

THE PLANE LEARNING LEGACY

Transforming Education; Giving Children a Brighter Future (2019-2026).

UK International Development
Partnership | Progress | Prosperity

Partnership for Learning for All in Nigeria
plane

DAI

unicef for every child

Save the Children



Two learners participate in a class activity under Teaching at the Right Level (TaRL) and Kanuri Arithmetic Reading Initiative (KARI) Programme Interventions in Yobe State.
Photo from UNICEF.

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This publication documents the journey, achievements, lessons and legacy of the Partnership for Learning for All in Nigeria (PLANE), a programme funded by the UK Government through the Foreign, Commonwealth and Development Office (FCDO) and implemented by DAI, UNICEF, Save the Children and consortium partners.

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The views and information presented in this publication are intended to document the programme's work and learning. They do not necessarily represent the official policies or positions of the UK Government or the FCDO.



In this photo, a child participant identifies words and letters on the blackboard during a Catch-up Club session. Under Window 3, out-of-school children and those significantly behind grade level were reached through Catch-Up Clubs (CuCs) , Literacy Boost/Numeracy Boost (LB/NB) and the government's Accelerated Basic Education Programme (ABEP). These interventions focused on teaching learners at their actual competency levels rather than their age or grade. As the evidence base grew, this approach became increasingly aligned with the government's ABEP.
Photo from SaveTheChildren.

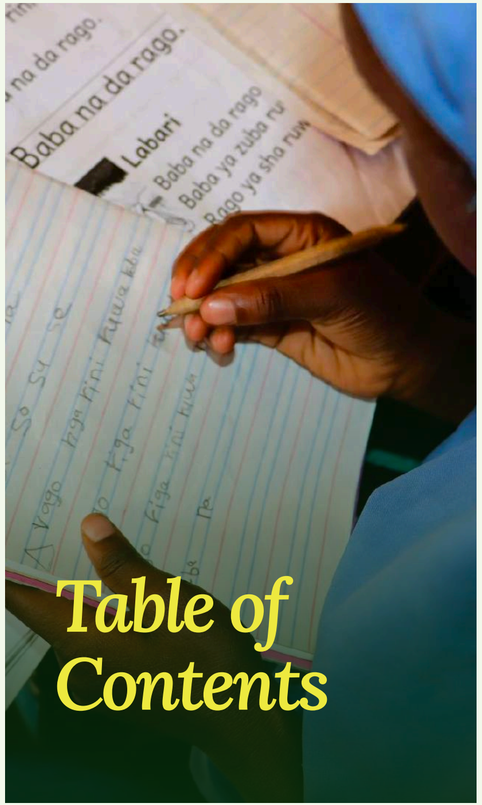


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Foreword

Nigeria's future prosperity depends on the knowledge, skills and potential of its young people. Yet for too many children, particularly those who are marginalised by poverty, displacement, conflict or gender inequality, access to quality education remains a challenge. Addressing this challenge requires more than programmes. It requires long-term partnerships, shared ambition and sustained commitment to reform.

For the past several years, the UK-funded Partnership for Learning for All in Nigerian Education (PLANE) has been at the heart of our education partnership with Nigeria. Through close collaboration with the Federal Ministry of Education, state governments, development partners, teachers, communities and schools, PLANE has supported efforts to improve foundational learning and strengthen the systems that make quality education possible.

As we come together to mark the close of this phase of PLANE, there is much to celebrate. The programme has directly reached more than two million girls and boys, supported over 16,000 teachers, and contributed to important reforms that are helping shape the future of education in Nigeria. From strengthening early grade literacy and numeracy, to supporting safer schools, improving the use of data and evidence, advancing inclusion, and helping governments develop and implement education reforms, PLANE has demonstrated what can be achieved through genuine partnership and locally led solutions.

The programme was designed not simply to deliver activities, but to support sustainable change.

Importantly, PLANE's legacy extends beyond the numbers. The programme was designed not simply to deliver activities, but to support sustainable change. Its strongest achievements are those that have become embedded within government systems, informed national policies, strengthened institutions and created new opportunities for scale. The adaptation of PLANE-supported approaches into wider government programmes is a powerful example of how evidence can drive lasting transformation.

This event is therefore both a moment of reflection and a moment of transition. While we celebrate the achievements of PLANE, we also recognise that the work of improving learning outcomes for every child in Nigeria continues. The challenges remain significant, but so too is the opportunity. Nigeria has an ambitious reform agenda, strong leadership across the education sector, and a growing commitment to ensuring that every child can learn, thrive and contribute to national development.

The United Kingdom remains a committed partner on that journey. Our education partnership with Nigeria continues through technical cooperation, policy engagement, research, innovation and collaboration across basic, tertiary and skills education. Together, we will continue to support efforts that strengthen human capital, expand opportunity and contribute to Nigeria's long-term growth and prosperity.

As we reflect on the lessons from PLANE, let us focus not only on what has been achieved, but on how those achievements can be sustained and scaled for future generations.

Cynthia Rowe
Head of Development Cooperation
British High Commission, Nigeria



Introduction

When PLANE was launched in 2019, it was designed around a simple but urgent reality: millions of Nigerian children were not acquiring the foundational skills they need to succeed in school and in life. Improving learning outcomes at scale would require more than isolated interventions. It would require systemic change, informed by evidence, driven by government leadership, and sustained through partnership.

Over the last seven years, PLANE through UK funding has sought to support exactly that ambition. Working across federal institutions and five states, the programme has combined technical assistance, community engagement, education in emergencies support, research and policy influence to help address some of the most complex challenges facing the education sector. Throughout this journey, our approach has evolved alongside the changing needs of government and the broader education landscape. Increasingly, PLANE has focused on helping institutions strengthen their own capacity to lead reform, make decisions based on evidence and deliver results for children.

The story of PLANE is ultimately one of partnership. It has brought together federal and state governments, schools, teachers, communities, civil society organisations, development partners and education specialists around a shared objective: ensuring that more children have access to quality learning opportunities and develop strong foundational literacy and numeracy skills.

