LEARNING POVERTY RESEARCH IN KADUNA STATE
FEBRUARY, 2023

Report

Kaduna State Bureau of Statistics

KADUNA AGILE PROJECT
ADOLESCENT GIRLS INITIATIVE FOR LEARNING AND EMPOWERMENT

Partnership for Learning for All in Nigeria
plane

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Learning Poverty Report

Coordinated

By

Kaduna State Bureau of Statistics

February 2023

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Acronyms & Abbreviations

ASC	Annual School Census
BE	Basic Education
BECE	Basic Education Certification Examination
CCT	Conditional Cash Transfer
CT	Cash Transfer
COVID-19	Corona Virus-2019
CR	Completion Rate
CSOs	Civil Society Organizations
DAs	Data Auditors
DEFF	Design Effect
DQAF	Data Quality Assessment Framework
DR	Dropout Rate
EA	Enumeration Area
ECCD	Early Child Care Development
ECCE	Early Childhood Care and Education
EDC	Electronic Data Collection
EDC	Enrolment Drive Campaign
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ENA	Emergency Nutrition Assessment
ESIP	Enhanced School Improvement Plan
ESP	Education Sector Plan
ETL	Extract, Transform and Load
FCT	Federal Capital Territory
FME	Federal Ministry of Education
GAM	Global Acute Malnutrition
GAML	Global Alliance to Monitor Learning
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GIS	Geographic Information System
GPI	Gender Parity Index
GPS	Global Positioning System
HH	Household
HiLWA	High Level Women Advocates
ICT	Information and Communication Technology
ID	Identifier
IDPs	Internally Displaced Persons
IRR	Inter-Rater Reliability
JSS	Junior Secondary School

KADBEAM	Kaduna State Basic Education Accountability Mechanism
KADINVEST	Kaduna Investment
KASU	Kaduna State University
KDBS	Kaduna State Bureau of Statistics
KDGHS	Kaduna State General Household Survey
KSCOE	Kaduna State College of Education
KSLB	Kaduna State Library Board
KSSLB	Kaduna State Scholarship and Loans Board
KSSQAA	Kaduna State Schools' Quality Assurance Authority
KSTSB	Kaduna State Teachers' Service Board
LD	Learning Deficient
LD	Learning Deprived
LGA	Local Government Area
LL	Learning Losses
LP	Learning Poverty
LPG	Learning Poverty Gap
LPI	Learning Poverty Indicator
LPL	Learning Poverty Level
LPS	Learning Poverty Severity
MDAs	Ministries, Departments and Agencies
MEL	Monitoring, Evaluation and Learning
MOE	Ministry of Education
MPL	Minimum Proficiency Level
NAR	Net Attendance Ratio
NBPZ	Nuhu Bamalli Polytechnic, Zaria
NCE	Nigeria Certificate in Education
NER	Net Enrolment Rate
NIR	Net Intake Rate
NNHS	Nutrition and Household Survey
ODK	Open Data Kit
OGP	Open Governance Partnership
OOSC	Out-of-School Children
P4	Primary 4
P6	Primary 6
PBC	Planning and Budget Commission
PLANE	Partnership for Learning for all in Nigeria Education
PPS	Probability Proportional to Size
PQT	Percentage of Qualified Teachers
PS	Primary School
PTR	Pupil-Teacher Ratio
SD	Schooling Deprived
SD	Standard Deviation
SDG 4	Sustainable Development Goal 4
SDGs	Sustainable Development Goals
SFP	School Feeding Programme

SMART	Standardized Monitoring and Assessment of Relief and Transitions
SSCE	Senior Secondary Certification Examination
SUBEB	State Universal Basic Education Board
TR	Transition Rate
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UBEC-IF	Universal Basic Education Commission Intervention Fund
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
WAEC	West African Examination Council

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Executive Summary

Learning Poverty (LP) is an educational concept that portrays the inability of children to read and understand a short, age-appropriate text by age 10 (or latest by the end of Primary School). The LP is usually measured by the Learning Poverty Indicator (LPI). This Learning Poverty Research attempts to obtain the Learning Poverty Indicators (LPI) for Kaduna State, across the 23 LGAs, to enhance quality of education and provide guidance for possible intervention. The World Bank estimates that 53% of children in low-income as well as middle-income countries cannot read by the end of Primary School. This learning crisis, also referred to as Learning Poverty, seriously undermines sustainable growth and poverty reduction. This informs the need for Kaduna State Government to conduct its own Learning Poverty Research to investigate the level of LP and the magnitude of learning deprivation in Kaduna State.

The Learning Poverty Indicator (LPI) measures how children attain a Minimum Proficiency Level (MPL) in reading at the end of Primary School. It combines the proportion of primary-aged children that are out-of-school and those who were schooling deprived (SD) and the proportion of pupils below a MPL in reading, who were learning deprived (LD). Global Learning Poverty is presently at crisis level due to school closures as a result of COVID-19 pandemic. The pandemic has sharply increased Learning Poverty across the Globe. In a recent joint publication of the World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, and in partnership with UNESCO Institute for Statistics, titled "The State of Global Learning Poverty: 2022 Update" stresses that even before the COVID-19 pandemic, there was already a learning crisis.

Furthermore, the Report shows that Learning Poverty in sub-Saharan Africa is now at 89%. According to the World Bank and the UNESCO Institute for Statistics, over 100 million children are affected with Learning Poverty in Sub-Sahara Africa and South-East Asia. Even though the majority of children are in school, a large proportion are not acquiring fundamental skills. This is the leading edge of a learning crisis that threatens countries' efforts to build human capital and achieve the Sustainable Development Goals (SDGs). Without rethinking and doubling efforts to increase access to quality education and improve learning outcomes, the SDG target of universal quality education for all by 2030 will remain elusive.

Free primary and secondary school education initiatives, as impressive as they are, especially in increasing enrollment rates, are not enough. There is a dire need to ensure that students are learning and achieving academic milestones. The Report says: "It is not enough for children to return to school. The curriculum and teaching must adjust to meet students' learning needs." Countries urgently need to focus on the most cost-effective ways to counter Learning Poverty, says the World Bank, by following its RAPID Framework. From a technical perspective, the RAPID Framework highlights what countries must do during the next few years to recover and accelerate learning.

- **Reach every child and keep them in school:** Use back-to-school campaigns, family outreach and early warning systems, elimination of school fees, cash transfers (CT), and school feeding programmes (SFP) to keep children in school.

- **Assess learning levels regularly:** Measure children's current learning levels after their return to school, to help teachers target instruction in the classroom to each child's starting point – which will usually be much lower due to the school closures.

- **Prioritize teaching the fundamentals:** Learning recovery efforts should focus on essential missed content and prioritize the most foundational skills, particularly literacy and numeracy, that students need for learning everything else. Help teachers teach these skills.

- **Increase the efficiency of instruction:** Adopt effective teaching practices that support teachers cost-effectively in their immediate classroom challenges. Practices like structured pedagogy programmes and tools to target instruction to students' current learning levels.

- **Develop psychosocial health and well-being:** Ensure that schools are safe and that children are healthy and protected from violence and can access basic services – such as nutrition, counselling, water, sanitation, and hygiene services.

Collaboration is key to countering Learning Poverty. Therefore, all stakeholders including parents, teachers, educational institutions, governments, development organizations, private sector players, and learners must work together to formulate plans to counter Learning Poverty. All efforts to eradicate Learning Poverty must be tracked, constantly reviewing progress and learning from each other, locally within our countries and externally. Communities must also be involved and demand quality education. Many parents, for instance, remain unaware of the dire Learning Poverty situation as they have placed their trust fully in schools and teachers; unaware that these systems are bogged down by numerous challenges. Their expectations of their children based on the education they receive are therefore misplaced.

Recently, the Kaduna State Ministry of Education has sought media partnership and contributions towards reducing Learning Poverty in the State. The Permanent Secretary in the State Ministry of Education, on behalf of the Ministry, sought the partnership at a meeting with media personnel. With this trend of Learning Poverty from Global perspective narrowed down to Kaduna State, this Learning Poverty Research is conducted to avail Kaduna State Government with the requisite data and indicators to tackle its own Learning Poverty problem especially through the adoption of the RAPID Framework in the State. The broad objective of the LP research is to provide information on the extent of Learning Poverty in Kaduna State which will serve as policy guide to policy designs, implementation, monitoring, quality assurance and education planning in general in Kaduna State. Other specific objectives include.

- Determine the extent of Learning Poverty among pupils in primary four, primary six and JSS 1 in the State.

- Identify the main factors responsible for the Learning Poverty in the State.

- Suggest viable policy options to address the Learning Deprivation in Kaduna State.

Learning Poverty research is typically a meta-analysis drawing data from different sources. Hence, the design and methodology used is comprehensive and result-oriented. Data were drawn from Annual School Census (ASC) Report, out-of-school children (OOSC) Survey Report and the Learning Outcome Assessment.

Basic Education Indicators

The ASC 2021/2022 Report shows that the combined public and private Primary School enrolment stood at 2,111,969; out of that, 1,035,829 were girls which constituted 49% of the combined enrolment. On the other hand, the combined public and private Primary School enrolment of school-age (6-11 years) stood at 1,845,504; out of that, 905,034 were girls which constituted 49% of the combined school-age enrolment.

Furthermore, the combined public and private JSS enrolment stood at 374,000; out of that, 183,347 were girls which constituted 49% of the total enrolment. Again, the combined public and private JSS enrolment of school-age (12-14 years) stood at 304,423; out of that, 115,794 were girls which constituted 38% of the school-age enrolment.

In addition, some important education indicators were outlined. the Gross Intake Ratio (GIR) for Primary Schools stood at 141%. Igabi LGA has the highest GIR for Primary Schools of 295% while Kaduna South LGA has the least of 40%. Similarly, the GIR for JSS stood at 41%. Zaria LGA has the highest GIR for JSS of 74% while Jaba LGA has the least of 18%.

The Net Intake Rate (NIR) for Primary Schools stood at 58%. Kudan LGA has the highest NIR for Primary Schools of 110% while Kaduna South LGA has the least of 16%. Similarly, the NIR for JSS stood at 15%. Sabon Gari LGA has the highest NIR for JSS of 29% while Jaba and Zangon Kataf LGAs have the least of 7% each.

The Gross Enrolment Ratio (GER) for Primary Schools stood at 119%. Igabi LGA has the highest GER for Primary Schools of 237% while Kaduna South LGA has the least of 46%. Similarly, the GER for JSS stood at 53%. Sabon Gari LGA has the highest GER for JSS of 99% while Jaba LGA has the least of 25%.

The Net Enrolment Rate (NER) for Primary Schools stood at 104%. Igabi LGA has the highest NER for Primary Schools of 206% while Kaduna South LGA has the least of 40%. Similarly, the NER for JSS stood at 41%. Sabon Gari LGA has the highest NER for JSS of 75% while Jaba LGA has the least of 18%.

Furthermore, the pupil-teacher ratio for public Primary Schools stood at 73. Hence, there is the need to employ more teachers to reduce the ratio for better quality. The pupil-teacher ratio for public junior secondary schools stood at 46. This is appreciable but could be improved upon by employing more teachers to reduce the ratio. On the other hand, the pupil-classroom ratio for public Primary Schools stood at 101. Similarly, the pupil-classroom ratio for public JSS stood at 96. The pupil-classroom ratio need to be drastically reduced by building more classrooms for both Primary Schools and JSS to enhance quality.

Out-of-School Children

From the out-of-school children (OOSC) Survey, the status of OOSC for Primary School-age (6-11 years) across the 23 LGAs of Kaduna State were outlined. At State level, the report shows that the overall percentage of OOSC of Primary School-age in Kaduna State 31.1%. By gender, the percentage out-of-school girls of Primary School-age is 30.0% while that of boys is 32.3%.

By LGA, the report shows that Kauru LGA has the highest percentage of OOSC of Primary School-age of 51.8%, followed by Birinin Gwari with 48.3%, among others. On the other hand, Kaura LGA has the least percentage of OOSC of Primary School-age of 0.9%, followed by Zangon Kataf with 2.0%, among others.

Learning Outcome Assessment

From the Learning Outcome Assessment, 74.3% of Primary 4 children have scored below the minimum proficiency level (MPL) in English EGRA. By gender, 73.9% of male and 74.8% of female of Primary 4 children have scored below the MPL in English EGRA. Similarly, overall, 63.3% of Primary 6 children have scored below the MPL in English EGRA. By gender, 59.2% of male and 67.5% female of Primary 6 children have scored below the MPL in English EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in English EGRA than Primary 4 Children. Jema'a LGA has the best combined proficiency level in English EGRA while Ikara and Kauru LGAs have the worst proficiency level.

On the other hand, overall, 45.1% of JSS 1 students have scored below the MPL in English EGRA. By gender, 45.7% of male and 44.7% of female students in JSS 1 have scored below the MPL in English EGRA. Birnin Gwari, Chikun, Jema'a, Kachia and Lere LGAs have the best JSS 1 proficiency level in English EGRA while Kagarko, Kauru and Soba LGAs have the worst proficiency level.

Furthermore, Overall, 86.6% of Primary 4 children have scored below the MPL in Hausa EGRA. By gender, 88.6% of male and 84.2% of female of Primary 4 children have scored below the MPL in Hausa EGRA. Similarly, overall, 72.5% of Primary 6 children have scored below the MPL in Hausa EGRA. By gender, 70.3% of male and 74.9% female of Primary 6 children have scored below the MPL in Hausa EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in Hausa EGRA than Primary 4 children.

On the other hand, overall, 63.6% of JSS 1 students have scored below the MPL in Hausa EGRA. By gender, 63.0% of male and 64.1% of female students in JSS 1have scored below the MPL in Hausa EGRA. Birnin Gwari and Kachia LGAs have the best JSS 1 proficiency level in Hausa EGRA while Chikun, Kagarko, Kaura, Kauru and Sanga LGAs have the worst proficiency level.

Furthermore, 39.9% of Primary 4 children have scored below the MPL in EGMA. By gender, 41.0% of male and 38.5% of female of Primary 4 children have scored below the MPL in EGMA. Similarly, overall, 24.7% of Primary 6 children have scored below the MPL in EGMA. By gender, 20.0% of male and 29.6% female of Primary 6 children have scored below the MPL in EGMA. The summative assessment has revealed that Primary 6 children have better proficiency level in EGMA.

On the other hand, Overall, 15.8% of JSS 1 students have scored below the MPL in EGMA. By gender, 13.6% of male and 17.5% of female students in JSS 1 have scored below the MPL in EGMA. Birnin Gwari LGA and others have the best JSS 1 proficiency level in EGMA while Giwa LGA has the worst proficiency level.

The mean proficiency level of children in Hausa EGRA for Primary 4, Primary 6 and JSS 1 are 14.5%, 24.8% and 31.8% respectively. Similarly, the mean proficiency level of children in English EGRA for Primary 4, Primary 6 and JSS 1 are 28.8%, 40.7% and 49.5% respectively. Again, the mean proficiency level of children in EGMA for Primary 4, Primary 6 and JSS 1 are 48.0%, 58.9% and 65.2% respectively. Comparatively, JSS 1 students have better proficiency levels than Primary 6 children in English EGRA, Hausa EGRA and EGMA. Furthermore, Primary 6 children have better proficiency levels than Primary 4 children in the three Learning Outcome Assessment. This implies that proficiency levels in learning outcome increases with higher grades.

Learning Poverty

The overall schooling deprived (SD) of Primary School-age stood at 31.1%. By gender, the schooling deprived for male, and female stood at 30.0% and 32.3% respectively. Similarly, the overall learning deprived (LD) stood at 63.3%. By gender, the leaning deprived for male, and female stood at 59.2% and 67.5% respectively.

Furthermore, the overall LPI for the State is 74.7%. By gender, Learning Poverty Indicator (LPI) for male and female are 71.4% and 78.0% respectively. Kauru LGA has the highest LPI of 97.5% while Jema'a LGA has the least LPI of 10.1%.

These findings have corroborated the proclamation of the UNICEF and the World Bank. In August 2022, the UNICEF reported that no fewer than 70 per cent of children in Nigerian schools are suffering from Learning Poverty (a situation where 10-year-olds cannot read or understand a simple text) while the UNESCO put the number of out-of-school children in the country at 20 million in October 2022. Similarly, according to the World Bank, Nigeria is experiencing Learning Poverty in which 70 percent of 10-year-olds cannot understand a simple sentence or perform basic numeracy task.

Recommendations

1. There is the need to provide additional classrooms to both Primary Schools and JSS in the State in order to bring down the pupil-classroom ratio to enhance quality.

2. There is the need to provide more teachers to both Primary Schools and JSS in the State in order to bring down the pupil-teacher ratio to enhance quality.

3. There is the urgent need to provide safe sources of water to all Primary Schools and JSS in the State to enhance sanitation and hygiene.

4. There is the urgent need to provide more toilets to all Primary Schools and JSS in the State in order to bring down the pupil-toilet ratio. This will enhance quality, sanitation and hygiene.

5. New programmes and interventions should be introduced and strengthen the existing ones in order to get the OOSC back to school. These may include, but not limited to, Enrolment Drive Campaign (EDC), Conditional Cash Transfer (CCT), Integrated Quranic Schools (IQS), build more schools in communities, and provide more school facilities like classroom furniture, books, and white boards.

6. New programmes and interventions like school feeding programme should be introduced to ensure school retention, completion and transition.

7. Develop psychosocial health and well-being. Ensure that schools are safe and that children are healthy and protected from violence and can access basic services such as nutrition, counselling, water, sanitation, and hygiene services.

8. The Quality Assurance Departments of both MOE and SUBEB should be properly equipped with staffing, vehicles and incentives to enhance their performance in ensuring quality teaching/learning.

9. Government should go into renewed partnership with Development Partners like AGILE, PLANE, UNICEF and the World Bank for more support in reducing the high rate of Learning Poverty in the State. That is, increase partnership with donors, civil society organizations (CSOs), the private sector, and other education stakeholders.

10. Reach every child and keep them in school. Use back-to-school campaigns, family outreach and early warning systems, elimination of school fees, cash transfers, and school feeding programmes to keep children in school.

11. Assess learning levels regularly. Measure children's current learning levels after their return to school, to help teachers target instruction in the classroom to each child's starting point which will usually be much lower due to the school closures.

12. Set and monitor key targets focusing on foundational learning using any model that fits the State. Also, develop a clear, evidence-backed, and realistic plan on how to reach the targets.

