing teacher support:** Regular coaching and school support visits have played a big role in the progress seen this year. Jigawa should continue providing teachers with practical guidance in the classroom and ensure that school support visits remain consistent across all LGAs. The government should also continue investing in teachers' professional development to further enhance foundational learning outcomes. It is recommended that government partners build SSO transport stipends into their annual budgets.



**Reduce systemic pressures affecting learning:** Jigawa state has recently recruited thousands of new Permanent and J-TEACH teachers, which is a laudable achievement. However, many schools continue to face limited teacher availability, large class sizes and shortages of basic

learning materials. Addressing these challenges will help teachers deliver lessons more effectively and give learners a better chance of keeping up. Jigawa should continue its efforts to recruit and deploy new teachers, ensure the TRDP is followed, and identify strategies to place teachers in hard-to-reach schools.



**Continue and formalise the Accelerated Learning Holiday Camps:** The holiday camps helped many learners move out of beginner levels in Hausa and mathematics. Jigawa can build on this by replicating the camps, defining who should participate and outlining simple cost requirements for future rounds.



**Re-strategise Year 2 Action Plans:** Considering the gains recorded to date, Jigawa State would benefit by re-strategising the action plan developed following the previous learning outcome dissemination in 2024. This will improve planning, education delivery, strengthen areas of impact and address persistent challenges.

## Conclusion

Jigawa State is making steady progress in strengthening foundational learning. Numeracy and literacy is improving and more learners are advancing beyond beginner levels in Hausa and English, as evidenced by learning outcome results in PLANE supported schools. However, sustained support from SUBEB is crucial to address systemic challenges and build on these gains.

Ongoing investment in teacher support and professional development and targeted interventions will further help consolidate progress. With sustained government commitment and active community engagement, Jigawa is well-positioned to ensure that all learners master the foundational skills they need to thrive.