Along the way, we have seen encouraging progress. Teachers have gained access to improved teaching methodologies and learning materials. Systems for safeguarding and inclusion have been strengthened. Better data has informed decision-making. Policies and reforms have been developed and adopted. Most importantly, evidence has shown that learning outcomes can improve when the right support reaches classrooms and communities.

As we conclude this phase of the programme, the focus rightly shifts to sustainability.

As we conclude this phase of the programme, the focus rightly shifts to sustainability. The most important measure of success is not what PLANE delivered directly, but what continues because of the investments made, partnerships built and reforms initiated. The growing adoption of PLANE-supported approaches by government institutions demonstrates the potential for these achievements to endure and reach many more children.

This brochure highlights some of the programme's key accomplishments, lessons and contributions to Nigeria's education reform journey. It also reflects the collective effort of countless individuals and institutions whose dedication has made progress possible.

I would like to express my sincere appreciation to our government counterparts, implementing partners, development partners, school leaders, teachers, communities and colleagues who have contributed to PLANE over the years. Their commitment has helped ensure that the programme's impact extends well beyond its lifetime.

As Nigeria continues its education reform journey, I hope the evidence, innovations and partnerships developed through PLANE will continue to inform future efforts to improve access, equity and learning for all children.



Ian Attfield
Senior Education Adviser
British High Commission, Nigeria

Partnerships, Progress, Legacy.



ABOUT PLANE

Partnership for Learning for All in Nigeria (PLANE) is a UK Government-funded education programme implemented through the Foreign, Commonwealth and Development Office (FCDO). Since 2019, it has supported the Government of Nigeria to improve learning outcomes for all children, working with policy makers and education stakeholders at the federal level, southwest region and in Kaduna, Kano, Jigawa, Yobe and Borno States.

PLANE was organised around three strategic windows: foundational skills development, education in emergencies, and community-centred initiatives. Through these, the programme supported government efforts to strengthen education systems, improve teaching and learning, and expand access to education. It prioritised disadvantaged children, particularly girls and children with disabilities, helping to advance more inclusive and equitable learning opportunities.

Why PLANE?



The Challenge

Nigeria faces a learning crisis. Literacy rates are low, and lower still for marginalised children. It has the largest number of primary-aged children out-of-school in the world. Public investment in education is insufficient, and millions of children are failing to learn the basics. Improving participation of marginalised children in schooling, and ensuring children learn when in school, is critical to avert a demographic crisis and meet the Sustainable Development Goal (SDG) commitments.

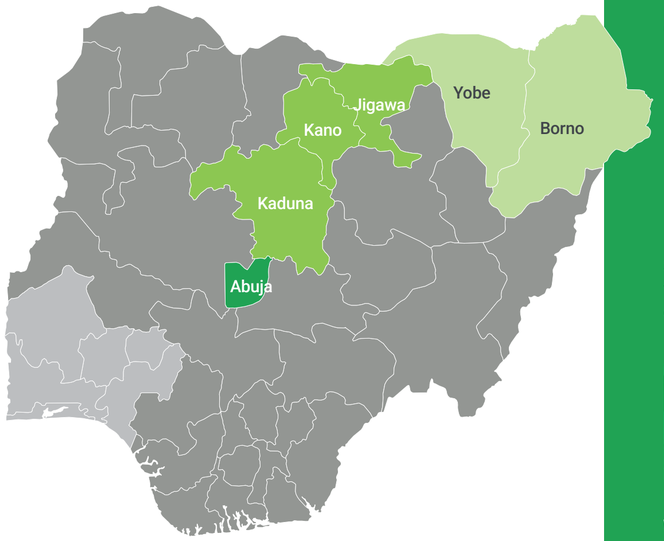
(Extracted from PLANE's Business Case, 2018)



The Approach

PLANE worked to support improved state provision of basic education in FCDO's partner states in the Northwest of Nigeria – Kano, Kaduna, Jigawa (KKJ); and address Education in Emergencies in the two Northeast states of Borno and Yobe (BY). In addition, it was also designed to support standards and regulation of non-state schools in the Southwestern part of Nigeria.

At the federal level, the programme worked strategically to influence policy making. PLANE was intended to directly support an estimated 1.5 million children in KKJ, allow 600,000 children in BY to continue schooling and potentially reach up to 8,000,000 children nationally, over a nine-year period.



Three Windows; One Purpose

Sustainable improvements in learning outcomes for children across the country, with a focus on marginalised groups, especially girls and children with disability.



Window One
Getting the Foundations Right. DAI and consortium partners, across KKJ and the Federal level.



Window Two
Education in Emergencies. Led by UNICEF in Borno and Yobe.



Window Three
Community Support to Learning. Led by Save the Children across seven Local Government Areas in KKJ.



A teacher and learner at an Accelerated Learning Holiday Camp supported by PLANE in Karaye LGA, Kano State. PLANE converted school holidays into a period of intentional learning recovery. The camps produced rapid gains within fifteen to twenty days. In literacy, the share of learners at the beginner level reduced from 74% to 13%. In numeracy, the share at the beginner level reduced from 49% to 6% over the same period. Many learners, who were initially struggling to read advanced by one or two instructional levels during the camp.
Photo from DAI.

The Journey

2019

Inception Phase /KaLMA Pilot
Procurement and agreements set up for Window 1 (DAI). The British Council began KaLMA pilotin Kano State.

2020

COVID School Closures /KaLMA & EiE
COVID-19 school closures; contract delayed; KaLMA and Education in Emergency (EiE) first phase. During school closures, radio on four Kano stations (estimated 4.8 million listeners), SMS, voice messages and WhatsApp support for 857 teachers kept learning going.

2021

Programme start
Window 1 (DAI) contract signed 1 September 2021; new UNICEF EiE programme and Window 3 partner (Save the Children) selected

2022

Year 1
W1 and W2 complete a first full year of implementation in focal states.

2023

Year 2
W1 and W2 complete a secondfull year of implementation in focal States. Window 3, led by SavetheChildren began activities

2024

Year 3
Implementation continued, partly scaled down due to reduction in ODA assistance.