13. Prioritize teaching the fundamentals. Learning recovery efforts should focus on essential missed content and prioritize the most foundational skills, particularly literacy and numeracy, that students need for active learning. Help teachers teach these skills by training and motivating them.

14. Increase the efficiency of instruction. Adopt effective teaching practices that support teachers cost-effectively in their immediate classroom challenges. Practices like structured pedagogy programs and tools to target instruction to students' current learning levels.

Foreword

The Government of Kaduna State has invested so much in quality education in the State. It has made huge commitments to education in terms of resources, quality workforce, infrastructure, ICT and learning facilities. These with a view to increasing access, equity, quality, retention and completion. By extension, to reduce Learning Poverty in the State. All these can be monitored through adequate commitment to research and data utilization. Hence, this Learning Poverty Research is a testimony to these commitments. This Research could not have come at a better time than now; considering the need for the State to measure the outcome of its basic education. The Research was based on sound methodology that connects and consolidates three different reports. Learning Poverty Research is a meta-analysis which pooled data from three diverse sources as managed by the KDBS. Data were obtained and utilized from ASC, OOSC Survey and the Learning Outcome Assessment to compute the Learning Poverty Indicator (LPI).

The concept of Learning Poverty and its accompanying indicator was jointly constructed by the World Bank and the UNESCO Institute for Statistics. Learning Poverty (LP) means the inability of children to read and understand short texts by age 10 (or latest by the end of Primary School). The Learning Poverty Indicator (LPI) is a composite indicator that connects schooling status and Learning Outcome Assessment. This LP Research, as conducted by the Kaduna State Bureau of Statistics (KDBS), was based on quality data with sound methodological framework. The Research was designed to obtain the Learning Poverty Indicators (LPI) for Kaduna State as a baseline. This LPI will surely provide guidance for the attainment of quality education and the strategy for possible educational intervention.

This LPI pools together the appropriate schooling and learning indicators. It contains the proportion of children who have not achieved minimum reading proficiency which was measured herein by English EGRA for Primary 6. It also contains the proportion of children who were out of school which was measured herein by the proportion of OOSC of Primary School-age. The emphasis was reading because it is the gateway for learning as the child progresses through school. Under normal circumstance, all children should be able to read by age 10 (or latest by the end of Primary School). Children inability to read is a clear indication that school system is ineffective and unable to impact learning. Hence, this Learning Poverty Research will provide the requisite information for educational development.

The Report will guide both education interventions and collaborations. Interventions may include Enrolment Drive Campaign (EDC), Conditional Cash Transfer (CCT), provision of infrastructure and facilities. On the other hand, it will guide partnership with Development Partners like AGILE, PLANE, UNICEF and the World Bank, civil society organizations (CSOs), the private sector, and other education stakeholders.

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Acknowledgements

The Learning Poverty Research, as conducted by the Kaduna State Bureau of Statistics (KDBS), could not have been completed without the support and efforts of various stakeholders. First and foremost, I must express my profound gratitude to His Excellency, the Executive Governor of Kaduna State, Mallam Nasiru Ahmed El-Rufai, CON for graciously approving the funds needed to facilitate the conduct of this Research. I also appreciate the continuous support of the Honourable Commissioner of Kaduna State Planning and Budget Commission, Hajiya Umma Aboki who ensured that the Research was well conducted from beginning to its conclusive end.

I equally wish to show appreciation to the Managements and Staff of Kaduna State Planning and Budget Commission, Kaduna State Ministry of Education (MoE), Kaduna State Universal Basic Education Commission (SUBEB), Kaduna State Bureau of Statistics (KDBS) and many other Government agencies too numerous to mention. They have all given their valuable contributions at different capacities to making this LP Research a reality.

I also wish to extend my appreciation to our development partners. In particular, to the World Bank through the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project for its total support for this Research. The AGILE has made tremendous financial and technical commitments to this Research. The Partnership for Learning for all in Nigeria Education (PLANE) Project has also made remarkable contributions to this Research in so many ways. The PLANE Project provided technical assistance throughout the conduct of the exercise.

Furthermore, the LP Research was led by the staff of Kaduna State Bureau of Statistics (KDBS) with technical support from Dr. Aliyu Usman. I also wish to appreciate the valuable contributions of Prof. Salamatu Idris Isah (Executive Secretary Kaduna State Pension Board) and Sagir Balarabe Musa (Special Adviser on Human Capital). Also, the active commitment and participation by the Technical Committee members led by Project and Technical Cordination Unit (PTCU) of KDBS, who remained consistently committed to the success of the Research.

Finally, I must also express my profound gratitude to all other stakeholders that have contributed in one way or the other to the success of this research. They include the enumerators, interviewers, supervisors, monitors, data managers, data auditors, head teachers, and the school children, among others. Their valuable contributions remain the nucleus of the entire research. Hence, their tireless efforts, dedication and contributions were fully appreciated for bringing out this LP Report for the State. Thank you all.

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Chapter One
Introduction

1.1 Background

Learning Poverty (LP) implies to the inability of children to read and understand a short, age-appropriate text by age 10 (or latest by the end of Primary School). LP is usually measured by the Learning Poverty Indicator (LPI). The LPI is based on two data components, schooling deprivation (SD) and learning deprivation (LD). It starts with the share of children who have not achieved minimum reading proficiency and adjusts it by the proportion of children who were out of school. The World Bank estimates that 53% of children in low-income as well as middle-income countries cannot read by the end of Primary School. This learning crisis, also referred to as Learning Poverty, seriously undermines sustainable growth and poverty reduction. In order to explore sustainable solutions that tackle this problem, The World Bank recently published a report titled "*Ending Learning Poverty: What will it take?*" The Kaduna State Government has also conducted its own Learning Poverty Research with a view to establishing a baseline for LP and by extension improving the quality education in the State.

The Kaduna State Government has made tremendous investments to increase access to basic education as well as to improve internal efficiency of the system. The Government has also made frantic efforts to attain the best ever quality education in the State. It has made huge commitments to these investments in terms of resources, quality workforce, infrastructure, expertise as well as information and communication technology (ICT). This Learning Poverty Research, as conducted by the Kaduna State Bureau of Statistics (KDBS), was designed to obtain the Learning Poverty Indicators for Kaduna State. The Research has obtained quality and reliable data through a sound methodological framework to enhance quality education and provide guidance for intervention.

Furthermore, Kaduna State Government's commitment to quality Education has always been research-based. The right of all Nigerians to education has particularly featured in the 1999 Constitution. This commitment was reiterated with the enactment of the Universal Basic Education (UBE) Policy of compulsory nine years of basic education (six years of primary and three years of junior secondary). From Global frameworks, the 2030 Agenda for Sustainable Development Goal (SDG) in which the priority for education is placed under Goal 4 (SDG 4) requires accurate data to set benchmarks for various targets to ensure proper accountability and evaluation of results. Hence, this Learning Poverty Research couldn't have come at a better time than now.

1.2 Overview of Learning Poverty

Reading is a gateway for learning as the child progresses through school. Conversely, the inability of a child to read shuts the gate. Under normal circumstance, all children should be able to read by age 10 (or latest by the end of Primary School). Children inability to read is a clear indication that school system is ineffective and unable to impact learning. Although it is possible to learn later in life with enough effort, children who cannot read by age 10 or at the end of Primary School, usually find it difficult to master reading later in their schooling career.

In recent years, reports have shown that many children around the world cannot read proficiently. Even though most children were in school, a substantial proportion were not acquiring fundamental skills. Globally, 260 million children were not even in school. This is the leading edge of a learning crisis that threatens countries' efforts to build human capital and achieve the Sustainable Development Goals (SDGs). Without foundational learning, children often fail to thrive later in school or when they join the workforce. These children will not acquire the human capital they need to grow their careers and economies. As a major contributor to human capital deficits, the learning crisis undermines sustainable growth and poverty reduction. A picture of Primary School pupils in Kaduna State is depicted in Figure 1.

Figure 1: Primary School Pupils in Kaduna State

The concept of Learning Poverty and its accompanying indicator was jointly constructed by the World Bank and the UNESCO Institute for Statistics. Learning Poverty means being unable to read and understand a simple text by age 10. This concept combines the share of children who have not achieved minimum reading proficiency (as measured in schools) and the proportion of children who were out of school (assumed not able to read proficiently).

Using the Learning Poverty Indicator (LPI) developed jointly by the World Bank and UNESCO Institute for Statistics, it was established that 53% of children in low-income as well as middle-income countries cannot read and understand a simple story by the end of Primary School. The LPI revealed that the level is as high as 80% in poor countries. Such high levels of illiteracy were an early warning sign that all global educational goals and other related sustainable development goals were in jeopardy.

Progress in reducing Learning Poverty is far too slow to meet the SDG's aspirations. At the current rate of progress, it was projected that in 2030 about 43% of children will still be learning-poor. Even if countries reduce their Learning Poverty at the fastest rates, the goal of ending it will not be attained by 2030. If children cannot read, all education SDGs were at risk. Eliminating Learning Poverty is as important as eliminating extreme monetary poverty, stunting, or hunger. To achieve it in the near future requires more rapid progress than what is seen now.

1.2.1 Learning Poverty Indicator (LPI)

The Learning Poverty Indicator (LPI) measures how children attain a Minimum Proficiency Level (MPL) in reading at the end of Primary School. It also measures the progress towards attaining inclusive and equitable quality education for all as contained in SDG 4. The LPI focuses on reading for the following reasons:

1. Reading proficiency can easily be understood as a learning measure,
2. Reading is a student's gateway to learning in other areas,
3. Reading proficiency can serve as a proxy for foundational learning in other subjects.

The LPI combines the proportion of primary-aged children that were out-of-school who were schooling deprived (SD) and the proportion of pupils below a Minimum Proficiency Level (MPL) in reading, who were learning deprived (LD). The LPI is calculated by the following formula:

$$(1 \quad SD)$$

Where:

SD is defined as the proportion of primary aged children who were out-of-school. All out-of-school children were assumed to be below the MPL in reading.

LD is defined as the proportion of children at the end of Primary School who read at below the MPL, as defined by the Global Alliance to Monitor Learning (GAML) in the context of the SDG 4 monitoring. Learning Poverty can be improved in two ways:

1. By reducing learning deprivation as countries raise proficiency levels for children below the minimum proficiency threshold,

2. By reducing schooling deprivation as countries expand coverage and bringing out-of-school children (OOSC) back to school.

While schooling deprivation can be directly observed depending on whether the child is enrolled or not enrolled in school, learning deprivation cannot be directly observed, and is measured through standardized assessments using SDG's definition of Minimum Proficiency Level (MPL). The reading proficiency is defined as the ability of children to read simple, short narrative and expository texts independently and fluently. They also interpret and give some explanations about the key ideas in these texts. They provide simple, subjective opinions or judgements about the information, events and characters in a text.

1.2.2 Concept of Learning Poverty Gap

The Learning Poverty Level (LPL) discussed above, that is the share of 10-year-olds who were not in school (schooling deprived) or were below the Minimum Proficiency Level (learning deprived), has limitations. It does not capture the average learning shortfall among children under the Minimum Proficiency Level (MPL).

The Learning Poverty Gap (LPG) measures the average distance of a learning deprived child to the Minimum Proficiency Level (MPL) and indicates the average increase in learning required to eliminate Learning Poverty. However, the gap measure cannot distinguish between an increase in the learning gap driven by children near the threshold and one driven by those at the very bottom of the learning distribution.

1.2.3 Concept of Learning Poverty Severity

The Learning Poverty Severity (LPS) captures the inequality of learning among the learning poor population and is the gap squared in relation to the minimum proficiency squared. The concepts of Learning Poverty gap and Learning Poverty severity were important to fully understand children's access to learning. It is possible that countries with the same Learning Poverty level have different Learning Poverty gaps, or countries with the same Learning Poverty gaps have different Learning Poverty severity, with implications for policies used to address Learning Poverty.

For example, consider two countries with the same LPL but one has a higher LPG. The country with higher LPG would need greater effort to bring children above the Minimum Proficiency Level (MPL). At the same time. Also, for instance, considering two countries with the same LPG, but one has higher LPS. The country with the higher LPS would need to adopt strategies that address the unequal distribution of learning among those below the minimum proficiency threshold. Furthermore, as we anticipate Learning Losses (LL) due to the pandemic, or the growing share of children who were learning poor. Widening inequalities can be examined with the gap and severity calculations. A typical Primary School learning environment is depicted in Figure 2.

Figure 2: Primary School Learning Environment

1.3 Profile of Kaduna State
Kaduna State is in north-western Nigeria with the State capital in Kaduna town. Kaduna State is a strategic trade centre and a major transportation hub. The population of Kaduna State was

at 6.1 million as of the 2006 Nigerian Population Census which has grown significantly to date. The name, Kaduna, was taken-up by Lord Frederick Lugard and his colonial colleagues when they moved the capital of the then Northern Region from Zungeru to Kaduna in 1916. Owing to the age-long presence of numerous educational institutions in the State, it has come to be regarded as a Centre of Learning in Nigeria. The State is home to, and synonymous with, the famous River Kaduna from which it derived its name. The map of Kaduna State is depicted in Figure 3.

Figure 3: Map of Kaduna State

At the start of British colonial rule in northern Nigeria the groups of people who live in the area became "Northern Nigerians" - a construct which continues even till date. By 1967 these people groups again were carved into "North Central State". Until 1975 that "Kaduna State" was created by the then military Head of State, General Murtala Mohammed. The State became the successor of the old Northern Region of Nigeria which had its capital at Kaduna. It was from the old Northern Region that in the year 1967 that six states in the north were created, leaving Kaduna as the capital of North-Central State, whose name was changed to Kaduna State in 1976. Meanwhile, Kaduna was further split in 1987, creating Katsina State.

Beyond agriculture, Kaduna is an industrial centre of Northern Nigeria, manufacturing products like textiles, machinery, steel, aluminum, petroleum products and bearings. Pottery is highly prized from Kaduna, which precedes Abuja and Minna. The main highway through the

city is called Ahmadu Bello Way. Many of the place names come from past Sultans, Emirs and decorated heroes. There were 23 Local Government Areas (LGAs) in Kaduna State were as follows:

1	Birnin Gwari	13	Kauru
2	Chikun	14	Kajuru
3	Giwa	15	Kubau
4	Igabi	16	Kudan
5	Ikara	17	Lere
6	Jaba	18	Makarfi
7	Jema'a	19	Sabon Gari
8	Kachia	20	Sanga
9	Kaduna North	21	Soba
10	Kaduna South	22	Zangon Kataf
11	Kagarko	23	Zaria
12	Kaura		

1.3.1 Geography

Kaduna State strategically located and occupies the entire mid-central belt of the Northern part of Nigeria and shares common borders with Zamfara, Niger, Katsina, Kano, Bauchi, Nasarawa and Plateau States as well as the Federal Capital Territory. It lies between Latitude 10.3764°N and Longitude 7.7095°E. The total landmass of the State is estimated at 46,020 sq.km. This makes Kaduna the 12th largest State in Nigeria by landmass.

Kaduna State experiences tropical continental climate with two distinct seasonal weathers, dry and rainy seasons. The wet season (May to October) is very much heavier in the southern part of the State such as Kafanchan and Kagoro, which have an average of over 1,524 mm of rainfall, than in the northern part like Makarfi and Ikara, which have an average of 1,016 mm of rainfall. There were some serious water shortage problems in the northern part, especially in Soba, Makarfi and Ikara LGAs. The average annual rainfall and humidity were 1,272.5 mm and 56.64%, respectively, while the average daily minimum and maximum temperatures were 15.1 and 35.18 degrees Celsius. The map of the 23 LGAs of Kaduna State is depicted in Figure 4.

Figure 4: Map of the LGAs in Kaduna State

1.3.2 The Economy

Kaduna State is considered one of the leading sub-national economies in Nigeria. This is due to its abundant, diverse natural resources. This advantage has presented many opportunities for the State to become a leading producer in some cash and food crops. The State is endowed with strong agribusiness and extractive industry potentials. Kaduna State is leveraging on the major railway tracts and roads passing through it that have traversed the country since colonial times. Thus, the State serves generally as a gateway between Southern Nigeria and other parts of the North. It, therefore, provides an important platform for the transportation of food supplies to various parts of Nigeria and other countries, such as Niger Republic, Cameroun, Benin Republic, and Ghana.

Kaduna State was one of the prominent industrial and commercial cities renown in Nigeria to produce textiles and other agribusinesses. Its textile Industry, which dates to the 1950s expanded during the oil boom years of and as a corridor and point of convergence due to its location along the Lagos-Kano corridor. The boom was, however, short-lived as the textile Industry experienced a decline from 1997. By 2007, almost all factories in the textile subsector had closed down. To restore this vital sector, government introduced the Kaduna Investment (KADINVEST) Summit in 2016 and has since made it an annual event. This subsequently attracted investments back into the industrial and commercial enterprises in the State. At present, the State has over 80 commercial and industrial firms that manufacture textiles, aluminium, dairy products, toiletries, and petroleum products. Meanwhile, the State has potentials to develop extractive industries based on its large deposits of mineral resource, such as clay, serpentine, asbestos, amethyst, gold and graphite. Moreover, the State has natural and historic endowments with which to create and support a virile tourism and agriculture-based manufacturing.

Kaduna State has an Inland Dry Port, trademarked as the first of its kind in Nigeria. This port receives containers both by rail and by road from the seaport for examination and clearance by Customs and other competent authorities. The Port has all the loading and off-loading equipment needed to handle containers as obtainable at the seaports. Undoubtedly, the Inland Dry Port has the potential of increasing economic activities, improving revenue generation capacity and, most importantly, providing job opportunities for residents of the State. The Gross Domestic Product (GDP) for Kaduna State in 2019 was projected at ₦ 3.19 trillion, compared to ₦ 1.93 trillion in 2016. The nominal GDP growth rate stood at 15% in 2016, fell to 2.7% in 2017 before rebounding in subsequent years. It became 8.65% in 2018 and 10.38% in 2019. Between 2016 and 2019, the highest increase in growth rate was 5.95 percentage points in 2018 while the lowest was -12.3 percentage points in 2017. The major growth drivers in 2019 were agriculture (crop production), information and communication, telecommunications, trade, public administration, and professional, scientific and technical services.

1.3.3 Political Structure

Kaduna State, just like every other state in Nigeria, operates a democratic form of government since May, 1999. It comprises of the usual three arms of Government, the Executive arm, the Legislative arm and the Judicial arm. The current State Governor is Mallam Nasir Ahmad El-Rufai who was sworn into office in May 2015.