2025

Year 4
PLANE transitions from service delivery to systems strengthening

2026

Close
All activities handed to government. Close-out event held in Kaduna.

PROGRAMME HIGHLIGHTS

What PLANE Achieved

2M+

Learners reached directly (and indirectly through government scaleup) under Window 1 with learning materials in Hausa and English languages across Kano, Kaduna and Jigawa states.

25,000+

Teachers and facilitators trained in inclusive foundational learning across five states under Window 1 and 2.

19,000+

Teachers recruited in Kano and Jigawa through PLANE-supported roadmaps

76,000+

Learners enrolled through community-based learning initiatives under Window 3 in three states

400,000+

including 53 per cent girls, improved their basic literacy and numeracy skills through evidence-based interventions such as Teaching at the Right Level (TaRL), the Kanuri Arithmetic and Reading Initiative (KARI), and the Accelerated Basic Education Programme (ABEP) under Window 3.

27

Education policies and legislation at different stages under Window 1, with 4 new ones and 7 revised ones already validated and approved.

265

Community Learning Hubs established under Window 1

9000+

Children with disabilities supported across five states by the three Windows.



PROGRAMME HIGHLIGHTS

Learning Outcome Improvements

WINDOW 01

50.9%
of Primary 4 and 6 learners in Foundational Learning and Accelerated Learning schools attained Hausa literacy as against a baseline of 6.5%

77.5%
of P4 and P6 learners achieved foundational numeracy as against a baseline of 25.4%

41.7%
of P2 learners achieved pre-reader skills in English, with Foundational Learning schools at 49.3% and Accelerated Learning schools at 1.9%.

WINDOW 02

41%
of learners achieved foundational literacy competency (sentence level and above) as against a baseline of 9.5%.

46%
of learners achieved foundational numeracy as against a baseline of 11%.

WINDOW 03

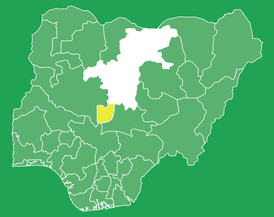
86%
of learners achieved foundational literacy competency (sentence level and above) by the end of the programme, compared with virtually none at baseline (0.16%).

55%
of learners in improved their numeracy skills from a baseline of 8.0% .



WINDOW 1

Getting the Foundations Right, a Systems Approach



Kano, Kaduna, Jigawa and the Federal level | Implemented by DAI and consortium partners

Implemented by DAI and consortium partners, this window formed the largest part of the PLANE programme. It focused on teaching and learning, improved governance (for state and non-state education delivery), and increased use of data and evidence.

PLANE prioritised numeracy and literacy in Hausa (first) in partner states and later transitioned to English in its 4th year of implementation. It provided technical assistance using scripted lessons, regular coaching for teachers, and appropriate support for headteachers, school support officers and school-based management committees.

Key interventions to improve teaching and learning include:

01. Development of 21 evidence-based teaching and learning packages.
02. Regular capacity building for teachers and school support officers.
03. Establishment of over 265 community learning hubs.
04. Introduction of Accelerated Learning Holiday Camps.
05. Instructional leadership training for headteachers.
06. Education policy reforms, particularly around teacher recruitment and deployment.





An independent Spatial Regression Discontinuity Impact Evaluation demonstrated a significant positive impact of PLANE-supported schools on Hausa reading and maths outcomes. The average Primary 4 learner in PLANE-supported schools could read 12.8 words per minute, compared to 4.8 words per minute in control schools. Under Window 1, 21 evidence-based teaching and learning packages were developed and validated with government. These covered P1–P6 Hausa literacy and mathematics, P1–P3 English, and Accelerated Learning. Over 96% of teachers and state officials rated the packages as relevant to the national curriculum.
Photo credit: DAI

“These PLANE learning materials and aids have made it more practical and relatable for the children to learn. A child is able to pick out an alphabet from the box and identify it easily, says Aminu, a teacher in Wasai LGA, Kano State.

In his school, something had changed. Parents walking past could hear children in his class singing letter sounds excitedly. Their teacher, Aminu, had received the Jagoran Malamai guide, structured lesson plans and regular coaching. His class grew from 75 learners to 200 because of improvements in his teaching. Aminu is one of over 16,000 teachers trained under Window 1.

Working with the Universal Basic Education Commission (UBEC) and the State Universal Basic Education Board, PLANE has provided technical assistance to government through the training of teachers in foundational learning, focusing on literacy and mathematics, and other integrated topics such as inclusion, pedagogy, safeguarding and classroom management. The training structure follows a cascade model. Expert trainers (PLANE staff and consultants) identify and train National Master Trainers, who train state-based master trainers. The state-based trainers then directly train teachers, headteachers and school support officers (SSOs).





Yakubu, an almajiri in Kwalam, Jigawa State, was once out-of-school, with much of his time spent idling on the streets. His life took a new direction when he joined a PLANE established community learning hub, which opened the door to formal education. Yakubu always dreamed of becoming an Islamic scholar. But as he discovered the joys and possibilities of formal learning, his dreams grew. Today, he hopes to become a doctor as well. Yakubu’s journey is a powerful reminder of what happens when children are given the opportunity to learn. He is one of thousands whose lives have been changed through PLANE’s community learning hubs, bringing them closer to a future filled with greater choices, opportunities and hope.

“Before, Yakubu could only read the Quran, but now he can read different books as well. We have realised because of the learning centre, that he can combine his studies in both the Islamiya and the school. He doesn’t have to leave one for the other and this makes us happy. — Mamuda Salisu, Yakubu’s Uncle

Here, Jamila Shehu, a School Support Officer in Kaduna State, coaches a teacher after lesson observation during a routine school visit. PLANE trained School Support Officers (SSOs) to strengthen school leadership and accountability. They regularly visit schools to observe lessons and provide one-on-one coaching for teachers, thereby helping them build their skills.

Data is collected by SSOs during school support visits and uploaded to an education dashboard, where it is visualised in real time. State and local government officials use dashboards to track the progress of school visits, understand school performance and respond to arising needs.

> **“I find my work easier, unlike before when we used paper and pen. It also saves the time we use in writing from one page to another. With the app, everything has been designed and planned just for you to keep on pressing and scrolling and just do the writing,** says Jamila.

Her efficiency improved following the introduction of an ‘Open Data Kit’ app by PLANE.





PLANE actively promoted safeguarding awareness and supported the government in localising the Minimum Standards for Safe Schools and the National Policy on Safety, Security, and Violence-Free Schools. As a result, about 2,500 schools began implementing key recommendations, including the creation of safeguarding action plans and the designation of staff members to serve as points of contact for students reporting potential safeguarding concerns.

This was a typical Monday morning during assembly at Dr. Nuhu Muhammad Sunusi Effective School in Dutse Local Government Area of Jigawa State. The headteacher, Aisha Dalha Zubairu, often ends her morning pep talk with a high-toned query: “If you see something?” to which the nearly 960 students respond, “Say something!” Headteachers, crucial figures in school leadership, undergo specific training on inclusive leadership and safeguarding measures.

> **“The awareness and sensitisation about safeguarding has reduced the incidence of harassment in my school,** Aisha said.



The Foundational Learning and Numeracy Programme in schools in the local government areas where PLANE is working is making a lot of improvement and bringing a lot of changes in the pattern of learning delivery in our state,” he added. “All the remaining local government areas where PLANE is not working have been included in our budget and a lot of funds have been provided to do exactly the same programme in these areas.”

Dr. Lawan Yunusa Danzomo
Jigawa State Commissioner for Basic Education



“We went out for school support visits in three local government areas. After the briefing, we realised from the reports that Karaye LGA stands out, better than the other two local governments. And the reason is not farfetched – PLANE is intervening in Karaye local government.”

Amina Umar
Executive Secretary, Kano State Universal Basic Education Board (SUBEB)



“Before, I hated Western education. Before the coming of PLANE, I hated it. I didn’t want any Westerners to come and interfere in my affairs [as] I was trying to give Islamic education to our children. Then I realised that they are giving a good chance for our children to learn. Nowadays, it’s good for our young ones to learn Western education, together with Islamic education. So, they will grow up with wide knowledge. This will help them in the future to be good citizens, to be good scholars.”

Mallam Ibrahim Abubakar
Islamic Teacher



“Before the textbooks were given to us, I could only read a word, but now I can read sentences. The good thing about the books are the pictures in it. They help you to see what you are supposed to do and how to do them. Even when you have to calculate, it shows you what to add and how to do it.”

Aisha
Primary School Learner, Jigawa

Key Highlights

2,562
schools reached directly across Kano, Kaduna and Jigawa, with an addtional 1,407 schools indirectly through government scale-up.

87%
of teachers now deliver inclusive, safe instruction, up from 33.2% at the start

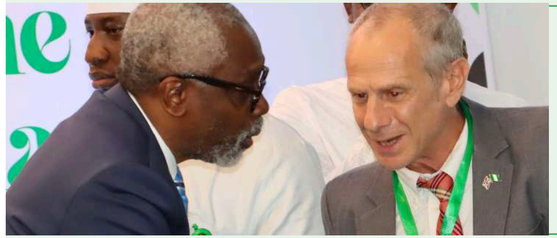
71
Local Government Areas now running government-owned school monitoring data systems

4
PLANE-supported approaches now scaled and financed directly by state governments



PLANE has given the association of persons with disability a platform to interact with the various stakeholders in the field of education, which include the government officials, the School-Based Management Committees and other relevant partners. This has brought a kind of improvement in the area of inclusion, because as it started from PLANE at the state level, it now goes down to the local education authorities where the major work is. We now have the opportunity to share with other relevant stakeholders, our needs, our wants, and interests, or other things that have to do with persons with disabilities.

ADAMU SHUAIBU
Chairman, Joint National Association of Persons with Disabilities, Jigawa State



Federal Level Achievements

1. Supporting the development and rollout of the Accelerated Teacher Professionalisation Pathways (ATPP), a national initiative targeting 250,000 teachers.
2. Strengthening national digital learning infrastructure through the FME eLearn platform and UBEC Skill-Up teacher professional development platform.
3. Supporting TRCN Communities of Practice, teacher certification and continuing professional development.
4. Strengthening national education data systems, including NEMIS and education classification frameworks.
5. Supporting UBEC's Track and Trace system and digital monitoring and accountability tools.
6. Advancing safeguarding, child protection and implementation of national safe school standards.
7. Contributing to national education policies, regulatory frameworks and professional standards, including education public-private partnership guidelines and quality assurance reforms.
8. Strengthening national standards for the quality, durability and cost-effectiveness of teaching and learning materials.

A defining feature of PLANE's federal engagement was its emphasis on strengthening government institutions and embedding reforms within existing national structures, creating opportunities for continuity and expansion beyond the programme.

PLANE in Southwest Nigeria

PLANE's Southwest engagement officially launched in September 2024, in partnership with the Development Agenda for Western Nigeria (DAWN) Commission and SEED Care and Support Foundation. It was designed to strengthen affordable non-state education and expand access to quality learning for underserved children.

PLANE supported regional dialogue, policy development and stronger education management. The partnership advanced the domestication of the National Policy on Non-State Schools, strengthened school registration and quality assurance, and explored financing solutions to help schools improve access and learning.

These efforts translated into tangible progress, including an increase in registered non-state schools in Lagos from 5,871 to more than 12,000 between January and June 2025. PLANE also supported the Lagos Education Access Fund, targeting enrolment for 50,000 out-of-school children, while helping establish a Southwest Regional Coalition Platform in March 2026 to sustain collaboration beyond the programme's close.



5,871 -> 12,000
Registered non-state schools in Lagos, Jan–Jun 2025.

$25m
Lagos Outcomes Fund pilot for 200,000 children.

50,000
Out-of-school children targeted for enrolment by the Lagos Education Access Fund.

3 states
Lagos, Ogun and Oyo have domesticated the National Non-State School Policy.