1.3.4 Demography

Kaduna State is mostly populated by Hausa, Fulani, Gbagyi, Adara, Ham, Gong, Atyap, Bajju, Ninkyob, Kurama, Koro, Mada, Moro'a, Atakar and Agworok ethnic communities, among others. The population of the State, according to the 2006 census, stands at 6,113,503. Using the 3.18% growth rate allowed by the National Population Commission, the projected population of Kaduna State stood at 8,103,075 in 2015. Using the same growth rate therefore, by the end of 2020, the State's population would be estimated at 9,476,053 comprising of 4,790,241 males and 4,685,812 females. The State's population structure shows that majority of the citizenry currently live in urban and semi-urban towns like Kaduna, Zaria, Kafanchan, Kagoro, Zonkwa, Birnin Gwari, and Makarfi. About 22% of the population were children aged between 0-5 years. The average life expectancy in the State is estimated at 55 years. The high number of people living in the urban and semi-urban centres is exerting significant pressure on urban resources and infrastructure. The population of women, infants and children also suggests a high level of dependent and vulnerable groups in the State.

1.3.5 Educational Institutions

Kaduna State is one of the States with many education institutions and centres in Nigeria. It has many colleges and the most recognized university in Nigeria. Prominent among them include Nigerian Defence Academy, Ahmadu Bello University Zaria, Kaduna Polytechnic, Nuhu Bamalli Polytechnic Zaria, Kaduna State University, Federal School of Statistics, Nigerian College of Aviation Technology Zaria, Air force Institute of Technology, College of Education Gidan-Waya, Kafanchan, Shehu Idris College of Health Sciences and Technology

Makarfi, and College of Nursing Kafanchan. Other educational institutions include Institute of Leather Research Zaria, Federal College of Education Zaria, National Open University of Nigeria, National Water Resources Institute, Nigerian Institute of transport technology Zaria, National Teachers Institute and School of Midwifery Kaduna, among others.

1.4 Education System in Kaduna State

Education service delivery in Kaduna State is a shared responsibility of the Federal, State and Local Governments. The Federal Government, through the Federal Ministry of Education, is responsible for policy formulation, setting of standards and quality assurance that aims at building strong educational institutions and enhanced quality. It is also responsible for provision of similar services at the tertiary education level. Kaduna State and its LGAs were responsible for basic and post-basic education. These three sub-sectors (basic, senior secondary and tertiary) were operated and managed by both the public and private sectors. The Ministry of Education has the following mandate.

- Policy formulation and coordination on matters relating to education in the State.

- Pursue the eradication of illiteracy within the State.

- Ensure that all children of school-age have access to free, compulsory and qualitative basic education.

- Ensure free and compulsory education for all up to the end of Senior Secondary.

- Develop human capital to support the personal development of citizens and to meet the skills and development needs of the State.

- Exercise supervisory control over all public and private educational institutions.

- Supervision and oversight of any executive agency or parastatal within the sector.

Listed below were key interventions and reform initiatives undertaken that worked well in addressing the issues that existed in the sector and factors that enabled the interventions to work well.

- Full implementation and enforcement of the Universal Basic Education Act with specific emphasis on tuition-free and compulsory basic education for every child up to secondary school level. This helped in increasing the enrolment of learners in school.

- Expansion of educational opportunities for the vulnerable, the hard-to-reach and the disadvantaged by providing conditional cash transfer (CCT).

- Enhancement of the pay and reward system for teachers, training, and improvement of their competence.

- Vigorous inspection and enforcement of quality standards by the Schools Quality Assurance Authority and strengthening of policies and regulations of private schools as well as enforcement of compliance.

- A school feeding programme (SFP) was implemented to increase enrolment, ensure consistent attendance at school and guarantee improved nutrition for Primary School pupils; and it is already leading to a record enrolment increase and retention.

- The disengagement of unqualified teachers through a competency test and their replacement with competent ones for Primary Schools helped improve the pupil-qualified Teacher ratio.

- Renovation and rehabilitation of school infrastructure programme across the State through the declaration of the state of emergency in 2015 helped improve the pupil classroom-ratio and provided a better conducive teaching and learning environment.

- The creation of Kaduna State Basic Education Accountability Mechanism (KADBEAM) to contribute to the quality of public service delivery (transparency and accountability) through co-created initiatives to improve performance and results. It includes State government and Civil Society Organizations (CSOs) actors for Open Governance Partnership (OGP).

Other interventions and reform initiatives introduced that did not work well in addressing the issues that existed in the sector includes:

- Abolishing of the 12 Zonal Education Offices used in clustering of Schools, limited smooth communication for effective service delivery.

- The pronouncement of abolishing the Almajiri system in the state did not return all the children to basic education school; children were still seen roaming the street.

1.4.1 Structure and Development

In Kaduna State, the Education Sector constitutes the Ministry of Education with an Honourable Commissioner as the overall head of the Sector, and a Permanent Secretary who is primarily in charge of managing the bureaucratic process of the Ministry. The Ministry of Education (MoE) has an over-all responsibility of formulating as well as supervising the implementation of the educational policies of the State. The implementing agencies and parastatals are Kaduna State Universal Basic Education Board (SUBEB), Kaduna State Schools' Quality Assurance Authority (KSSQAA), Kaduna State Teachers' Service Board (KSTSB), Kaduna State Scholarship and Loans Board (KSSLB), Kaduna State Library Board (KSLB), Kaduna State University (KASU), Nuhu Bamalli Polytechnic, Zaria (NBPZ) and Kaduna State College of Education, Gidan Waya (KSCoE). The organizational structure and processes were considered fit for implementing the strategies proposed in this plan. However, the personnel skills and capacity still require improvement.

Education in Kaduna State retains top priority for the government, and several efforts have been made to carry out meaningful reforms in the Sector. There have been major reforms by the State Government towards the improvement of education quality in the State. The Education System has experienced an increase in private sector participation in the provision of educational services in the state and this, with the Universal Basic Education (UBE) Scheme, has led to an increase in demand for education. With this development, however, it is critical to note that education delivery has continued in the State without a comprehensive policy framework. Though, by the 2021/2022 ASC, the State has 4,366 public Primary Schools, 430 public JSS and 358 public SSS, there have been major constraints in improving the learning outcomes. There is a rising concern on the quality of education, inadequacy of teachers and the poor quality of teachers in the State.

1.4.2 Kaduna State Education Policy

Kaduna State has identified the need for a clear policy articulation for proper guidance of the Education Sector. Hence, the development of 2019 State's Education Policy. By preparing the Education Policy, the National Policy on Education has been domesticated to drive the educational system in the State. Related national and international agreements, policies and targets informed the State's Education Policy. At the international level, such policies include the Sustainable Development Goals (SDGs) and Education for All (EFA) goals. The State recognized that improving access and quality of education begins with addressing enrolment, teacher proficiency level, curriculum and infrastructure challenges. Consequently, in formulating the Policy, the State has taken steps to ensure that every citizen, male, female or persons with special needs/disability were able to access quality education.

The formulation of the Policy went through an extensive consultative process, which included key stakeholders who identified key issues that needed special attention. The stakeholders conducted a review of the national document and took cognizance of the State's peculiarity, socio-economic, religious and cultural diversity. The Kaduna State Policy on Education underlines the pivotal role of quality education at all levels of education in the State. This policy identifies key government's aspirations on education. It outlines the broad policy directions, the guiding principles and the priorities that will guide the development of the Education Sector in Kaduna State. The priority areas were categorized into eight thematic areas as follows:

- Quality, Accessible and Equitable Early Child Care Development and Basic Education.
- Accessible, Quality and Equitable Secondary Education.
- Accessible, Equitable and quality Non-Formal Education.
- Quality, Equitable and accessible Science, Technical and Vocational education.
- Quality, Accessible and Equitable higher education.
- Quality Teacher Education (Primary and Secondary).
- Quality Teacher Recruitment, Deployment, Development and Management.
- Accessible and quality education infrastructure, funding and management.

The thematic areas were based on the Education Sector Plan and Policy Statements accompanying them all. The policy thrust of education in Kaduna State is to improve access of

quality of education at Early Child Care Development, Basic, Secondary, Adult or Non-formal and Tertiary Education to ensure self-reliance of all irrespective of gender, including those with special needs for sustainable development of the State. The purpose of this Policy document is to ensure that Kaduna State education sector addresses the developmental needs of the State. This will be achieved through a coordinated approach to the development of the education system for the acquisition of relevant knowledge, skills, competencies and values necessary for socio-economic development of the State. The Policy is intended to stand out as one guiding document to inform and guide the Education Sector in all its obligations to achieve relevant and equitable and quality education. The Policy therefore seeks to promote access to quality education that is relevant to the development needs of the State.

1.4.3 Kaduna State Quality Assurance Policy

Modern approach to Education Quality Assurance is dynamic, extensive, and quite distinct from mere inspection. It increases demand on government's commitment to instill strong awareness of quality improvement, integrity, accountability, and transparency on all education practitioners. This is an obvious deviation from the initial practice of checking schools' compliance to rules and regulations. The Policy represents a sub-section of the general Education Policy that focuses purely on principles and commitments that would ensure that the inputs, processes, and outputs in the education system will meet the desirable learning outcomes towards the vision. It is, therefore, pertinently highlights effectiveness, impact, inclusiveness, and sustainability of education on learners. The Education Quality Assurance (EQA) Policy focuses on minimum standards regarding the following seven key areas across the Policy priority areas stated in the general education policy document:

- Achievement and standards,
- Learners' personal skills and participation,
- Quality of teaching and learning,
- Quality of curriculum and other activities,
- Quality of care, guidance and support,
- Quality of learning environment,
- Effectiveness of leadership and management.

The current level of learning outcomes at basic and secondary education indicate a mere average performance when viewed from a national perspective and this is yet to be commensurate to the level of investment into the system. For instance, the West African Examination Council (WAEC) Senior Secondary Certification Examination (SSCE) results that were released by the WAEC office show that Kaduna State has maintained the top twelfth position in rankings out of the 36 States, including the Federal Capital Territory (FCT), using the SSCE results as the learning benchmark. The publication shows that the State has maintained this same position in 2019 and 2020 SSCE results. This twelfth position represents first position among all the Northern States in Nigeria, with a pass rate of 53.67% and 55.40% in 2019 and 2020 respectively. These figures imply that only 53.67% and 55.40% (almost 10 percentage point drop) of all learners that sat for the SSCE in Kaduna State in 2019 and 2020 respectively passed the examination with a minimum of five credits, including English and Mathematics.

At the level of the Basic Education learning outcomes, the 2020 results of the State Basic Education Certification Examination (BECE), show that 73.37% of the learners that sat for the BECE passed with a minimum of five credits, including in English and Mathematics. Although this is a good score, disaggregated data is not available to show the level of inclusiveness on the pass rate of persons with disability, urban-rural disaggregation, male and female disaggregation or data on pass rate of various categories of schools both at senior and basic level.

1.4.4 The Challenge of Basic Education Planning

Some of the fundamental challenges of Basic Education in Kaduna State include, but not limited to, the following.

Low Quality, Relevance and Internal Efficiency

One of the challenges include inadequacy and poor quality of teachers in the education system. Issues of teacher quality, pupil-teacher ratio at all levels, availability and appropriateness of teaching and learning materials, available teacher support systems, teaching-learning processes and learning outcomes are also paramount. The commitment of the State Government to achieve quality education in the State is yielding some positive results as shown by the number of qualified teachers in the service of public primary and secondary schools. For example, according to the Annual School Census (ASC) 2021/2022 report, 94% of public Primary School teachers had a minimum of NCE (qualified). The same apply to public Junior Secondary School (JSS) with 94% and 92% in public Senior Secondary School (SSS). This is quite encouraging for quality education in the state. There were gaps in the supply of learning aides across all levels; this contributes to the level of Learning Poverty experienced in the State. For instance, the average pupils' textbook ratios in Pre-Primary School is 2:1, that of Primary School is 5:1, while that of JSS is 4:1. Furthermore, 58% and 44% of the primary and junior secondary schools respectively do not have chalkboard/whiteboard in good condition and only 129 Primary Schools in Kaduna State have functional libraries.

Inadequate Coverage and Limited Level of Inclusiveness

The overarching challenge here relates to improving access and equity by addressing non-retention, non-completion, inadequate coverage and limited level of inclusiveness. According to the ASC 2021/2022 report, Kaduna State has 4,366 public Pre-Primary and Primary Schools, 430 JSS, 358 SSS and three Tertiary Institutions managed by the sector. The report also shows private sector participation in providing educational services in the State with 1,428 private Pre-Primary and Primary Schools, 781 JSS and 530 SSS in the State. There were 23 Special Needs schools (for blind/visually impaired, physically challenged, hearing/speech impaired, and mentally challenged) with a total enrolment of 11,638 students.

The report put the total of public Primary enrolments at 1,927,577; out of that, 945,207 were girls which constituted 49%. The public Primary enrolments of school-age (6-11 years) stood at 1,682,167; out of that, 824,506 were girls which constituted 49%. Similarly, the total private Primary enrolments at 184,392; out of that, 90,622 were girls which constituted 49%. The private Primary enrolments of school-age (6-11 years) stood at 163,337; out of that, 80,528

were girls which constituted 49%. The combined public and private Primary enrolments at 2,111,969; out of that, 1,035,829 were girls which constituted 49%. The combined public and private Primary enrolments of school-age (6-11 years) stood at 1,845,504; out of that, 905,034 were girls which constituted 49%.

Furthermore, the report put the total of public JSS enrolments at 313,287; out of that, 153,001 were girls which constituted 49%. The public JSS enrolments of school-age (12-14 years) stood at 260,023; out of that, 93,212 were girls which constituted 36%. Similarly, the total private JSS enrolments at 60,713; out of that, 30,346 were girls which constituted 50%. The private JSS enrolments of school-age (12-14 years) stood at 44,400; out of that, 22,582 were girls which constituted 51%. The combined public and private JSS enrolments at 374,000; out of that, 183,347 were girls which constituted 49%. The combined public and private JSS enrolments of school-age (6-11 years) stood at 304,423; out of that, 115,794 were girls which constituted 38%.

However, despite this reputation as a Centre of learning, Kaduna State still faces the challenges of Out-of-School children. A household survey conducted in July 2020 across three LGAs in Kaduna State by the Ministry of Education and Save the Children reported that 17% of school-age boys and 21% of school-age girls were not enrolled in school. Girls were more likely to be out of school for longer periods of time and thus adversely affected by these extended absences. The children least likely to be enrolled in school were those from households where the household head does not earn a regular income to provide for basic needs. This affects the education of boys more than girls, who were engaged in labour to support the household economy. Children were also least likely to be enrolled in school if the head of house is a male who never attended school, which disproportionately affects girls. Those in rural areas may cite distance from school as a greater barrier compared to those in urban areas. This study also found that aside from economic factors, the attendance of children at Islamiyah/religious schools remains the other significant factors for the majority of Out of School Children (OOSC) not to be enrolled in government schools.

Other factors constituting barriers to access, retention and completion include limited number of secondary schools which makes students travel more than 3km to schools, poverty and early marriage. Kaduna State Government has reduced the out-of-pocket expenditure for parents/guardians by providing free uniforms and textbooks. Also, providing free and compulsory education from basic to post basic levels and introduction of second chance education programme for dropout adolescent/married girls.

Infrastructural Decay and Insufficiency

Kaduna State Government has consistently provided additional classrooms with a major intervention in 2017 (emergency projects) and 2019 (UBEC-IF) but is unable to cover the backlog nor keep up with the increased enrolments generated. The pupil-classroom ratio across primary schools, JSS and SSS levels in the State poses some challenges in adequately achieving the desired quality education. As noted in the 2021/2022 ASC, the combined pupil-classroom ratio for public Pre-Primary and Primary Schools stood at 101; that is, on the average, there were 101 pupils to one classroom in public Pre-Primary and Primary Schools compared to the target of 88 set for year 2020 in the ESIP 2020-2022. While the pupil-

classroom ratio of JSS stood at 96, that of SSS stood at 74; this implies an average of 96 and 74 students to one classroom, as against the ESIP 2020-2022 target of 83 and 40 respectively. There is therefore the need to build more classrooms across the State to improve these ratios.

The carrying capacities of the tertiary institutions were also low. In addition, there were academic programmes awaiting to be accredited to enable the institutions to grant admission to students. If all these issues to access, quality and infrastructure in tertiary institutions were not addressed the State would not be able to achieve its target of developing its human capital and economy of the State.

Insecurity, Conflict and Disaster

Conflict, insecurity and gender-based violence have affected school attendance in some locations in the State. Kidnapping, cattle rustling, and inter-communal conflicts have made some locations inaccessible. Seriously affected Local Government Areas (LGAs) were Birnin Gwari, some wards in Giwa, Igabi, Kajuru, Chikun, Zangon Kataf and Kachia. Other emergency needs include natural disaster such as rainstorm damage, floods and fire outbreak that stop learners and teachers from going to schools when they happen. Furthermore, the COVID-19 pandemic has adversely affected schooling in the entire country. During the pandemic, all schools were closed which has devastating impact.

All school children have the right to quality education even in times of conflict and disaster. Schools, therefore, should be protected in emergency situations and efforts be made to ensure continued access to education for learners at such times. The internally displaced persons (IDPs) usually relocate to temporal IDP camps where most of the children miss education. The State Government has taken measures to resolve the emergency challenges by relocating the learners from affected communities to safe schools However, the need for emergency preparedness for this category of children cannot be overemphasized.

To ensure that children continued learning, the sector introduced the e-learning programme through radio, television and internet. The impact of conflict and disaster on school children, education personnel, and education systems can be minimized and often prevented if good preparedness measures were put in place. This enhanced school improvement plan (ESIP) would identify risks to education provision from conflict and/or disaster and suggest strategies to mitigate such risks. Kaduna State has been affected with security issues in the recent past. The focus has remained safety of lives first, before learning.

1.5 Kaduna State Learning Poverty Research

Access to basic education is a cardinal pillar of the global initiatives on Education for All and is prominently included in the Sustainable Development Goals (SDGs) to which almost all countries subscribe. Sub-Saharan Africa has the lowest indicators of educational access in the world with over 25 million children not enrolled and attending regularly at primary level and as many as 75 million at secondary level. Many fail to achieve minimum levels of competence in basic literacy and numeracy after six or more years of schooling and many were over-aged for their grade.

Almost all sub-Saharan African countries have programmes to universalize access to free primary schooling. But progress has been uneven, rapid expansion in enrolments has degraded quality, and the costs of accommodating all or even most of those completing primary education in secondary schools have become unsustainable without reform. Crucially, the restricted definitions of access used to monitor progress mask much silent exclusion (children enrolled but learning little) and conceal very unequal patterns of participation related to household income, location, gender, and other things that mitigate learning. As such, common measures of Gross Enrolment Ratio and Net Enrolment Rate fail to capture high attrition rates and low levels of learning outcomes.

A little over two years ago, the World Bank and UNESCO Institute for Statistics launched a new multi-dimensional metric, Learning Poverty, which highlighted the fact that about 54% of every child in low- and middle-income countries were not able to read and understand an age-appropriate text by age 10 (World Bank, 2019). Indeed, of the 720 million Primary School-age children, it is reported that about 382 million were learning poor, either out of school or below the Minimum Proficiency Level (MPL) in reading (World Bank, 2020).

Yet, in the realm of international education goals, ensuring that every child acquire basic reading skills lies at the heart of many countries' global aspirations for education. For example, the SDG's 4.1 target is a commitment to "ensuring that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes, by the year 2030". However, with the depth of learning crisis in several developing countries (World Bank, 2018), there were reasons to question whether this goal and other related ones were achievable or not.

Furthermore, access to quality education lies at the heart of development. The aspiration of many low- and middle-income countries is not only to develop materially, but also to reduce or eliminate poverty. This is unlikely to occur without access to both basic and secondary education that is equitable and of appropriate quality. Until this happens, maximizing human capital potential for development can be elusive; as economic growth will be compromised by shortages of skillset necessary for a productive workforce. While these issues have been widely discussed and studied, many gaps in knowledge and understanding remain, especially in the context of sub-Saharan Africa. Too often, problems of access to quality basic education in Africa have been reduced to investments in the supply-side constraints that continue to exist. However, not enough attention has been given to demand and the factors which limit or promote it, especially among older children and within poor communities.

This particular research to explore the magnitude of Learning Poverty in Kaduna State, and the factors responsible for Learning Poverty in the State dwells on earlier research and analysis undertaken by the World Bank and UNESCO Institute for Statistics. Kaduna State is particularly an interesting domain to study for two reasons.

First, the State has made efforts to improve the quality of education as well as get a balance of quality-quantity in education among its residents alike in the past six years. Preliminaries reports on several reviews of the output of the reform on education in the State show that the reform influenced increase in enrolment and attendance in general. However, the quality-quantity balance is still an issue to tackle in the State. For example, the experience of the State

Government with the quality of teachers in the State by 2018 where majority of the 21,780 teachers at Primary School failed test based on primary four syllabus is a typical eye opener to the balance of quality-quantity problem in basic education in the State. In addition, failure rates in general examinations like the Senior Secondary School Exams (SSCE) by the West African Examination Council (WAEC) and Common Entrances Exams in the State were evidence of weak quality of education in the State despite huge enrolment in the past six years.

Second, the overall enhancement of the quality of education, as envisioned by the Education Policy Reform of the Kaduna State Government, is unlikely to be achieved in the presence of substantial learning gaps. To be able to bridge the learning gaps and ensure that teachers were up to speed with the level of learning loss of their students, education policy reforms will need to be inclusive than exclusive. An inclusive educational policy allows every child, including those with special needs, to develop and succeed. Thus, it is important to identify and examine the extent of Learning Poverty in the State to guide the Government in the design and formulation of inclusive education policy that is student-centred.

Besides, research in this area were scarce and ready-to-use data are not available in Nigeria. The Living Standards Survey and its World Bank counterpart did not cover Learning Poverty for Nigeria and Kaduna State. The need to measure the extent of Learning Poverty, especially in the era of the COVID-19 pandemic cannot be over-emphasized. The continued closure of schools in most part of Nigeria is likely to exacerbate the challenges of Learning Poverty, especially in states where mitigation measures such as e-learning helped to ensure the continuity of education of students. Indeed, given the extent of digital divide between urban and rural children in Nigeria, an e-learning intervention could have unintended consequences of widening the inequality gap in access to education. This research therefore seeks to provide answers to the following questions:

- What is the extent of Learning Poverty among basic school pupils in Kaduna State?
- What were the main factors responsible for Learning Poverty in Kaduna?
- What were the viable policy options to address Learning Poverty in Kaduna State?

1.5.1 Summary of Global Learning Poverty Reports

Global Learning Poverty is presently at crisis levels due to school closures as a result of COVID-19 pandemic and other disruptions. The pandemic has sharply increased Learning Poverty across the Globe. In a recent joint publication of the World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, and in partnership with UNESCO Institute for Statistics, titled "**The State of Global Learning Poverty: 2022 Update**" stresses that even before the COVID-19 pandemic, there was already a learning crisis. New data presented in the Report confirms that Learning Poverty was also very high just before the pandemic. Since then, COVID-19 has sharply increased the Learning Poverty level. The COVID-driven school disruptions has exacerbated the severe pre-pandemic learning crisis.

The Report shows that during the COVID-19 pandemic, all regions saw rises in Learning Poverty, but Latin America and the Caribbean were the worst affected. In these areas, an estimated 80% of children are unable to understand a simple written text by the time they

leave primary school. That's up from around 50% before the pandemic. The next largest increase was seen in South Asia, where the Report's authors say 78% of children are now likely to fail the same basic literacy test (compared with 60% pre-pandemic). The Report also shows that in sub-Saharan Africa, increases in Learning Poverty were smaller, as school closures in the region typically lasted only a few months, but the LP stand now at an extremely high 89%.

Furthermore, according to the World Bank and the UNESCO Institute for Statistics, over 100 million children are affected with Learning Poverty in Sub-Sahara Africa and South-East Asia. Given the scale of the challenges and scarcity of resources, countries need to concentrate their efforts on the most cost-effective approaches to tackle it. Even before COVID-19 disrupted education systems around the world, it was clear that many children around the world were not learning to read proficiently. Even though the majority of children are in school, a sizable proportion are not acquiring fundamental skills. Moreover, 260 million children are not even in school. This is the leading edge of a learning crisis that threatens countries' efforts to build human capital and achieve the Sustainable Development Goals (SDGs).

The COVID-19 pandemic caused the worst shock to global education and learning in recorded history, says the Report. Now 70% of 10-year-olds in low- and middle-income countries cannot pass a basic literacy test and are now considered as learning poor. It was estimated that children whose education was disrupted could lose $21 trillion in future earnings. Governments are urged to use proven, cost-effective strategies to rapidly repair the damage.

Learning Poverty is real. Imagine not being able to read a short, simple story yet you went to school and have the intellectual ability. Unfortunately, this is the reality for many children in Africa today. Without rethinking and doubling efforts to increase access to quality education and improve learning outcomes, the SDG target of universal quality education for all by 2030 will remain elusive.

Free primary and secondary school education initiatives, as impressive as they are, especially in increasing enrollment rates, are not enough. There is a dire need to ensure that students are learning and achieving academic milestones. National coalitions for learning recovery including governments, families, educators and businesses will be needed, says the Report: "It is not enough for children to return to school. The curriculum and teaching must adjust to meet students' learning needs." Countries urgently need to focus on the most cost-effective ways to counter Learning Poverty, says the World Bank, by following its RAPID Framework. From a technical perspective, the RAPID Framework highlights what countries must do during the next few years to recover and accelerate learning.

- **Reach every child and keep them in school:** Use back-to-school campaigns, family outreach and early warning systems, eliminate of school fees, introduce cash transfers, and school feeding programs to keep children in school.

- **Assess learning levels regularly:** Measure children's current learning levels after their return to school, to help teachers target instruction in the classroom to each child's starting point – which will usually be much lower due to the school closures.

- **Prioritize teaching the fundamentals:** Learning recovery efforts should focus on essential missed content and prioritize the most foundational skills, particularly literacy and numeracy, that students need for learning everything else. Help teachers teach these skills.

- **Increase the efficiency of instruction:** Adopt effective teaching practices that support teachers cost-effectively in their immediate classroom challenges. Practices like structured pedagogy programmes and tools to target instruction to students' current learning levels.

- **Develop psychosocial health and well-being:** Ensure that schools are safe and that children are healthy and protected from violence and can access basic services – such as nutrition, counselling, water, sanitation, and hygiene services.

Collaboration is key to countering Learning Poverty. All stakeholders including parents, teachers, educational institutions, governments, development organizations, private sector players, and learners must work together to formulate plans to counter Learning Poverty. All efforts to eradicate Learning Poverty must be tracked, constantly reviewing progress and learning from each one another, locally within our countries and externally. Communities must also be involved and demand quality education. Many parents, for instance, remain unaware of the of level of Learning Poverty. They have placed their trust fully in schools and teachers; unaware that these systems are bogged down by numerous challenges. Most parents still hold the notion that their only headache is paying school fees, the rest is up to the child, the school and teachers. Their expectations of their children based on the education they receive are therefore misplaced.

Building more schools alone is far from enough to combat this challenge. The education systems must be reshaped to eradicate the worryingly high Learning Poverty rate in Africa. Governments should prioritize the delivery of quality education for all to ensure every child is able to access quality education regardless of her/his background. This includes looking into curricula, teaching methods, staffing levels and capacity, and institutional capacities to adequately develop the foundational skills of learners. Teachers must also be supported to provide learners with quality education. Whether it is career growth support or adequate learning and teaching resources, their needs must be considered.

Recently, the Kaduna State Ministry of Education has sought media partnership and contributions towards reducing Learning Poverty in the State. Dr. Halliru Soba, Permanent Secretary in the State Ministry of Education, sought the partnership at a meeting with media personnel. With this trend of Learning Poverty from Global perspective narrowed down to Kaduna State, this Learning Poverty Research is conducted to avail Kaduna State Government with the requisite data and indicators to solve its own Learning Poverty problem especially through the adoption of the RAPID Framework in the State.

1.5.2 The Objectives of Learning Poverty Research

The broad objective of the research is to provide information on the extent of Learning Poverty in Kaduna State to guide policy designs, implementation, monitoring, quality assurance and education planning in general. As such, the more specific objectives include.

1. Determine the extent of Learning Poverty among Primary School pupils in Kaduna State.

2. Identify the main factors responsible for Learning Poverty in Kaduna.

3. Suggest viable policy options to address Learning Poverty in Kaduna State.

Kaduna State Government deserves commendation on carrying out the Learning Poverty Research. Particularly, Kaduna State is the only state in Nigeria which has been able to undertake this to broadly measuring the ability of children to read and understand a short, age-appropriate text by age 10 (or latest by the end of Primary School).

Chapter Two
Methodology

2.1 Introduction

This Learning Poverty research is typically a meta-analysis that pools data from three main sources. In particular, the research pooled data from the Annual School Census (ASC), out-of-school children (OOSC) Survey and the Learning Outcome Assessment. The research also involves the systematic review of these three data sources. Hence, there is the need to outline the methodology for each of these three components.

These three data sources are essential because the measure of LPI combines a direct measure and an indirect measure to identify using two deprivation indicators, schooling deprived (SD) and learning deprived (LD). The LD is the direct measure that identifies those who failed to be enrolled in school at the proper age of Primary School. The SD is the indirect measure that identifies those who do not to meet a MPL as defined by their reading assessment for that age and grade. A learning poor child is the one who is not in school or whose reading is not adequate to meet the specified minimum standard as defined by the GAML process.

In addition, the indirect measure has the advantage of providing a metric of learning shortfalls through numerical distances from an agreed threshold, something the direct measure does not provide. The indirect method is stringent since it sets the following three preconditions:

1. Agreement on a common standard of reference,

2. The availability of large-scale learning assessments of sufficient quality,

3. The benchmarking of the learning assessment's competence levels against the standard agreed in the GAML process.

Furthermore, the LD at the End of Primary School is measured using school-based learning assessments. Hence, LPI requires the combination of two data sources, namely, school-based learning assessments used to measure the LD and EMIS and Population Census or Household Surveys which are required to measure to SD. To combine these two data sources, a nested measure is used, in which all out-of-school children are assumed to be learning deprived. As a consequence, the joint distribution of learning and schooling are not observed. The contextual definition of LP is better displayed in a contingency table. Hence, Table 2.1 summarizes the scenarios of LP.

Table 2.1: Contingency Table of SD, LD and LP

		Learning Deprivation	
		Yes	**No**
Schooling Deprivation	**Yes**	**School Deprived and Learning Deprived** **= Learning Poor**	**School Deprived and Not Learning Deprived** **= Learning Poor**
	No	**Not School Deprived and Learning Deprived** **= Learning Poor**	**Not School Deprived and Not Learning Deprived** **= Not Learning Poor**

Also, the sampling design, method of data collection and data analysis for the ASC, OOSC Survey and the learning assessment need to be outlined independently. However, the supplementary materials and methods which are peculiar to the LPI are hereby outlined.

1. Specifically, learning is defined in the space of reading at the end of Primary School.

2. The ASC has provided the framework for the OOSC Survey and the LP Research.

3. The proportions of OOSC for Primary School-age are used to compute the LPI as the schooling deprived (SD).

4. The proficiency levels used herein for the LPI is restricted to English EGRA.

5. The LPI was computed based on the Minimum Proficiency Level (MPL) for Primary 6 children at the threshold of 40% are also used to compute the LPI as the learning deprived (LD).

6. Having obtained both SD and LD, then SPSS, STATA, Excel or any other software package is used to compute the LPI using the formula: $LPI = SD + (1 - SD) \times LD$.

The details of the procedures used to obtain the relevant data from each of the three component sources of the ASC, OOSC Survey and the learning assessment are hereby outlined.

2.2 Procedures of Annual School Census

Kaduna State Annual School Census (ASC) report is an annual exercise that collects data from both public and private schools in Kaduna State. The ASC is usually conducted by Kaduna State Bureau of Statistics in collaboration with the Kaduna State Ministry of Education. Adequate measures are always put in place to improve the efficiency and accuracy of the data collection process from the schools. The ASC Reports also include the estimate for the school-aged population. Series of planning meetings were carried out according to the Nigeria Education Management Information System (EMIS) Policy. During the meetings, detailed workplan, and budget with clear indication of roles by the stakeholders and the processes for the actualization of the ASC cycle were put in place. The EMIS stakeholders at the KDBS and the State Ministry of Education were all involved in the ASC process. Headteachers were also trained on school record keeping and filling of the ASC questionnaires.

2.2.1 Objectives of the ASC

The main objective is to generate school data for evidence-based educational planning and programme implementation in Kaduna State. Some of the specific objectives of producing the report include:

- Provides the government an up-to-date data of all the schools in the State.

- Highlight the areas of intervention by government for easy policy making and implementation.

- Provides the geo-locations of all the schools in the State.

2.2.2 Scope and Coverage of the ASC

The ASC has the following scope as contained in the ASC questionnaire and the database with respect to the data collected.

- Information on school characteristics for every basic and post-basic School.
- Information on enrolments in Pre-Primary/Primary, JSS and SSS both public and private by gender and LGA,
- Information on pupils/student flow,
- Teacher's information,
- Classrooms information,
- Information on School facilities,
- Institutional Development.

The ASC covers the followings Sectors, each with its own specific type of questionnaire:

- Pre-Primary and Primary Schools,
- Senior Secondary Schools,
- Junior Secondary Schools,
- Science and Technical Schools,
- Private Schools,
- IQS.

2.2.3 Method of Data Collection

ASC questionnaires were used to solicit information from respondents, on behalf of the school, who usually were head teachers, principals or proprietors or their representative. The canvasser method of enumeration was employed, in which interviewers visited each school to administer the ASC questionnaire (face to face method). Electronic data collection method using Computer-assisted personal interviewing (CAPI) as well as cell phone technology were also used for data collection. The interviewers were distributed to cells within a ward in a LGA and they freely moved from one school to another in any convenient order within each cell. Geographic coordinates using Global Positioning System (GPS) at main entrance of schools were collected. The ASC questionnaires and Manuals used was same with the National.

2.2.4 Writing of ASC Script

The ASC questionnaires were scripted in Open Data Kit (ODK) platform. Several versions of the script were tested to ensure that it was working correctly prior to the commencement of training of field staff. The finalized version of the form was downloaded onto Android phones with standalone GPS on ODK aggregate application customized for KDBS, which was used to collect the ASC data.

2.2.5 ASC Functionaries

The principal ASC functionaries included enumerators, supervisors, zonal controllers, and data management staff. All the functionaries were under the general guidance of the Coordinator (Statistician General). In all, 100 Enumerators, 23 Supervisors, 4 monitors and 3 Zonal

Comptrollers served as ASC functionaries. Both Enumerators and Supervisors were sourced from KDBS, SUBEB and MoE. The 23 Educational Secretaries/Zonal Directors served as a guide to the ASC functionaries in their respective LGAs/Divisions. For proper coordination, 23 teams were created. The teams were not evenly distributed but were determined by the number of schools in each LGA. Each team is headed by a supervisor.

2.2.6 Training of Functionaries

The training exercise was conducted in three days. Survey functionaries were trained on using both hardcopy (National ASC questionnaires) and the exact electronic version of the ASC questionnaires. The ASC questionnaires were in five modules, which covers Pre-Primary and Primary Schools, Junior Secondary Schools, Senior Secondary Schools, Science and Technical Schools as well as private schools. The training was conducted by EMIS expert from MoE and Data Management Experts from KDBS.

2.2.7 Data Management and Data Auditors

The data management system allowed interviewing teams to remotely transfer data from the field to the server. Each field worker is equipped with a data plan on his/her device. During training, interviewers were trained on procedures for securing transfer of the data, synchronizing data, uploading data in the event of connectivity problems, and maintaining power for survey phones. All the data collected were saved in a password enabled file in a central database. The five data auditors who were supervised by the Census Data Manager. All uploaded data are downloaded and checked on daily basis. This was because data quality was best assured if errors were tracked and corrected while data collectors were on the field.

The data auditors conduct routine checks for consistency and completeness using Stata do-files. All detected errors were instantly communicated to the field supervisor, who in turn transmits the communication to the concerned enumerators and requested him/her to effect appropriate corrections. Where the enumerator's response is not satisfactory, the data auditors refer back the enumerator to the data collection point to verify or confirm inconsistent or suspicious entry. Thereafter, the data auditors write the cleaning do-files to effect correction on the dataset. The Data Manager organized weekly review meeting with Zonal Comptrollers, Monitors and Supervisors at the beginning of each survey week. The aim is to review the data collected in the previous week and highlight possible error or anomalies that need to be corrected in the field. In addition, the meeting discusses challenges in the field and proffer solutions on how to ensure quality data as well as on the protection of the field workers on duty. For easy communication, a WHATSAPP group was created for all the senior survey functionaries to discuss on daily basis the challenges faced in the field, or any error noticed while collecting the data. Also, to share experiences among the team members. Each team has its communication line on WHATSAPP.