ADVOCACY INITIATIVES

Taking Education to Every Home

01. Bètá Nigeria
ADVOCACY CAMPAIGN | LAUNCHED 2024

Bètá Nigeria was a movement funded by PLANE and driven by Nigerians, launched to make education a top national priority. Bètá Nigeria used the Voices of the Future podcast series, roundtables and its Champions of Change network to demand better investment in education and greater government accountability. It mobilised civil society, media, policymakers, content creators and communities, working with accountability forums in target states.

02. Accountability Forums
CITIZEN-LED ADVOCACY

PLANE strengthened education accountability by establishing the Kano State Accountability Forum on Education (K-SAFE) and the Jigawa Education Accountability Forum (JEAF). These forums received capacity-building support, alongside already existing ones such as the Kaduna Basic Education Accountability Mechanism (KADBEAM) and Kaduna Local Government Accountability Mechanism (KADLGAM).

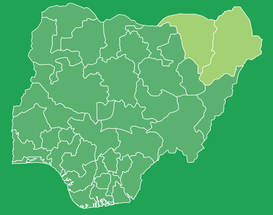
03. Arewa24 TV
STRATEGIC MEDIA PARTNERSHIP

The PLANE programme had a strategic partnership with Arewa24 TV, a Hausa-language channel with access to over 45 million viewers. The partnership, through a behaviour change campaign, amplified public awareness of education reform and foundational learning across northern Nigeria.



WINDOW 2

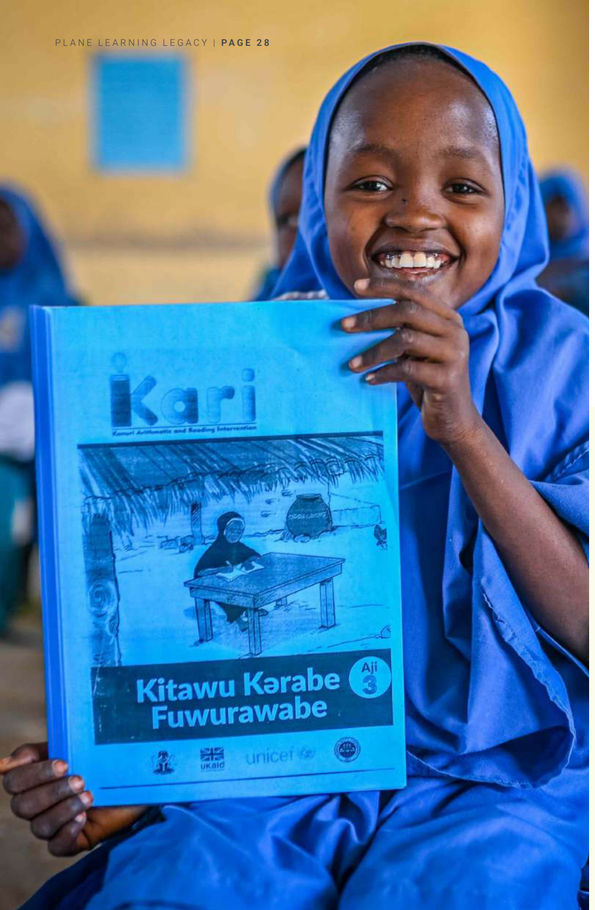
Education in Emergencies



Borno and Yobe States | Led by UNICEF in partnership with NGOs



The Partnership for Learning for All in Nigeria (PLANE) Education in Emergencies (EiE) component demonstrated that meaningful and sustainable education transformation is possible, even in some of the most fragile and conflict-affected contexts. The programme leaves behind a growing cadre of trained teachers, institutionalized coaching and mentoring systems, stronger education data platforms, improved school safety mechanisms, more inclusive teaching practices, and enhanced government capacity to plan and deliver quality education services. Photo from UNICEF



PLANE's Education in Emergencies interventions supported children and communities affected by crises to access learning opportunities and build essential literacy and numeracy skills.

Under this window of intervention, UNICEF collaborated with State Universal Basic Education Boards (SUBEB) in Borno and Yobe states to produce textbooks for the Kanuri-speaking children. Kanuri-speaking teachers were trained in the delivery of literacy and numeracy modules, while exercise books, bags, pencils, and other learning materials were also provided to children.

Key strategies to improve teaching and learning include:

1. Three interventions packages covering:
   - TaRL – Teaching at the Right Level
   - KARI – Kanuri Arithmetic Reading Initiative
   - ABEP – Accelerated Basic Education Programme
2. Life skills courses for girls in Primary 6 to encourage transitioning, including through water, sanitation and hygiene (WASH) awareness sessions.
3. Conflict-responsive, disability and gender inclusive education sector plans.
4. Improving well-being, protection and safeguarding of conflict-affected children, particularly girls and children with disabilities.

Schoolgirl Zahra, poses with her KARI textbook at the Bindigari Primary School, Damaturu, Yobe State. The Kanuri Arithmetic and Reading Initiative (KARI) was developed specifically for children like her. Language barrier initially made learning challenging for the 10-year-old who was previously out-of-school, but change came three months after. Today she reads.

While the textbook helps her to improve her numeracy and literacy skills, the songs in the book, printed in Kanuri language, her mother tongue, are the icing.

"In the textbook, there are songs for almost everything, including good manners, discipline, hard work and personal hygiene," says Hafsat, Zahra's elder sister, whom she lives with.

"I have never seen her so happy and interested in learning. She now plans to become a dentist in the future. The textbook has become her companion even while at home. She reads from the book, and we also sing the songs in the book together," adds Hafsat.





Abdu Usman Jala believes that two heads are better than one. He applies this principle as a School Support Officer (SSO) providing mentorship support to over 150 teachers across seven schools in Potiskum, Yobe State. His role is itinerant – he goes from school to school, attending classes and observing what is working and what can be improved.

Abdu is one of the SSOs trained by UNICEF in collaboration with the Yobe State Government, to provide quality assurance services in the education sector. This service is part of the integrated education reforms under the United Kingdom-funded Partnership for Learning for All in Nigeria (PLANE) programme.