2.2.8 Challenges faced During ASC

- Delays in getting input from LGAs during school list update.

- Slow responses from both public and private schools, especially from hard-to-reach communities.

- Poor record keeping at schools significantly affects the completion of the ASC questionnaires.

- Some headteachers do not really understand the school record keeping (SRK) and filling of ASC questionnaire training.

2.2.9 Data Processing and Analysis

- Data analysis,
- Report generation and validation,
- Publication,
- Dissemination,
- Feedback mechanisms and data warehousing,
- Report utilization,

2.2.10 Best Practices and Lessons Learned

- Screening test for supervisors would give better selection and improve the quality and integrity of the data collection as well as the perception of ASC by all stakeholders.

- If record keeping practice is strengthened in schools, the quality of ASC data would be greatly improved.

2.2.11 Recommendations for Subsequent ASC Exercises

- Employ hands-on, practical approach to training of supervisors and enumerators and increase/manage training time better.

- More engagements with the associations of private schools owners and Quality Assurance department of the MOE and SUBEB to improve coverage among private school.

- MOE and SUBEB should put more effort on school record keeping practice and improve skills of headteachers/teachers in record keeping.

2.3 Procedures of the Survey for Out-of-School Children

The OOSC survey component was included in the Kaduna State General Household Survey (KDGHS). Therefore, the OOSC survey shares the same methodological framework and survey design with the KDGHS.

The KDGHS survey was a cross-sectional quantitative study designed to cover all the 23 Local Government Areas (LGAs) of the State. The survey utilizes a multistage cluster design, with stratification by the urban and rural level locations. The Enumeration Area (EA) is the primary sampling unit. The EA maps of the selected EAs were obtained from the National Population Commission. A total of 30 EAs were selected in each LGA using probability proportional to size (PPS) method. In each of the EAs, all households were listed and mapped prior to data collection. The second sampling stage involves the random selection of 20

households from each EA that will included in the study. All occupants of sampled households which were in school going age (6 to 18 years) were interviewed on the out-of-school component, if not available, the head of the household or an adult who can answer questions about person were interviewed. Consent was obtained before the household questionnaire which includes the out-of-school component were administered.

It was expected that the total number of households in each EAs were unequal. Therefore, index EAs were selected for each cluster, and were initially assumed to represent a survey cluster. A cluster may consist of one or more EAs. Household listing started from the index EA and progressed in a clockwise direction until all households in it were completely listed. If the total number of households listed in the index EA is less than 100, listing was extended in the next contiguous EA until the threshold of 100 households was reached. Listing continued in any additional EA until all households were listed even if the threshold of 100 households has been reached. The sampling plan was aimed at generating estimates of core indicators at LGA, Zonal and State levels. The survey utilized Electronic Data Collection (EDC) methodology, designed on an ODK Aggregate survey platform. A unique household identifier (ID) was created to link all types of questionnaires that was used in a sampled household.

2.3.1 Sample Size Determination

Sample of size n households was selected during the survey. Because the KDGHS involves a lot of indicators other than the out-of-school component, the sample size was determined based on the most required indicator. Some of the indicators covered were on nutrition, maternal health, neonatal mortality, demography, among others. The core indicator used to calculate sample size for 2020 KDGHS was the prevalence of Global Acute Malnutrition (GAM) of 6.4% estimated for the state by Nigeria Nutrition and Household Survey (NNHS, 2018). A 3% margin of error at the State level and the SMART recommended design effect (DEFF) of 1.5 were used to estimate the required sample size for each LGA. Sample size was inflated assuming 10% non-response/refusal rate. The required sample size n is given as:

$$n = \frac{t^2(p)(1-p)(deff)(1.1)}{d^2\,(pc)(hz)}$$

Where,

n = required sample size, expressed as number of households, for the key indicator Global Acute Malnutrition (GAM)

$t = 1.96 =$ is a factor to achieve 95% confidence interval?
$p = 6.4 =$ is the estimated value of the indicator /expected prevalence (GAM from NNHS)
$1.1 =$ the factor necessary to raise the sample size by 10% for non-response.
$deff =$ design effect
$d = 3.0\% =$ relative desired precision

$pc = 17.5\% =$ proportion of children under five years in total population (MICS, 2017), and

$hz = 5 =$ average household size (that is, average number of persons per household) (KDGHS, 2017).

The sample of 424 children and 598 (600) households were the minimum to be selected per LGA. Thus, the survey covered 30 EAs/clusters per LGA and 20 households per each EA/cluster. The reporting domain were Local Government Areas. The sample was generated using Emergency Nutrition Assessment (ENA) for SMART.

2.3.2 Data Quality Assurance

Absolutely no survey can rise above its data quality. As no amount of analysis can compensate for poor data. Hence, data quality is paramount, and the survey methodology and process must strive to achieve data quality at all costs.

Design of Survey Tools

The Kaduna General Household Survey comprises of two-field visits. First, is the household listing and then the actual survey visits. The household listing involved visiting the selected EAs and capturing information on all households in them and subsequently selecting households that was visited for interviews during the main survey. Skip logics, loops, and preloaded options as well as other script writing conventions that will facilitate easy navigation, foster consistency and compliance to survey instructions were utilized while writing the survey.

Data Download

An additional method for ensuring the quality of survey data involves periodic downloads and assessment of the data by the Data Auditors (DAs). Any observed anomalies were communicated to the field teams and remedied early during the survey. The ODK aggregate platform provides an interface to download field data in .csv format, which were viewed using an Excel or Google spreadsheet for example. If any widespread breach of survey protocol is observed at any stage of data collection, field supervisors were recalled for a centralized de-briefing to take corrective measures.

Field Monitoring and Reporting Dashboard

The field data quality and team monitoring system provide supervision for teams to ensure that they were within designated enumeration areas and collecting accurate data. An underlying extract, transform and load (ETL) process developed using FME Desktop application and Stata validation do-files was designed to test field data (submitted on the ODK Aggregate server) against predefined validation rules for example, surveys conducted outside of designated clusters or wrong entries will be flagged as an error and checked by the DAs team. This was immediately communicated to the field teams to make the necessary adjustments or have them to provide justifications.

2.4 Procedures of Learning Outcome Assessment

The Learning Outcome Assessment data collection consist of series of structured tests administered to the selected pupils. The methodology used for this component is hereby outlined.

2.4.1 Population of the Study

The population of interest for the EGRA/EGMA learning assessment consisted of all Primary 4 and Primary 6 pupils attending public or private school that have Primary 2 and Primary 4

enrolments of at least 10 pupils. The 2020/2021 Annual School Census was used to construct a sampling frame for selection. After exclusion of schools with low enrolment and school where PLANE baseline Learning Outcome Assessment was conducted, the population of interest consisted of 4,925 schools with 531,904 pupils.

2.4.2 Sample and Sampling Technique

A two-stage stratified cluster-based method was employed for the research study. Sample was implemented by selecting schools and pupils. Schools were stratified by LGAs and school type (public and private schools). The EMIS data from the 2020/2021 Annual School Census was used to construct a sampling frame based on the enrolments in Primary 4 and 6 from the 23 LGAs in the State. Thirty (30) schools were randomly selected from the sampling frame in each LGA. The second stage was a simple random sampling of 8 pupils aged 10-year-old above in Primary 4 and 6 from each selected school. All selected pupils aged 10-year-old were listed for each school and stratified by gender where possible for the assessment. The study samples are detailed in Table 2.2.

Table 2.2: Summary of Sample Sizes

Targeted Areas	Number
Number of LGAs selected in the state	23
Number of schools targeted per LGA	30
Number of schools targeted in the state	690
Pupils targeted per school	8
Pupils targeted per LGA	240
Total Number of Pupils targeted in the state	5,520

2.4.3 Instruments for Data Collection

The Learning Poverty research study data collection had recourse to a suite of instruments, each of which is described below.

Early Grade Reading and Mathematics Assessment

There were three learning instruments used in all. The first instrument was fielded in the dominant local language (Hausa EGRA). The second instrument was fielded in English language (English EGRA). The third instrument was the numeracy test for Mathematics. The three assessment instruments were administered to the sampled Primary 4, Primary 6 and JSS1 pupils. The specific subtasks of the instrument were derived from those that had been well validated in previous learning assessment exercises in Northern Nigeria, and most recently in the Partnership for Learning for all in Nigeria Education (PLANE). The tools EGRA and EGMA consist of several subtasks developed in response to the extensive research on literacy and numeracy learning and evaluation. The pupils' foundational reading and numeracy skills as summarized in Table 2.3.

Table 2.3: Learning Assessment Subtasks

Assessments	SN	Subtasks	No. of Items
English EGRA	1	English Oral Vocabulary	8
	2	English Letters Sounds	100
	3	English Oral Reading Fluency	51
	4	English Reading Comprehension	5
	5	English Listening Comprehension	5
	Total Number of Items for English EGRA		**169**
Hausa EGRA	6	Hausa Letters and Sounds	100
	7	Hausa Syllables	100
	8	Hausa Oral Reading	56
	9	Hausa Reading Comprehension	5
	Total Number of Items for Hausa EGRA		**261**
EGMA	10	Number Identification	20
	11	Number Discrimination	10
	12	Addition	20
	13	Subtraction	20
	Total Number of Items for EGMA		**70**

For each subtask, proficiency scores were calculated separately; thus, the results of the assessment will be first analyzed without reference to external benchmarks, and subsequently mapped on the proficiency levels defined in the Global Proficiency Framework.

Student Context Questionnaires

Furthermore, a student questionnaire was administered to each sampled learner immediately upon completion of his/her EGRA and EGMA assessment. The student questionnaire checks for pupil disability and elicited basic demographic data, as well as information on a range of contextual factors hypothesized to potentially affect basic literacy progress, including levels of support for reading in the home and pupils' perception of safety in schools.

2.4.4 Selection of Enumerators

For effective and efficient data collection for this LP research, the enumerators engaged for the research were drawn from the State's education institutions. In particular, the State Universal Basic Education Board (SUBEB), LGEAs and KDBS. The enumerators were selected after meeting the following selection criteria to participate in the training:

- Able to read and speak English language fluently,

- Able to read and speak Hausa language fluently,

- Able to operate electronic devices,

- Has experience in research and data collection processes,

2.4.5 Training of Enumerators

A four-day training was conducted for the enumerators, precisely, from 15th -18th November, 2022. The training covered the overview and the purpose of the LP research. enumerators were also trained on the installation of the CAPI device (Tangerine and ODK) on android tablets, fieldwork protocols and procedures. In addition, on administration, familiarization with the assessment tools including practicing reading instruction using the *Tangerine* application and tool administration. The training was based on a comprehensive agenda. Subsequently, the training conducted a practice test in non-sampled schools. The enumerators practiced on pupils independently.

The Inter-Rater Reliability (IRR) test was used to select the final enumerators. One of the trainers was used as the gold standard who scored the pupil together with the trainee Enumerators. The agreement between his judgment of each item and each assessor's judgement (using the coding: "in agreement = 1", and "not in agreement = 0") was recorded and correlated. IRR between each enumerator and the gold standard was computed, and 90 enumerators with the highest IRR scores were selected for the data collection process. The last part of the training was dedicated to the data collection logistics and deployment of enumerators and supervisors for school visit.

2.4.6 Data Quality Control Measures for the CAPI

Data quality control measures were undertaken at different level for the CAPI are described as follows:

- Computer-assisted data collection generally improves the quality of the data collected in a survey by providing consistent data linkage, automated routing/skips, and consistency checks which can provide instant feedback to the fieldworkers. Furthermore, CAPI reduces entry errors and enumerators' tendency to cheat. Minimizes interview time also increases the efficiency of fieldwork. It gives immediate availability of data, allows better and closer monitoring of fieldwork. It enables data managers to provide timely feedback to the enumeration teams which helps to prevent future errors. Consistent data linkage was maintained throughout the data collection by encoding the data structure into the instruments and hardcoded lists of identifiers. This is particularly important in complex surveys with multiple instruments, such as this one. This allows for sound mapping and linking of different levels of observations or cases, as well as early identification of missing cases.

- Automated skips and routing behaviour, as part of the CAPI questionnaire, ensured that only the correct questions were administered and that no answers were missing. enumerators were able to fully focus on the interaction aspects of the interview and thus were able to establish a closer bond with the respondent.

- Data consistency checks were built directly into the survey instruments to provide feedback to the fieldworkers, allowing them to address inconsistencies as they arose during interviews. Consistency checks ranged from simple question specific checks, like range checks to complex checks comparing information across different sections.

- CAPI also ensured timely feedback from the field to the central data management team. The completed interview files were transmitted from the field via internet daily, if possible, and were centrally exported to statistical software packages. The PLANE and KDBS team thus had the ability to closely monitor fieldwork and to provide timely feedback to field workers, thus preventing future errors from happening.

2.4.7 Data Quality Control Measures in the Field

Data quality measures were implemented at different levels in the field as follows:

- The monitoring teams were tasked with performing in-field monitoring and spot checks on the data collection team. During the data collection, these teams randomly visit some selected schools based on observation from the uploaded data. Below is a summary of the oversight functions that the monitoring officers carried out during the field exercise. They had:

  - Ensured that the sampling scheme and all other procedures were strictly followed.
  - Conducted spot checks on teams and ensured that the enumerators were on spot according to their assigned schedules.
  - Observed ongoing assessment and addressed issues that required attention.
  - Performed random back-check visits to schools where the survey had already been completed; and
  - Given continuous feedback to State teams where challenges were encountered.

- The monitoring team reported their findings to the KDBS and PLANE MEL and project management team on their findings in order to improve the quality of the data collection. The KDBS and PLANE MEL team that served as supervisors visited schools alongside the enumerators to ensure they were collecting data properly, troubleshooting problems with the tablet devices and uploading the data collected after the day's work. In addition, allowing the PLANE MEL Assessment team immediate access to the data for quality checks. Individual Enumerators could be immediately contacted directly by cell phone to discuss data issues, and in some cases were targeted for field supervision first thing on the following day. Data collection and upload concluded on December 8, 2023, and all equipment and paper works were crosschecked and handed over by the team leaders on KDBS team.

2.4.8 Method of Data Collection

The Learning Poverty Research data collection took place from November 21st to 8th December 2022. The period marked the end of the school academic year in Kaduna state, Nigeria. Consent administration was done in each school to the headteacher before the commencement of data collection, which started with a random selection of P4, and P6 pupils. Enumerators had explained the reason for their visit to the whole class and then again to pupils that were randomly selected to participate in the assessment. Enumerators asked pupils to give their assent to participating in the assessment before any data was collected.

The Tangerine software, which was designed specifically for education survey data collection, allow enumerators to gather all the data on the tablets rather than on paper. Thus, streamlining

the data collection and cleaning process. At the end of each school visit, the enumerators uploaded the data from the tablet to a cloud-based central database via a mobile wireless router and modem. All teams completed the entire suite of data collection activities at one school per day. As detailed above, this data collection consisted of:

- The eight P4 pupils tested in Hausa EGRA and English EGRA,

- The eight P4 pupils tested in Hausa EGRA and English EGRA,

- Interview with all the sampled pupils using the pupils' questionnaires.

The Cycle of data collection process in Tangerine and ODK is depicted in Figure 5.
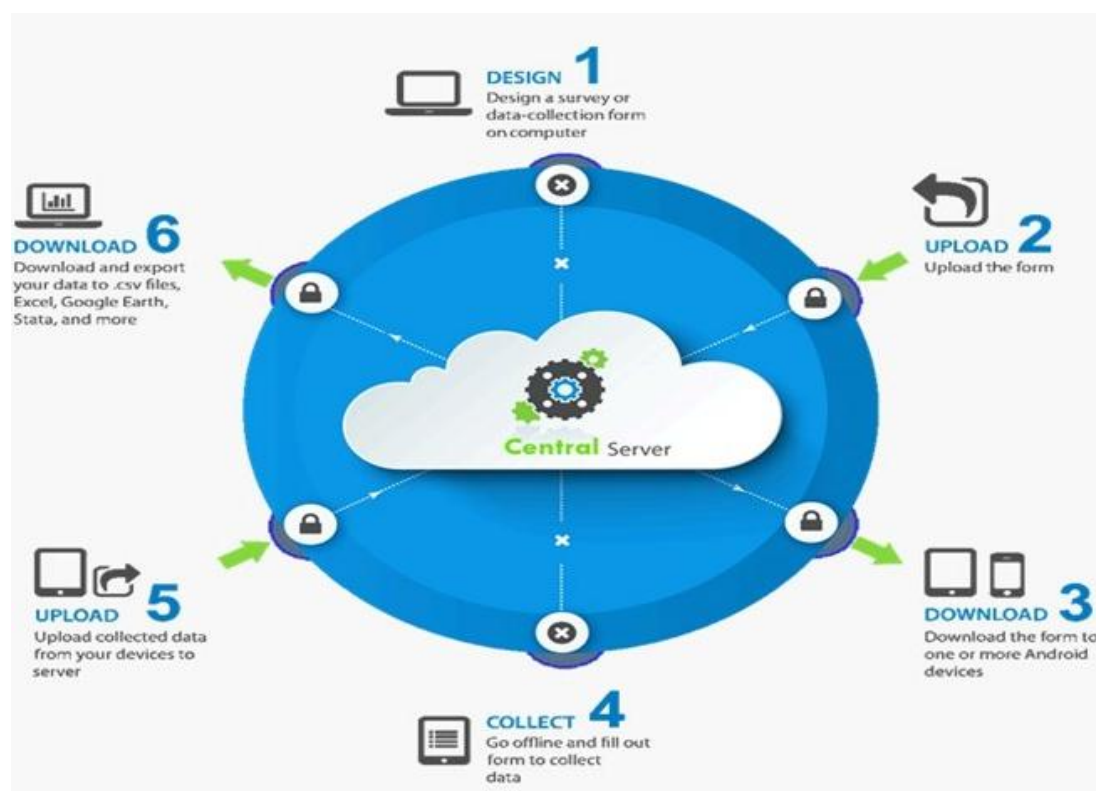
Figure 5: Cycle of data collection process in Tangerine and ODK

2.4.9 Data Management and Analysis

All variables were initially investigated in univariate analysis to determine the frequency distribution. Variables with implausible values were documented, assessed for further data cleaning and validation `before exclusion. The learning assessment collected from sampled schools and pupils' data was analyzed using the SPSS 23 and STATA 16. The finding were presented in proportion, percentages, chart and frequency table. All analyses were disaggregated by LGAs, grade and sex.