"It is essential to guide the teacher on how to carry out their duties effectively so the children can understand. As for the children themselves, they benefit from the SSO's efforts because he or she keeps an eye on their progress, especially children with special needs or learning difficulties. When an SSO identifies such children, he gives special attention to ensure they are properly cared for and can progress alongside their peers," says Abdu.



Fatima Ma'aji Dua used to rely only on lesson notes to teach. For eight years, her classes lacked the interactive experience only teaching aids can provide. The teaching process was largely scripted, and learning felt like a chore – a task to get through. Fatima and other teachers were trained by PLANE Window 2 in child-centred lesson planning and the use of the Teaching at the Right Level (TaRL) methodology. The innovative lesson plan allowed the use of improvised teaching and learning materials. "Previously, when teaching syllable chart reading or Hausa literacy, we would just write letters A to Z or a, ba, ca on the board. But now with improvised materials, you can take a binder, cut it up, and make flashcards. When you show children a vowel or letter, they can identify it and come up to write it. Wherever they see it on a flashcard, they recognize it. This has solved the challenges we used to face," Fatima says.
Photo from UNICEF

Key Highlights

400,000+
Learners improved their basic literacy and numeracy, 53% of them girls

9,000
Teachers and facilitators trained, approximately 6,000 of them women

≈60,000
girls, including girls with disabilities, benefited from life-skills programming that strengthened their confidence, resilience, and educational aspirations, contributing to over 63 per cent transitioning successfully to junior secondary education.

100%
School-level data coverage achieved in Borno State for the first time in history



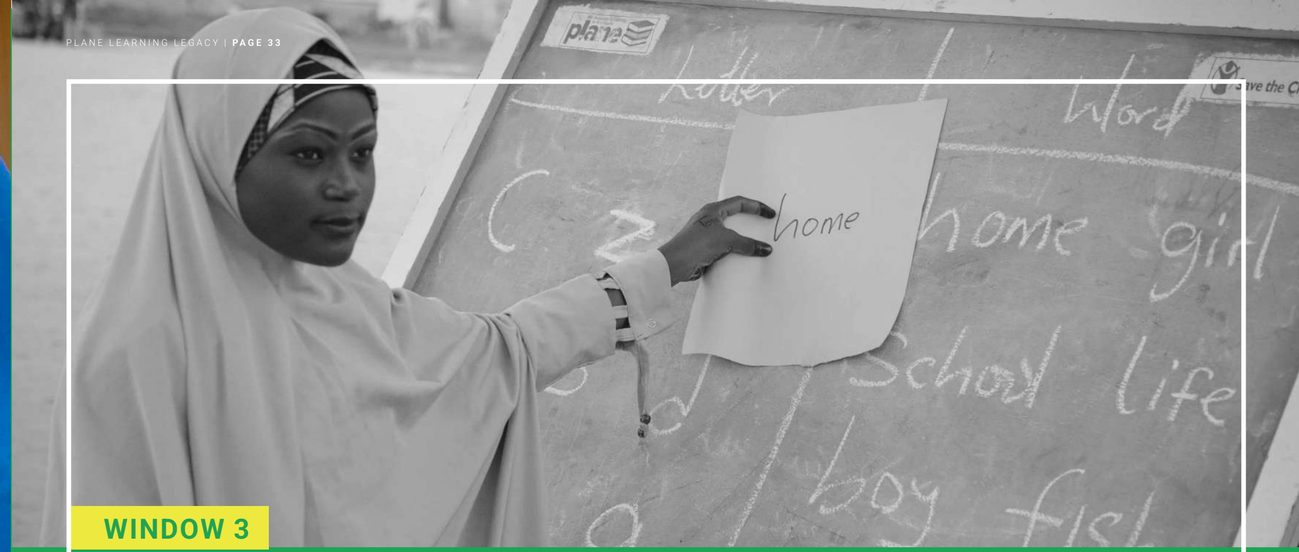
"PLANE's child protection training has exposed me to identifying symptoms of psychosocial distress in children. A child can be withdrawn or finds it difficult to concentrate in class. Some children have even lost interest in learning. As a teacher, I need to sit with that child side by side to find out what the problem is. If the issue is beyond what I can handle, I have to refer that student to the headteacher and if he or she cannot also address it, the student will be referred to the School-based Management Committee.

MOHAMMAD USMAN,
Computer Studies Teacher, Njiwaji Primary School, Damaturu



Recognising that learning and wellbeing are inseparable, PLANE invested significantly in school safety, psychosocial support, child protection, and Water, Sanitation and Hygiene (WASH). More than 500 functional WASH Clubs have strengthened hygiene practices and menstrual hygiene management in schools. Across all target Local Government Areas, education planning processes have become more conflict-sensitive, gender-responsive, and disability-inclusive. Investments in the Education Management Information System (EMIS) and the Annual School Census (ASC) have substantially improved the availability and use of reliable education data for planning, budgeting, monitoring, and decision-making.

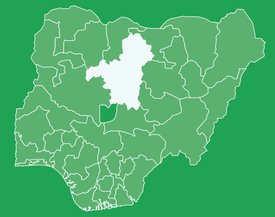
Photo from UNICEF



WINDOW 3

Community Support to Learning

Kano, Kaduna and Jigawa | Led by Save the Children



PLANE's Window 3 was an accelerated learning and integrated education programme, implemented by Save the Children Nigeria across 7 Local Government Areas in Kano, Kaduna and Jigawa States. The programme ran between October 2022 and September 2026, aiming to reach children who remain furthest from education and learning in fragile and underserved communities in North-West Nigeria.

This window of intervention was delivered through an integrated, community-centred model, spanning the interconnected pillars below:

1. Foundational Learning Recovery, where out-of-school and significantly behind-grade children were supported through Catch-Up Clubs (CuCs) and Literacy Boost/Numeracy Boost
2. Accelerated Basic Education Programme (ABEP)
3. Community Mobilisation and Social Behaviour Change (SBC)
4. Community-Based Child Protection Committees and Child Protection Case Workers
5. Gender Equality and Disability Inclusion with initiatives like the Very Young Adolescent (VYA) Clubs, Safe Families sessions and disability-inclusive referral pathways addressed the social norms, stigma and access barriers facing girls and children with disabilities.
6. Household Economic Strengthening (HES) such as the Village Savings and Loan Associations (VSLAs) and livelihood support.