2.4.10 Data Collection Challenges

It is important to note that a few issues were observed during the data collection and tabulation exercise as outlines below.

- Data collection schedule –There was low turn-out of pupils in some communities given that the period for data collection coincided with the farming season. Thus, the headteachers and some community leaders had to support in mobilizing the pupils to school for the activity.

- Security Challenges– Some schools were in a security threat zone. Thus, the team had to send enumerators from that locality to collect data.

- Natural disaster in some communities – Flexibility in school visit schedule helped to ensure that schools affected by flooding were rescheduled and visited on later dates.

- Many selected schools in Birnin Gwari LGA could not be reached due to banditry and other forms of insecurity. Only urban schools from Magajin Gari Ward were covered during the LP data collection.

2.4.11 Data Quality Assessment Framework

The three cardinal components of data quality were ensured: Process, People and Technology. The reliability and functionalities of each of these components towards giving quality data were always assessed using the Data Quality Assessment Framework (DQAF). The DQAF provides a comprehensive evaluation of the quality of data by comparing methods used with international standards. The following dimensions of DQAF were observed throughout:

1. **Pre-requisites of Quality:** Legal and institutional environment, resources, relevance, quality awareness.

2. **Integrity:** Professionalism, transparency and ethical standards.

3. **Methodological Soundness:** Concepts and definitions, scope, classification, instruments for recording.

4. **Accuracy and Reliability:** Source data available, assessment of source data, statistical techniques, revision studies, archiving of source data.

5. **Serviceability:** Periodicity and timeliness, consistency.

6. **Accessibility:** Data accessibility, metadata accessibility, assistance for users.

2.4.12 Sample Contamination

In Birnin Gwari LGA, most of the selected schools in the sample could not be reached due to banditry and other forms of insecurity. Therefore, the spread of the sample was limited. This is a possibility of sample contamination which could lead to uneven representation and biases. Only urban schools from Magajin Gari Ward were particularly covered during the LP data collection in the LGA. Hence, this has possibly caused the upward bias in the LA scores from Birnin Gwari LGA. By extension causing a drastic reduction in its Learning Poverty indicators. This is a caveat to always put into consideration for proper interpretation of results.

Chapter Three
Basic Education Indicators

3.1 Introduction

All the statistics of access to Basic Education are extensively contained in the Annual School Census (ASC) Report. Kaduna State ASC report is a yearly publication based on the data collected from both public and private schools in Kaduna. The ASC is usually conducted by Kaduna State Bureau of Statistics in collaboration with the State's Ministry of Education and SUBEB. This is to improve the quality and accuracy of data collections from the field. The main objective of ASC is to generate school data for evidence-based educational planning and programme implementation in Kaduna State. Some of the specific objectives of producing the report is to:

- Provides the government an up-to-date data of all the schools in the State.

- Highlight the areas of intervention by government for easy policy making and implementation.

- Provides the geo-locations of all the schools in the State.

The ASC usually cover six Sectors namely:

- Pre-Primary and Primary Schools

- Senior Secondary Schools

- Junior Secondary Schools

- Science and Technical Schools

- Private Schools

- IQS

The approved standardized questionnaire was used to solicit information from school respondents, who usually were headteachers/principals/proprietors or their representative. The canvasser method of enumeration was employed, in which interviewers visited each school to administer the ASC questionnaire (face to face). Electronic data collection methodology using Computer-assisted personal interviewing (CAPI) as well as cell phone technology were always used for data collection. Geographic coordinates using Global Positioning System (GPS) at main entrance of schools were captured in every school. Consequently, the ASC data were analyzed, and a comprehensive ASC Report was built.

3.2 School Characteristics

Table 3.1: Distribution of Public Primary Schools by Location

LGA	Location		Total
	Urban	Rural	
Birnin Gwari	9	170	179
Chikun	38	214	252
Giwa	10	212	222
Igabi	39	271	310
Ikara	7	170	177
Jaba	8	92	100
Jema'a	13	167	180
Kachia	23	330	353
Kaduna North	53	0	53
Kaduna South	39	0	39
Kagarko	9	198	207
Kajuru	7	149	156
Kaura	1	103	104
Kauru	11	285	296
Kubau	10	267	277
Kudan	18	73	91
Lere	11	283	294
Makarfi	21	160	181
Sabon Gari	31	32	63
Sanga	7	183	190
Soba	19	231	250
Zangon Kataf	9	267	276
Zaria	48	68	116
Total	439	3,927	4,366

From Table 3.1, there were a total of 4,366 Primary Schools. From that, 439 were urban public Primary Schools and 3,927 rural ones. The bulk of the public Primary Schools were rural which constitutes 90% of the total number of public Primary Schools in the State.

Table 3.2: Distribution of Schools by Sector

LGA	Primary Schools			JSS		
	Public	Private	Total	Public	Private	Total
Birnin Gwari	179	17	196	16	8	24
Chikun	252	157	409	19	112	131
Giwa	222	28	250	15	13	28
Igabi	310	183	493	22	78	100
Ikara	177	53	230	16	13	29
Jaba	100	26	126	13	8	21
Jema'a	180	61	241	24	28	52
Kachia	353	49	402	23	22	45
Kaduna North	53	122	175	16	81	97
Kaduna South	39	158	197	13	109	122
Kagarko	207	49	256	22	25	47
Kajuru	156	18	174	15	5	20
Kaura	104	28	132	14	10	24
Kauru	296	33	329	19	16	35
Kubau	277	43	320	18	9	27
Kudan	91	9	100	6	5	11
Lere	294	32	326	25	22	47
Makarfi	181	19	200	13	11	24
Sabon Gari	63	162	225	14	116	130
Sanga	190	37	227	16	16	32
Soba	250	14	264	18	4	22
Zangon Kataf	276	46	322	45	22	67
Zaria	116	84	200	22	48	70
Total	**4,366**	**1,428**	**5,794**	**424**	**781**	**1,205**

From Table 3.2, there were 4,366 public Primary Schools and 1,428 private ones. The percentage of private Primary Schools in the State is 25%. Similarly, there were 424 public JSS and 781 private ones. The percentage of private JSS in the State is 65%.

Table 3.3: Distribution of Public Primary Schools by Type

LGA	Type			Total
	Regular	Islamiyya	Nomadic	
Birnin Gwari	173	2	4	179
Chikun	240	0	12	252
Giwa	199	1	22	222
Igabi	261	29	20	310
Ikara	160	0	17	177
Jaba	92	0	8	100
Jema'a	171	2	7	180
Kachia	296	25	32	353
Kaduna North	41	11	1	53
Kaduna South	36	3	0	39
Kagarko	196	1	10	207
Kajuru	144	2	10	156
Kaura	104	0	0	104
Kauru	273	12	11	296
Kubau	241	0	36	277
Kudan	87	2	2	91
Lere	285	0	9	294
Makarfi	124	49	8	181
Sabon Gari	55	2	6	63
Sanga	170	1	19	190
Soba	223	7	20	250
Zangon Kataf	275	0	1	276
Zaria	112	0	4	116
Total	3,958	149	259	4,366

From Table 3.3, there were a total of 4,366 Primary Schools. From that, 3,958 were regular Primary Schools, 149 Islamiyya and 259 nomadic ones. The percentage of regular Primary Schools in the State is 91%. Similarly, percentage of Islamiyya and nomadic Primary Schools in the State were 3% and 6% respectively.

Table 3.4: Distribution of Public Primary Schools by Level of Education

LGA	Level of Education		Total
	Pre-Primary & Primary	Primary Schools only	
Birnin Gwari	38	141	179
Chikun	157	95	252
Giwa	87	135	222
Igabi	74	236	310
Ikara	95	82	177
Jaba	68	32	100
Jema'a	168	12	180
Kachia	64	289	353
Kaduna North	40	13	53
Kaduna South	31	8	39
Kagarko	102	105	207
Kajuru	147	9	156
Kaura	102	2	104
Kauru	28	268	296
Kubau	185	92	277
Kudan	23	68	91
Lere	86	208	294
Makarfi	81	100	181
Sabon Gari	59	4	63
Sanga	123	67	190
Soba	73	177	250
Zangon Kataf	229	47	276
Zaria	61	55	116
Total	2,121	2,245	4,366

From Table 3.4, there were a total of 4,366 Primary Schools. From that, 2,121 were combined public Pre-Primary and Primary Schools and 2,245 of them were public Primary Schools only. The percentage of combined public Pre-Primary and Primary Schools in the State is 49%. Similarly, the percentage of public Primary Schools only in the State is 51%.

3.3 Enrolments

Table 3.5: Public Early Childhood Care and Education (ECCE) Enrolment by LGA

LGA	ECCE Enrolments		
	M	F	Total
Birnin Gwari	1,047	974	2,021
Chikun	1,063	1,176	2,239
Giwa	2,076	2,018	4,094
Igabi	241	263	504
Ikara	1,302	1,000	2,302
Jaba	47	45	92
Jema'a	754	819	1,573
Kachia	693	651	1,344
Kaduna North	0	0	0
Kaduna South	37	46	83
Kagarko	989	1,029	2,018
Kajuru	624	716	1,340
Kaura	78	92	170
Kauru	724	678	1,402
Kubau	4,382	4,178	8,560
Kudan	1,707	1,769	3,476
Lere	693	661	1,354
Makarfi	1,511	1,696	3,207
Sabon Gari	286	330	616
Sanga	1,512	1,560	3,072
Soba	10	12	22
Zangon Kataf	2,092	2,316	4,408
Zaria	0	0	0
Total	21,868	22,029	43,897

From Table 3.5, the total of public ECCE enrolment is 43,897; out of that, 22,029 were girls which constituted 50% of the total ECCE enrolment. This implies a good participation in girl education.

Table 3.6: Public and Private Pre-Primary School Enrolment by LGA

LGA	Public				Private			
	Number of Schools	Pupils	Girls	% Girls	Number of Schools	Pupils	Girls	% Girls
Birnin Gwari	**179**	**8,900**	**4,124**	**46%**	**17**	**1,294**	**648**	**50%**
Chikun	**252**	**13,245**	**6,750**	**51%**	**157**	**5,301**	**2,620**	**49%**
Giwa	**222**	**19,534**	**9,166**	**47%**	**28**	**1,770**	**888**	**50%**
Igabi	**310**	**33,252**	**16,595**	**50%**	**183**	**9,370**	**4,623**	**49%**
Ikara	**177**	**8,623**	**4,184**	**49%**	**53**	**1,699**	**821**	**48%**
Jaba	**100**	**8,804**	**4,494**	**51%**	**26**	**828**	**406**	**49%**
Jema'a	**180**	**9,433**	**4,772**	**51%**	**61**	**3,407**	**1,685**	**49%**
Kachia	**353**	**4,425**	**2,233**	**50%**	**49**	**2,986**	**1,461**	**49%**
Kaduna North	**53**	**9,084**	**4,593**	**51%**	**122**	**5,107**	**2,572**	**50%**
Kaduna South	**39**	**5,217**	**2,648**	**51%**	**158**	**6,217**	**3,108**	**50%**
Kagarko	**207**	**6,342**	**3,250**	**51%**	**49**	**3,019**	**1,502**	**50%**
Kajuru	**156**	**7,207**	**3,711**	**51%**	**18**	**816**	**416**	**51%**
Kaura	**104**	**7,971**	**4,167**	**52%**	**28**	**1,230**	**618**	**50%**
Kauru	**296**	**1,797**	**855**	**48%**	**33**	**1,129**	**566**	**50%**
Kubau	**277**	**17,189**	**8,400**	**49%**	**43**	**1,793**	**879**	**49%**
Kudan	**91**	**6,668**	**3,293**	**49%**	**9**	**702**	**337**	**48%**
Lere	**294**	**7,815**	**3,896**	**50%**	**32**	**2,054**	**1,019**	**50%**
Makarfi	**181**	**9,772**	**4,845**	**50%**	**19**	**952**	**477**	**50%**
Sabon Gari	**63**	**11,098**	**5,636**	**51%**	**162**	**9,955**	**4,989**	**50%**
Sanga	**190**	**5,640**	**2,852**	**51%**	**37**	**1,989**	**967**	**49%**
Soba	**250**	**10,063**	**4,743**	**47%**	**14**	**962**	**463**	**48%**
Zangon Kataf	**276**	**13,017**	**6,778**	**52%**	**46**	**1,794**	**858**	**48%**
Zaria	**116**	**15,460**	**7,897**	**51%**	**84**	**7,272**	**3,711**	**51%**
Total	**4,366**	**240,556**	**119,882**	**50%**	**1,428**	**71,646**	**35,634**	**50%**

From Table 3.6, the total of public Pre-Primary School enrolment is 240,556; out of that, 119,882 were girls which constituted 50% of the total enrolment. Similarly, the total of private Pre-Primary School enrolment is 71,646; out of that, 35,634 were girls which constituted 50% of the total enrolment.

Table 3.7: Total Public Primary School Enrolment by Gender and LGA

Lga	Number Of Schools	Public Pupils	Public Girls	Public % Girls	Aged 6-11 Pupils	Aged 6-11 Girls	Aged 6-11 % Girls
Birnin Gwari	179	131,603	58,417	44%	118,474	52,596	44%
Chikun	252	82,881	42,174	51%	72,437	36,759	51%
Giwa	222	128,968	60,977	47%	113,741	53,860	47%
Igabi	310	265,227	132,629	50%	230,180	115,168	50%
Ikara	177	82,221	39,998	49%	71,495	34,627	48%
Jaba	100	37,254	18,896	51%	33,011	16,685	51%
Jema'a	180	40,741	20,743	51%	35,288	17,987	51%
Kachia	353	81,938	41,237	50%	70,970	35,676	50%
Kaduna North	53	50,261	24,928	50%	44,208	22,198	50%
Kaduna South	39	36,419	18,043	50%	30,755	15,281	50%
Kagarko	207	50,113	25,374	51%	43,391	21,859	50%
Kajuru	156	39,489	20,121	51%	34,756	17,695	51%
Kaura	104	32,684	16,605	51%	29,405	14,921	51%
Kauru	296	97,972	47,756	49%	82,645	40,348	49%
Kubau	277	121,620	60,745	50%	105,913	53,111	50%
Kudan	91	70,000	33,128	47%	61,992	29,415	47%
Lere	294	129,271	63,653	49%	111,787	54,978	49%
Makarfi	181	74,832	35,088	47%	64,627	30,492	47%
Sabon Gari	63	62,505	31,031	50%	55,651	27,563	50%
Sanga	190	39,339	19,785	50%	32,472	16,176	50%
Soba	250	87,505	40,767	47%	76,717	35,534	46%
Zangon Kataf	276	72,502	36,677	51%	62,906	31,745	50%
Zaria	116	112,232	56,435	50%	99,346	49,832	50%
Total	**4,366**	**1,927,577**	**945,207**	**49%**	**1,682,167**	**824,506**	**49%**

From Table 3.7, the total public Primary School enrolment stood at 1,927,577; out of that, 945,207 were girls which constituted 49% of the total enrolment. On the other hand, the public Primary School enrolment of school-age (6-11 years) stood at 1,682,167; out of that, 824,506 were girls which constituted 49% of the school-age enrolment. The percentage of public Primary School enrolment by LGA is depicted in Figure 6.
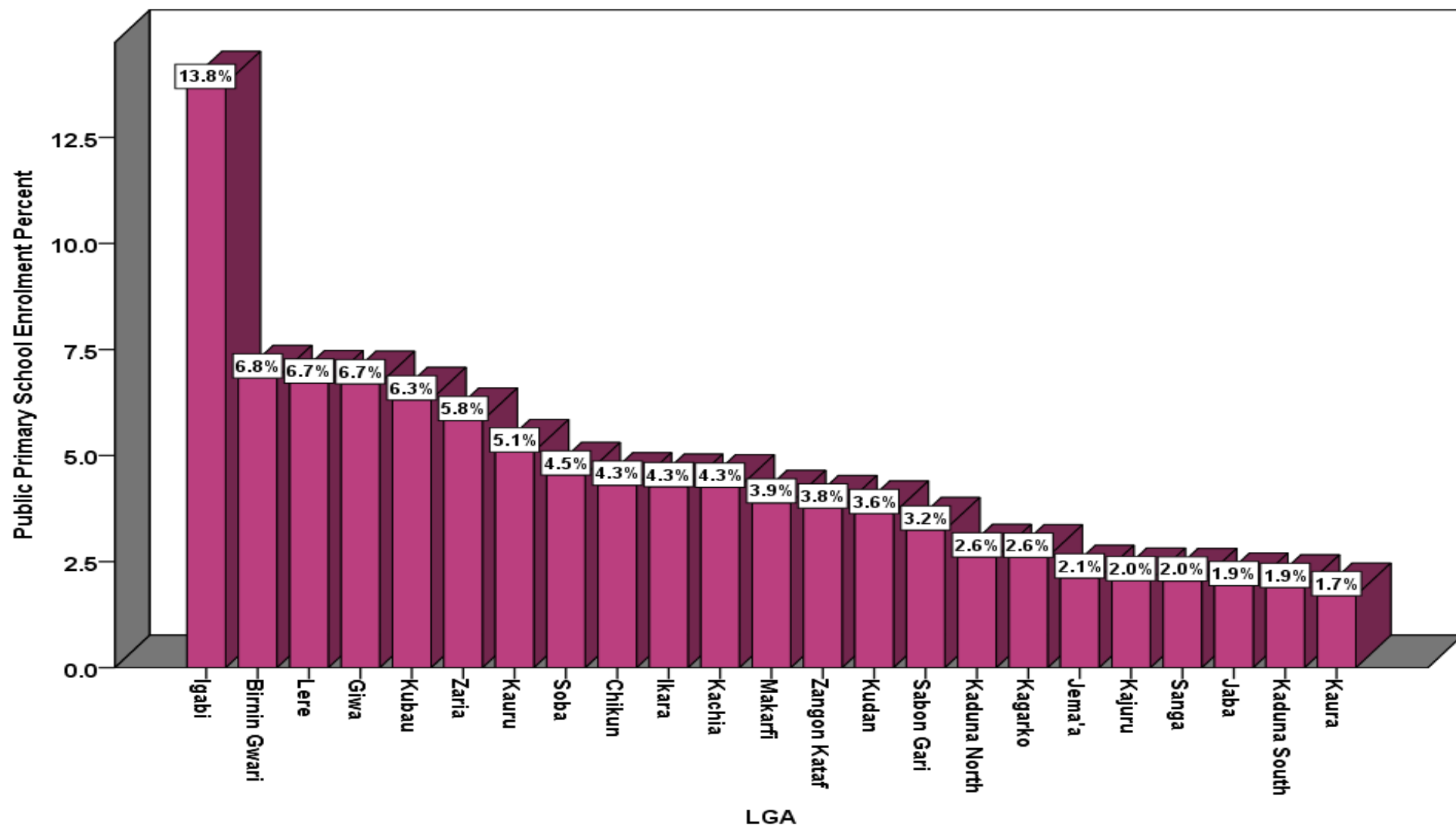
Figure 6: Ranked Public Primary School Enrolment by LGA

Table 3.8: Total Private Primary School Enrolment by Gender and LGA

LGA	Number of Schools	Private			Aged 6-11		
		Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	17	3,409	1,467	43%	3,098	1,347	43%
Chikun	157	12,964	6,671	51%	11,695	6,005	51%
Giwa	28	4,221	2,020	48%	3,847	1,844	48%
Igabi	183	33,755	16,648	49%	29,129	14,420	50%
Ikara	53	6,025	2,569	43%	5,360	2,333	44%
Jaba	26	1,843	930	50%	1,633	824	50%
Jema'a	61	6,221	3,013	48%	5,616	2,722	48%
Kachia	49	7,728	3,600	47%	6,323	2,952	47%
Kaduna North	122	13,137	6,574	50%	11,987	5,994	50%
Kaduna South	158	18,218	9,191	50%	16,284	8,241	51%
Kagarko	49	5,440	2,699	50%	4,568	2,283	50%
Kajuru	18	1,654	822	50%	1,413	710	50%
Kaura	28	1,947	972	50%	1,740	879	51%
Kauru	33	4,547	1,960	43%	3,794	1,681	44%
Kubau	43	9,307	4,756	51%	8,152	4,187	51%
Kudan	9	1,316	621	47%	1,229	575	47%
Lere	32	5,964	2,966	50%	5,309	2,643	50%
Makarfi	19	1,714	829	48%	1,474	709	48%
Sabon Gari	162	20,420	10,317	51%	18,395	9,275	50%
Sanga	37	2,937	1,424	48%	2,685	1,297	48%
Soba	14	1,659	788	47%	1,354	645	48%
Zangon Kataf	46	3,817	1,868	49%	3,546	1,737	49%
Zaria	84	16,149	7,917	49%	14,706	7,225	49%
Total	1,428	184,392	90,622	49%	163,337	80,528	49%

From Table 3.8, the total private Primary enrolments stood at 184,392; out of that, 90,622 were girls which constituted 49% of the total enrolment. On the other hand, the private Primary School enrolment of school-age (6-11 years) stood at 163,337; out of that, 80,528 were girls which constituted 49% of the school-age enrolment.

Table 3.9: Combined Public and Private Primary School Enrolment by Gender and LGA

LGA	Combined			Aged 6-11		
	Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	135,012	59,884	44%	121,572	53,943	44%
Chikun	95,845	48,845	51%	84,132	42,764	51%
Giwa	133,189	62,997	47%	117,588	55,704	47%
Igabi	298,982	149,277	50%	259,309	129,588	50%
Ikara	88,246	42,567	48%	76,855	36,960	48%
Jaba	39,097	19,826	51%	34,644	17,509	51%
Jema'a	46,962	23,756	51%	40,904	20,709	51%
Kachia	89,666	44,837	50%	77,293	38,628	50%
Kaduna North	63,398	31,502	50%	56,195	28,192	50%
Kaduna South	54,637	27,234	50%	47,039	23,522	50%
Kagarko	55,553	28,073	51%	47,959	24,142	50%
Kajuru	41,143	20,943	51%	36,169	18,405	51%
Kaura	34,631	17,577	51%	31,145	15,800	51%
Kauru	102,519	49,716	48%	86,439	42,029	49%
Kubau	130,927	65,501	50%	114,065	57,298	50%
Kudan	71,316	33,749	47%	63,221	29,990	47%
Lere	135,235	66,619	49%	117,096	57,621	49%
Makarfi	76,546	35,917	47%	66,101	31,201	47%
Sabon Gari	82,925	41,348	50%	74,046	36,838	50%
Sanga	42,276	21,209	50%	35,157	17,473	50%
Soba	89,164	41,555	47%	78,071	36,179	46%
Zangon Kataf	76,319	38,545	51%	66,452	33,482	50%
Zaria	128,381	64,352	50%	114,052	57,057	50%
Total	2,111,969	1,035,829	49%	1,845,504	905,034	49%

From Table 3.9, the combined public and private Primary School enrolment stood at 2,111,969; out of that, 1,035,829 were girls which constituted 49% of the combined enrolment. On the other hand, the combined public and private Primary School enrolment of school-age (6-11 years) stood at 1,845,504; out of that, 905,034 were girls which constituted 49% of the combined school-age enrolment.

Table 3.10: Total Public Junior Secondary School (JSS) Enrolment by Gender and LGA

LGA	Number of Schools	Public			Aged 12-14		
		Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	16	8,476	3,341	39%	7,027	1,812	26%
Chikun	19	18,419	9,436	51%	14,510	5,399	37%
Giwa	15	14,178	6,325	45%	12,811	4,658	36%
Igabi	22	34,646	15,635	45%	27,056	8,468	31%
Ikara	16	12,047	4,732	39%	9,843	2,908	30%
Jaba	13	3,742	1,853	50%	3,073	1,146	37%
Jema'a	24	10,945	5,696	52%	9,095	3,827	42%
Kachia	23	10,168	4,987	49%	8,882	3,160	36%
Kaduna North	16	24,470	14,837	61%	19,571	8,369	43%
Kaduna South	13	15,159	10,791	71%	12,105	6,737	56%
Kagarko	22	10,764	5,071	47%	9,240	3,201	35%
Kajuru	15	4,644	2,086	45%	3,853	1,334	35%
Kaura	14	6,593	2,872	44%	5,534	1,765	32%
Kauru	19	9,009	3,818	42%	7,685	2,360	31%
Kubau	18	11,247	5,081	45%	10,137	3,559	35%
Kudan	6	6,911	3,084	45%	6,174	2,245	36%
Lere	25	17,582	8,516	48%	13,608	5,346	39%
Makarfi	13	9,623	4,056	42%	8,488	2,198	26%
Sabon Gari	14	24,240	12,763	53%	20,346	7,941	39%
Sanga	16	5,678	2,800	49%	4,796	1,927	40%
Soba	18	9,431	3,337	35%	7,896	2,064	26%
Zangon Kataf	45	10,340	4,725	46%	7,985	2,705	34%
Zaria	22	34,975	17,159	49%	30,308	10,083	33%
Total	424	313,287	153,001	49%	260,023	93,212	36%

From Table 3.10, the total public JSS enrolment stood at 313,287; out of that, 153,001 were girls which constituted 49% of the total enrolment. On the other hand, the public JSS enrolment of school-age (12-14 years) stood at 260,023; out of that, 93,212 were girls which constituted 36% of the school-age enrolment.

Table 3.11: Total Private Junior Secondary School (JSS) Enrolment by Gender and LGA

LGA	Number of Schools	Private			Aged 12-14		
		Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	8	1,065	527	49%	692	343	50%
Chikun	112	6,217	3,129	50%	4,382	2,212	50%
Giwa	13	1,134	505	45%	888	383	43%
Igabi	78	5,489	2,785	51%	4,270	2,188	51%
Ikara	13	1,382	628	45%	955	447	47%
Jaba	8	644	364	57%	418	262	63%
Jema'a	28	1,898	925	49%	1,428	697	49%
Kachia	22	2,155	1,023	47%	1,569	809	52%
Kaduna North	81	6,197	3,129	50%	4,608	2,392	52%
Kaduna South	109	8,654	4,470	52%	6,384	3,314	52%
Kagarko	25	1,469	766	52%	1,101	597	54%
Kajuru	5	262	120	46%	219	109	50%
Kaura	10	727	373	51%	515	262	51%
Kauru	16	1,162	584	50%	873	462	53%
Kubau	9	1,247	636	51%	956	487	51%
Kudan	5	407	208	51%	390	201	52%
Lere	22	2,068	1,014	49%	1,491	745	50%
Makarfi	11	916	375	41%	576	252	44%
Sabon Gari	116	8,779	4,364	50%	6,413	3,206	50%
Sanga	16	1,402	696	50%	1,011	499	49%
Soba	4	463	202	44%	356	167	47%
Zangon Kataf	22	1,262	593	47%	1,036	487	47%
Zaria	48	5,714	2,930	51%	3,869	2,061	53%
Total	781	60,713	30,346	50%	44,400	22,582	51%

From Table 3.11, the total private JSS enrolment stood at 60,713; out of that, 30,346 were girls which constituted 50% of the total enrolment. On the other hand, the private JSS enrolment of school-age (12-14 years) stood at 44,400; out of that, 22,582 were girls which constituted 51% of the school-age enrolment.

Table 3.12: Combined Public and Private JSS Enrolment by Gender and LGA

LGA	Combined			Aged 12-14		
	Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	9,541	3,868	41%	7,719	2,155	28%
Chikun	24,636	12,565	51%	18,892	7,611	40%
Giwa	15,312	6,830	45%	13,699	5,041	37%
Igabi	40,135	18,420	46%	31,326	10,656	34%
Ikara	13,429	5,360	40%	10,798	3,355	31%
Jaba	4,386	2,217	51%	3,491	1,408	40%
Jema'a	12,843	6,621	52%	10,523	4,524	43%
Kachia	12,323	6,010	49%	10,451	3,969	38%
Kaduna North	30,667	17,966	59%	24,179	10,761	45%
Kaduna South	23,813	15,261	64%	18,489	10,051	54%
Kagarko	12,233	5,837	48%	10,341	3,798	37%
Kajuru	4,906	2,206	45%	4,072	1,443	35%
Kaura	7,320	3,245	44%	6,049	2,027	34%
Kauru	10,171	4,402	43%	8,558	2,822	33%
Kubau	12,494	5,717	46%	11,093	4,046	36%
Kudan	7,318	3,292	45%	6,564	2,446	37%
Lere	19,650	9,530	48%	15,099	6,091	40%
Makarfi	10,539	4,431	42%	9,064	2,450	27%
Sabon Gari	33,019	17,127	52%	26,759	11,147	42%
Sanga	7,080	3,496	49%	5,807	2,426	42%
Soba	9,894	3,539	36%	8,252	2,231	27%
Zangon Kataf	11,602	5,318	46%	9,021	3,192	35%
Zaria	40,689	20,089	49%	34,177	12,144	36%
Total	374,000	183,347	49%	304,423	115,794	38%

From Table 3.12, the combined public and private JSS enrolment stood at 374,000; out of that, 183,347 were girls which constituted 49% of the total enrolment. On the other hand, the combined public and private JSS enrolment of school-age (12-14 years) stood at 304,423; out of that, 115,794 were girls which constituted 38% of the school-age enrolment.

Table 3.13: Total Public Technical/Vocational JSS Enrolment by Gender and LGA

LGA	Number of Schools	Public			Aged 12-14		
		Pupils	Girls	% Girls	Pupils	Girls	% Girls
Birnin Gwari	-	-	-	-	-	-	-
Chikun	-	-	-	-	-	-	-
Giwa	-	-	-	-	-	-	-
Igabi	-	-	-	-	-	-	-
Ikara	1	162	0	0%	138	0	0%
Jaba	-	-	-	-	-	-	-
Jema'a	-	-	-	-	-	-	-
Kachia	-	-	-	-	-	-	-
Kaduna North	-	-	-	-	-	-	-
Kaduna South	-	-	-	-	-	-	-
Kagarko	-	-	-	-	-	-	-
Kajuru	-	-	-	-	-	-	-
Kaura	1	624	289	46%	520	249	48%
Kauru	-	-	-	-	-	-	-
Kubau	-	-	-	-	-	-	-
Kudan	-	-	-	-	-	-	-
Lere	-	-	-	-	-	-	-
Makarfi	-	-	-	-	-	-	-
Sabon Gari	-	-	-	-	-	-	-
Sanga	-	-	-	-	-	-	-
Soba	-	-	-	-	-	-	-
Zangon Kataf	1	145	58	40%	92	40	43%
Zaria	1	780	0	0%	547	0	0%
Total	5	1,738	347	20%	1,312	289	22%

From Table 3.13, the total public Technical/Vocational schools JSS enrolment stood at 1,738; out of that, 347 were girls which constituted 20% of the total enrolment. On the other hand, the public Technical/Vocational schools JSS enrolment of school-age (12-14 years) stood at 1,312; out of that, 289 were girls which constituted 22% of the school-age enrolment.

Table 3.14: Enrolments of Children with Special Needs

Level of Education	Type of Disability						Total
	Blind /Visually Impaired	Hearing / Speech Impaired	Mentally Challenged	Albinism	Autism	Other Challenges	
Primary 1	344	506	225	153	117	397	1,742
Primary 2	285	413	318	208	94	448	1,766
Primary 3	249	391	256	231	184	577	1,888
Primary 4	226	301	176	520	131	984	2,338
Primary 5	347	248	211	237	180	364	1,587
Primary 6	285	222	148	128	106	268	1,157
JSS 1	37	69	26	1	13	57	203
JSS 2	32	65	17	5	2	96	217
JSS 3	22	72	13	3	9	69	188
Total	1,827	2,287	1,390	1,486	836	3,260	11,086

From Table 3.14, there were a total of 11,086 special need children across Primary Schools and JSS in the State. The number of special need children for Primary Schools stood at 10.478. Similarly, the number of special need children for JSS stood at 608. Hence, 95% of the special need children were at Primary School level.

3.4 Teachers

Table 3.15: Number of Public Primary Schools Teachers by Gender

LGA	All Teachers			Qualified Teachers			
	M	F	Total	M	F	Total	% Qualified
Birnin Gwari	531	451	982	505	439	944	96%
Chikun	409	1,306	1,715	358	1,174	1,532	89%
Giwa	562	412	974	520	397	917	94%
Igabi	862	1,607	2,469	762	1,487	2,249	91%
Ikara	425	313	738	398	289	687	93%
Jaba	290	475	765	285	445	730	95%
Jema'a	589	950	1,539	568	912	1,480	96%
Kachia	588	556	1,144	553	540	1,093	96%
Kaduna North	504	1,225	1,729	426	1,089	1,515	88%
Kaduna South	289	1,194	1,483	263	1,112	1,375	93%
Kagarko	400	383	783	372	339	711	91%
Kajuru	548	677	1,225	532	651	1,183	97%
Kaura	532	696	1,228	472	564	1,036	84%
Kauru	782	553	1,335	733	528	1,261	94%
Kubau	596	436	1,032	573	426	999	97%
Kudan	567	407	974	502	356	858	88%
Lere	1,070	807	1,877	1,043	793	1,836	98%
Makarfi	527	388	915	493	369	862	94%
Sabon Gari	467	857	1,324	440	838	1,278	97%
Sanga	481	485	966	465	444	909	94%
Soba	547	623	1,170	502	603	1,105	94%
Zangon Kataf	615	772	1,387	598	751	1,349	97%
Zaria	610	1,262	1,872	585	1,231	1,816	97%
Total	12,791	16,835	29,626	11,948	15,777	27,725	94%

From Table 3.15, the total number of public Primary School teachers stood at 29,626. From that, the number of qualified public Primary School teachers stood at 27,725. Therefore, 94% of Primary School teachers were qualified, having a minimum of NCE. The percentage of public Primary School teachers by LGA is depicted in Figure 7.
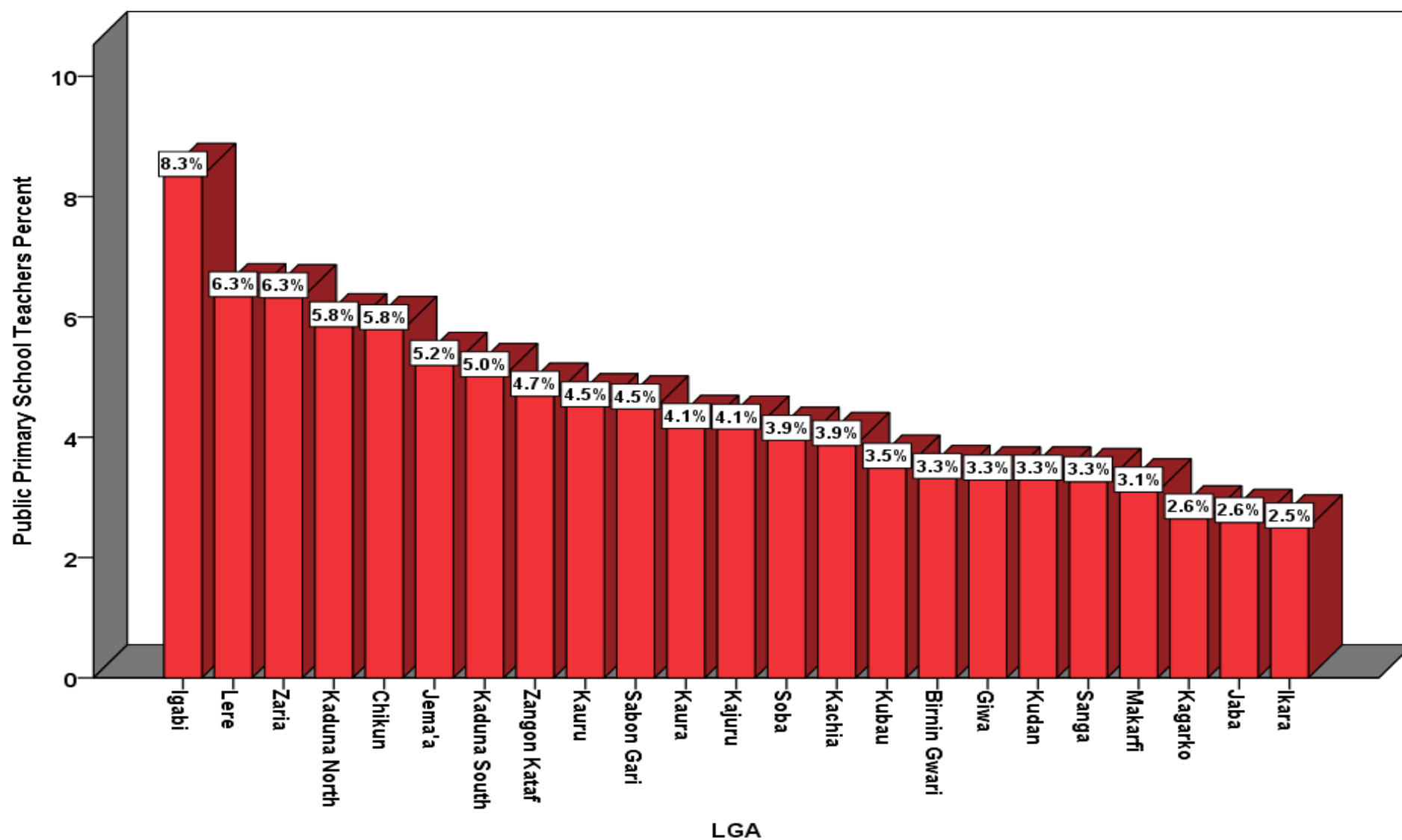
Figure 7: Ranked Percentage of Public Primary School Teachers by LGA