Through Very Young Adolescent (VYA) Clubs, girls strengthened their knowledge of adolescent development, life skills, communication and decision-making. By 2024, assessments showed significant improvements in wellbeing and life-skills indicators among participants.

> **"During the session, the girls expressed that before they never thought a girl could go beyond secondary school. But seeing the female VYA facilitators, they promised to take their studies more seriously."** – VYA Facilitator, Makoda LGA, Kano State



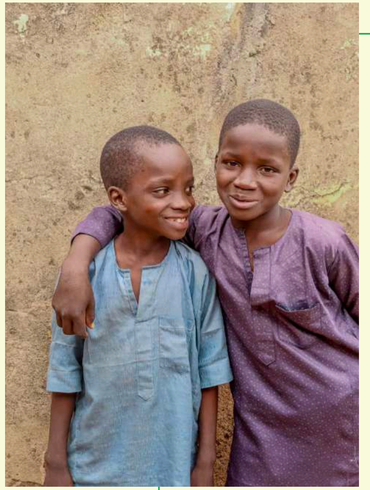


Badia, 10, a child living with a disability, sits with her tricycle in front of her home after receiving support from PLANE.

Reaching children with disabilities was a key component of all interventions.

PLANE reached 3,454 children with disabilities through Catch-Up Clubs and 571 through Literacy Boost/Numeracy Boost. A further 364 children received specialist disability assessments, 103 assistive devices were distributed, and 217 children with disabilities were mainstreamed into formal schools.

Accelerated Learning for All



Haruna likes to read, and he dreams of becoming the president someday. At some point in his literacy journey, Haruna struggled with reading sentences, although he had a drive to know how to read. His younger brother, Husseini likes to play football and wants to be a doctor. At the time he was in Primary 4, he could only recognise alphabets.

The change in their literacy level came when the two boys joined a Catch-up-Club in their community supported by Save the Children. It was through a local facilitator, Mallam Musa, that Haruna and his younger brother Husseini were enrolled in the Catch-Up Club (CUC), a literacy initiative supported by Save the Children.

Haruna joined at "word level" while Husseini, then in Primary 4, joined at "letter level". The different levels are Letter, Word, Sentence, Story, Story with Comprehension.

Then Haruna progressed to sentence level!

"Joining the CUC has really changed my life; it has benefited me a lot" he said. "Honestly, if I hadn't joined, I wouldn't have been able to read sentences."

His mother noticed the transformation in their academics, she said " I felt very happy, and I also felt joy inside because the child has improved in understanding and is now able to read sentences".

↘ The impact of the CUC is evident in the academic performance of both brothers. During their first term at their new school, Haruna came first out of 83 pupils in the class. "Now I am better in understanding, and I have more confidence than before," he said. While Husseini, who used to take 24th or 18th position out of 43 pupils, ranked second at the first term. "Now I feel happy," he said. Catch-up Clubs are community-based learning programs that help children aged 9–13 who are lagging behind in school to build their foundational literacy skills. A total of 58,867 learners were enrolled in Catch-up-Clubs.



When a community educator saw that Maimuna's daughter was not in school, she was enrolled in a three-month catch-up programme under PLANE Window 3, a turning point for the family. "There has been a big change," the mother recalls, explaining that the programme strengthened her children's learning, enabling both her daughter and son to successfully transition into formal schooling and gain admission into a private school.

Through the Village Savings and Loan Association (VSLA) by Save the Children, she also raised capital to expand from a small food business into agricultural trading and clothing sales, creating multiple streams of income and greater financial stability for her household.

> **"We have progressed a lot,"** Maimuna says. **"My children now understand their lessons, and I now have multiple sources of income."**

Through the PLANE Window 3 project, 625 Individuals in Kaduna, 1,875 Kano, and 1,150 Jigawa have benefited from Village Savings and Loan Associations (VSLAs), with 144 associations established to promote savings, improve livelihoods, and increase economic resilience. In turn, families are better equipped to support their children's education, making it easier for children to enrol in and remain in school.



Targeted at the Most Disadvantaged



Ramatu does not have a classroom. She has a portable blackboard, a group of children gathered around her outdoors, and the knowledge she gained through Save the Children's training. That is enough to make a difference.

In communities too remote or underserved to access formal schooling, community facilitators like Ramatu were at the heart of the programme. Through their efforts, more than 76,000 learners were enrolled, and children who had never held a pencil began their learning journey.

Following an analysis of the drivers of educational exclusion in North-West Nigeria, PLANE Window 3 prioritised out-of-school children, children with disabilities, those affected by poverty, children engaged in child labour, and others at heightened risk of exclusion. The programme recognised that many children faced multiple, overlapping barriers to education.

Key Highlights

76,125
Learners enrolled across Catch-Up Clubs, ABEP and VYA programmes

86%
Of ABEP learners achieved foundational literacy, up from near zero at baseline

640
Children supported with assistive devices, 217 mainstreamed into formal schools

144
Village Savings and Loan Association groups formed, collectively saving NGN 32.6 million



PLANE also revitalised child protection structures. By programme close, 47 Child Protection case workers including 7 Local Government Social Workers were recruited, trained and case managed 3,242 vulnerable children with at least 1,118 referrals facilitated, addressing child labour, neglect, disability-related vulnerability and family instability as barriers to learning. A total of 47 Community-Based Child Protection Committees had been strengthened across Jigawa, Kano and Kaduna States.

Looking Forward

Solving the learning crisis in Nigeria remains critical.

What We Learned

01.
Reform that is not in the budget does not happen.

02.
A holistic model works; and protection, inclusion and economic barriers cannot be addressed in isolation.

03.
Sustainability of every initiative must be built in from the start, not treated as an afterthought.

04.
Policies must be informed by evidence and tested in practice before they are approved.

05.
Teaching to the learner's actual level,not their age or grade, results.

06.
Monitoring works when it supports performance, not just checks compliance.



Kaduna State

Sustaining PLANE's Achievements and Priority Activities



Kaduna State commits to the following headline numbers. They are drawn directly from the State's plan and are the figures against which progress will be measured.

2,000
teachers trained on literacy and numeracy in 2027 and again in 2028.

985,143
learners to receive materials: 342,573 P1 and 330,253 P2 in 2027; 312,317 P3 in 2028. All 23 LGAs covered.

5,000
teachers budgeted for recruitment, induction and professional development annually.

100%
Annual School Census coverage already achieved across all 23 LGAs and committed to be maintained.

Kaduna will implement the Teacher Development Policy, including recruitment of more female teachers based on needs assessment and capacity building on the standards of the Teachers Registration Council of Nigeria (TRCN). It will conduct a comprehensive teacher needs assessment to determine recruitment and deployment requirements across the State (2,000 schools in each of 2027 and 2028). The Commissioner of Education will undertake high-level advocacy with His Excellency the Governor to secure approval for teacher recruitment (1 in each year). The State will provide adequate budgetary allocation for the recruitment, induction and continuous professional development of 5,000 teachers in each year.

Kano State's Commitment



Kano State commits to the following headline numbers. They are drawn directly from the State's plan and are the figures against which progress will be measured.

5,000
teachers trained on English literacy and numeracy each year: 5,000 in 2027 and 5,000 in 2028

800,812
P1 learner books procured in 2027 on the principle of one child, one book. 716,401 in 2028.

44 LGAs
covered by teacher mapping, Teacher Development Policy sensitisation, ABEP and SSO school support visits

12,265
schools covered by Annual School Census training. NGN 120M/year for 440 SSOs from state budget.

Kano will continue to implement the Teacher Development Policy (TDP). This includes recruiting more female teachers and building teacher capacity to the standards of the Teachers Registration Council of Nigeria (TRCN). The State will map active teachers and hold sensitisation meetings on the TDP in all 44 LGAs. It will choose two or more strategic actions each year and fund them as required, based on available funds. It will strengthen the capacity of implementing officers in the relevant ministries, departments and agencies, with 300 officers in 2027 and 450 in 2028. Progress will be reviewed in meetings held four times a year.

Jigawa State's Commitment



Jigawa State commits to the following headline numbers. They are drawn directly from the State's plan and are the figures against which progress will be measured.

2,700
teachers trained on English literacy and numeracy each year: 5,000 in 2027 and 5,000 in 2028

20,000
out-of-school children enrolled into ABEP in 2027. An additional 25,000 enrolled and retained in 2028.

15,000
target for accelerated learning holiday camps in each of 2027 and 2028

27
LGAs covered by ABEP budget tracking and joint monitoring

Jigawa will continue to implement the Teacher Development Policy. This includes recruiting more female teachers and building teacher capacity to the standards of the Teachers Registration Council of Nigeria (TRCN). The State will provide an annual budgetary allocation for teacher recruitment. It will allocate 35% of places to female teachers in every recruitment cycle. It will also train the recruited teachers on TRCN standards. The plan records targets of 4,500, 4,500 and 7,200 against these three actions in 2027, and 6,000, 6,000 and 5,700 in 2028.

Their Future; Our Legacy.

Acknowledgements

The legacy of the Partnership for Learning for All in Nigeria (PLANE) is a testament to what can be achieved when government, development partners, educators, communities and families work together towards a shared vision: a future in which every Nigerian child has the opportunity to learn, thrive and fulfil their potential.

As we reflect on PLANE's journey, we extend our profound appreciation to the UK Government, through the Foreign, Commonwealth and Development Office (FCDO), for its generous support, strategic partnership and commitment to improving learning outcomes for children across Nigeria.

Our gratitude goes to the Federal Ministry of Education, its agencies, state governments, State Ministries of Education, State Universal Basic Education Boards, local government education authorities and other government institutions for their leadership, collaboration and ownership of reforms that strengthen education policies, systems, accountability and learning outcomes.

We acknowledge all implementing partners, DAI, UNICEF and Save the Children, alongside consortium partners, technical teams, consultants and delivery organisations, whose expertise and dedication have driven interventions across foundational learning, education in emergencies, teacher development, safeguarding, gender equality and disability inclusion.

We deeply appreciate the contributions of teachers, headteachers, facilitators, education managers, school support officers, traditional and religious leaders, civil society organisations, community-based organisations, education accountability forums, parents and caregivers. We also recognise researchers, monitoring, evaluation and learning specialists, data managers, media organisations and communications professionals whose work has strengthened evidence, accountability, advocacy and the documentation of impact.

Above all, we celebrate the children and young people at the heart of PLANE, including girls, children with disabilities, out-of-school children, Almajiri learners and children affected by conflict and emergencies. Their aspirations give purpose to this work.

Finally, we thank the PLANE team, past and present, for their dedication and perseverance. This legacy belongs to everyone who contributed to the journey. As the programme concludes, we hope that the partnerships strengthened, systems supported and lessons learned will continue to create lasting opportunities for every child to learn, thrive and fulfil their potential.

PLANE Organisations

PLANE was built on partnership at every level, between the UK Government and Nigeria's federal and state governments, between international implementers and national civil society organisations, and between programme staff and the teachers, headteachers, community leaders and parents who made delivery possible. No single organisation could have achieved what this programme achieved. The results in this magazine belong to all of them.

DAI	BlueTree Group	Hope for Village Child Foundation (HVCF)
FHI360	Sightsavers	Community Support Development Initiative (CSADI)
Action Health Nigeria (AHNi)	Accadian	Centre for Information Technology and Development (CITAD)
Social Development Direct	UNICEF	Ecorys
The Education Practice	Save the Children	British Council
Achieving Health Nigeria Initiative	Kishimi Shelter and Care Foundation (KSCF)	International Rescue Committee (IRC)
The Policy Practice	Popular Theatre and Health Education Association (POTHE)	

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