Table 3.16: Public Primary Schools Pupil-Teacher Ratio By LGA

LGA	Enrolement (M+F)	All Teachers (M+F)	All Teachers Ratio	Qualified Teachers	Qualified Teachers Ratio
Birnin Gwari	140,503	982	143	944	149
Chikun	96,126	1,715	56	1,532	63
Giwa	148,502	974	152	917	162
Igabi	298,479	2,469	121	2,249	133
Ikara	90,844	738	123	687	132
Jaba	46,058	765	60	730	63
Jema'a	50,174	1,539	33	1,480	34
Kachia	86,363	1,144	75	1,093	79
Kaduna North	59,345	1,729	34	1,515	39
Kaduna South	41,636	1,483	28	1,375	30
Kagarko	56,455	783	72	711	79
Kajuru	46,696	1,225	38	1,183	39
Kaura	40,655	1,228	33	1,036	39
Kauru	99,769	1,335	75	1,261	79
Kubau	138,809	1,032	135	999	139
Kudan	76,668	974	79	858	89
Lere	137,086	1,877	73	1,836	75
Makarfi	84,604	915	92	862	98
Sabon Gari	73,603	1,324	56	1,278	58
Sanga	44,979	966	47	909	49
Soba	97,568	1,170	83	1,105	88
Zangon Kataf	85,519	1,387	62	1,349	63
Zaria	127,692	1,872	68	1,816	70
Total	2,168,133	29,626	73	27,725	78

From Table 3.16, the pupil-teacher ratio for public Primary Schools stood at 73. Similarly, the pupil-qualified teacher ratio for public Primary Schools stood 78. Hence, there is the need to employ more teachers to reduce the ratio. The pupil-teacher ratio of public Primary Schools by LGA is depicted in Figure 8.
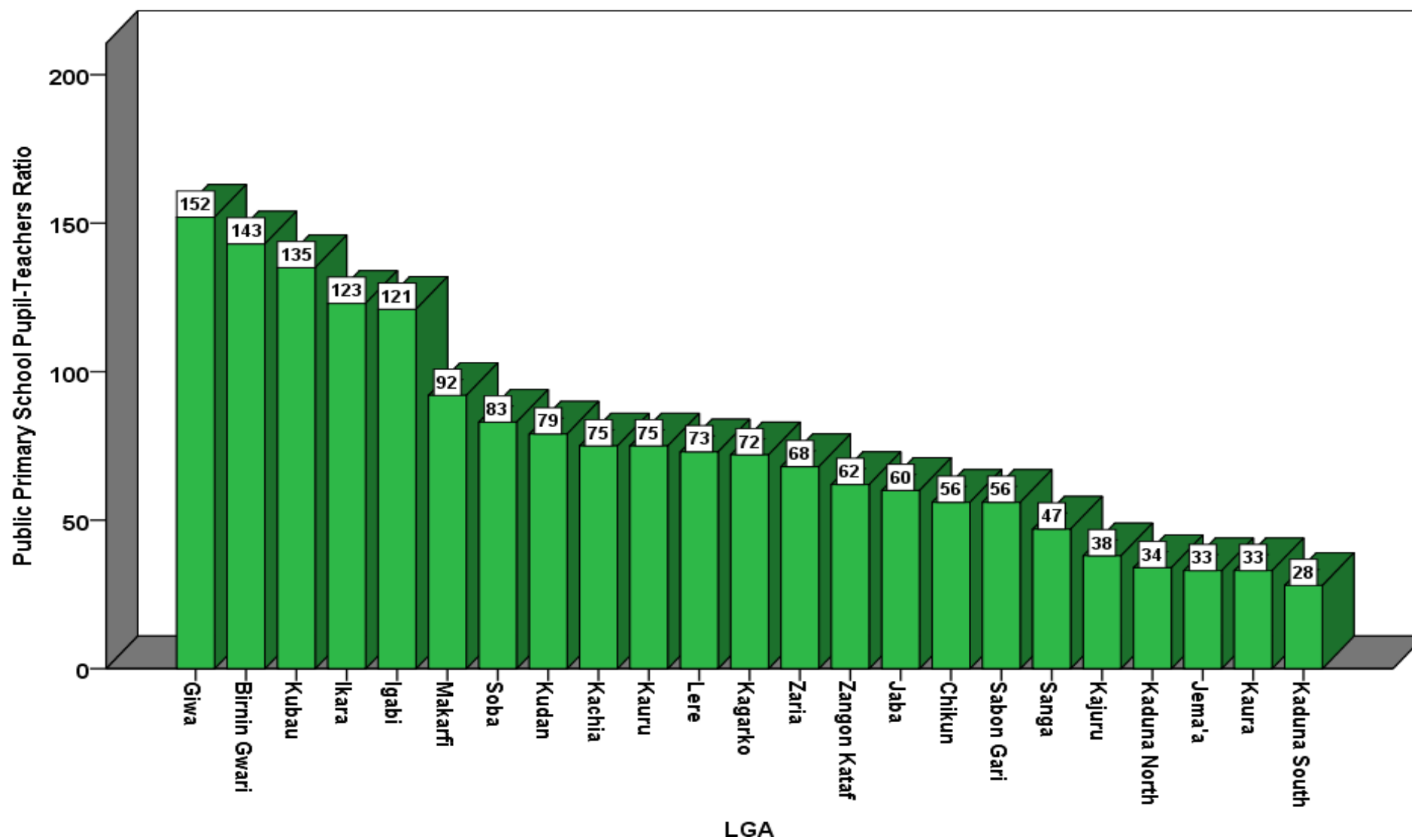
Figure 8: Ranked PTR for Public Primary Schools by LGA

Table 3.17: Number of Public JSS Teachers by Gender

LGA	All Teachers			Qualified Teachers			
	M	F	Total	M	F	Total	% Qualified
Birnin Gwari	149	18	167	143	14	157	94%
Chikun	148	458	606	147	434	581	96%
Giwa	185	34	219	161	33	194	89%
Igabi	224	227	451	213	224	437	97%
Ikara	119	23	142	109	17	126	89%
Jaba	77	42	119	76	41	117	98%
Jema'a	231	130	361	225	125	350	97%
Kachia	141	64	205	137	59	196	96%
Kaduna North	246	473	719	217	425	642	89%
Kaduna South	132	348	480	127	322	449	94%
Kagarko	199	54	253	190	53	243	96%
Kajuru	108	77	185	102	75	177	96%
Kaura	136	96	232	122	75	197	85%
Kauru	134	17	151	126	16	142	94%
Kubau	196	15	211	187	14	201	95%
Kudan	91	35	126	86	35	121	96%
Lere	277	50	327	267	44	311	95%
Makarfi	116	16	132	110	15	125	95%
Sabon Gari	167	198	365	163	191	354	97%
Sanga	109	33	142	106	31	137	96%
Soba	194	42	236	176	41	217	92%
Zangon Kataf	378	96	474	358	86	444	94%
Zaria	208	279	487	202	278	480	99%
Total	3,965	2,825	6,790	3,750	2,648	6,398	94%

From Table 3.17, the total number of public junior secondary school teachers stood at 6,790. From that, the number of public junior secondary school qualified teachers stood at 6,398. Therefore, 94% of Primary School teachers were qualified, having a minimum of NCE.

Table 3.18: Public JSS Pupil-Teacher Ratio By LGA

LGA	Enrolement (M+F)	All Teachers (M+F)	All Teachers Ratio	Qualified Teachers	Qualified Teachers Ratio
Birnin Gwari	8,476	167	51	157	54
Chikun	18,419	606	30	581	32
Giwa	14,178	219	65	194	73
Igabi	34,646	451	77	437	79
Ikara	12,047	142	85	126	96
Jaba	3,742	119	31	117	32
Jema'a	10,945	361	30	350	31
Kachia	10,168	205	50	196	52
Kaduna North	24,470	719	34	642	38
Kaduna South	15,159	480	32	449	34
Kagarko	10,764	253	43	243	44
Kajuru	4,644	185	25	177	26
Kaura	6,593	232	28	197	33
Kauru	9,009	151	60	142	63
Kubau	11,247	211	53	201	56
Kudan	6,911	126	55	121	57
Lere	17,582	327	54	311	57
Makarfi	9,623	132	73	125	77
Sabon Gari	24,240	365	66	354	68
Sanga	5,678	142	40	137	41
Soba	9,431	236	40	217	43
Zangon Kataf	10,340	474	22	444	23
Zaria	34,975	487	72	480	73
Total	313,287	6,790	46	6,398	49

From Table 3.18, the pupil-teacher ratio for public junior secondary schools stood at 46. Similarly, the pupil-qualified teacher ratio for public junior secondary schools stood 49. This is appreciable but could be improved upon by employing more teachers to reduce the ratio.

3.5 School Facilities

Table 3.19: Pupil-Classroom Ratio in Public Primary Schools and JSS by LGA

LGA	Primary Schools		JSS	
	Usable Classrooms	Pupil-Classroom Ratio	Usable Classrooms	Pupil-Classroom Ratio
Birnin Gwari	652	215	124	68
Chikun	1,305	74	173	106
Giwa	859	173	101	140
Igabi	1,482	201	209	166
Ikara	622	146	106	114
Jaba	622	74	74	51
Jema'a	986	51	179	61
Kachia	1,341	64	142	72
Kaduna North	782	76	232	105
Kaduna South	630	66	188	81
Kagarko	1,060	53	128	84
Kajuru	941	50	106	44
Kaura	756	54	120	55
Kauru	1,128	88	104	87
Kubau	1,034	134	102	110
Kudan	449	171	63	110
Lere	1,216	113	158	111
Makarfi	683	124	108	89
Sabon Gari	601	122	187	130
Sanga	933	48	87	65
Soba	920	106	112	84
Zangon Kataf	1,599	53	222	47
Zaria	915	140	241	145
Total	21,516	101	3,266	96

From Table 3.19, there were 21,516 usable classrooms in public Primary Schools in the State. The pupil-classroom ratio for public Primary Schools stood at 101. Similarly, there were 3,266 usable classrooms in public JSS in the State. The pupil-classroom ratio for public JSS stood at 96. The pupil-classroom ratio need to be drastically reduced by building more classrooms for both Primary Schools and JSS to enhance quality. The pupil-classroom ratio of public Primary Schools by LGA is depicted in Figure 9.
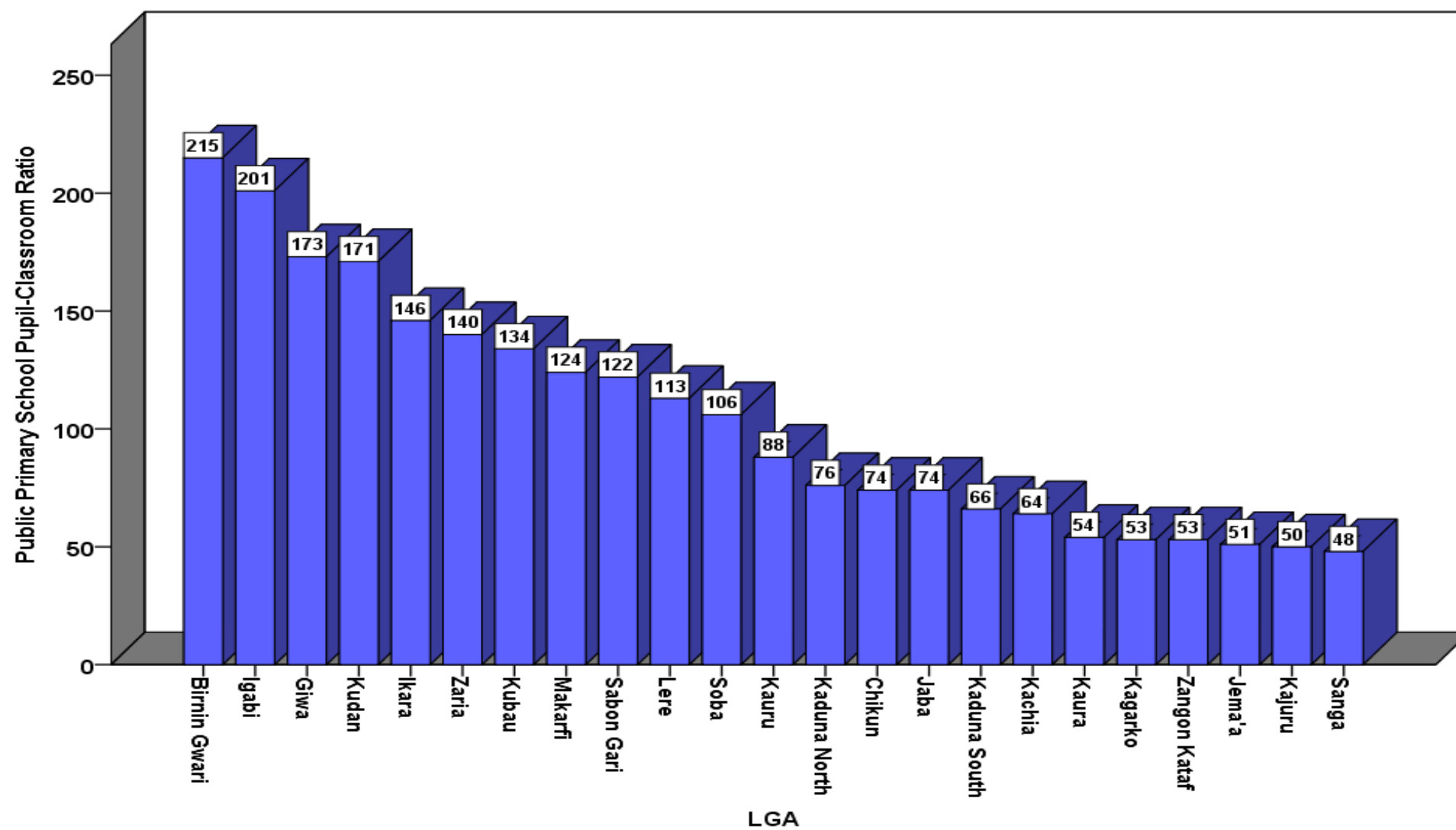
Figure 9: Ranked PCR for Public Primary Schools by LGA

Table 3.20: Percentage of Public Primary School Sources of Water by LGA

LGA	Pipe borne	Borehole	Well	Other	No Source	Total
Birnin Gwari	0%	12%	13%	2%	74%	100%
Chikun	0%	18%	12%	2%	68%	100%
Giwa	1%	28%	8%	1%	63%	100%
Igabi	1%	14%	17%	1%	67%	100%
Ikara	1%	18%	22%	3%	56%	100%
Jaba	0%	29%	1%	1%	69%	100%
Jema'a	2%	22%	21%	1%	55%	100%
Kachia	0%	18%	5%	1%	75%	100%
Kaduna North	2%	55%	17%	0%	26%	100%
Kaduna South	3%	62%	13%	0%	23%	100%
Kagarko	1%	6%	3%	4%	86%	100%
Kajuru	0%	42%	12%	0%	47%	100%
Kaura	4%	38%	13%	3%	43%	100%
Kauru	0%	7%	3%	2%	88%	100%
Kubau	1%	14%	4%	1%	80%	100%
Kudan	2%	76%	1%	1%	20%	100%
Lere	1%	26%	2%	0%	71%	100%
Makarfi	1%	20%	18%	1%	60%	100%
Sabon Gari	3%	37%	19%	0%	41%	100%
Sanga	0%	16%	7%	1%	76%	100%
Soba	1%	26%	12%	4%	58%	100%
Zangon Kataf	1%	18%	4%	1%	75%	100%
Zaria	2%	26%	18%	0%	54%	100%
Total	1%	22%	10%	1%	67%	100%

From Table 3.20, for the public Primary Schools in the State, 67% of them have no sources of water. Only 1% of them have pipe borne water, 22% have borehole and 10% have well among others. There is the urgent need to provide safe sources of water to all Primary Schools in the State.

Table 3.21: Percentage of Public JSS Sources of Water By LGA

LGA	Pipe borne	Borehole	Well	Other	No Source	Total
Birnin Gwari	50%	31%	0%	0%	19%	100%
Chikun	42%	37%	0%	5%	16%	100%
Giwa	87%	13%	0%	0%	0%	100%
Igabi	55%	36%	0%	0%	9%	100%
Ikara	69%	19%	0%	0%	13%	100%
Jaba	54%	23%	0%	0%	23%	100%
Jema'a	50%	21%	0%	0%	29%	100%
Kachia	61%	17%	0%	0%	22%	100%
Kaduna North	75%	6%	0%	19%	0%	100%
Kaduna South	69%	15%	0%	15%	0%	100%
Kagarko	41%	55%	0%	0%	5%	100%
Kajuru	67%	20%	7%	0%	7%	100%
Kaura	50%	21%	0%	7%	21%	100%
Kauru	42%	32%	0%	0%	26%	100%
Kubau	78%	6%	0%	6%	11%	100%
Kudan	83%	0%	0%	0%	17%	100%
Lere	44%	12%	0%	0%	44%	100%
Makarfi	69%	23%	0%	0%	8%	100%
Sabon Gari	71%	0%	0%	0%	29%	100%
Sanga	25%	44%	6%	0%	25%	100%
Soba	67%	17%	0%	0%	17%	100%
Zangon Kataf	33%	44%	4%	0%	18%	100%
Zaria	55%	14%	0%	14%	18%	100%
Total	55%	25%	1%	3%	17%	100%

From Table 3.21, for the public junior secondary Schools in the State, 17% of them have no sources of water. On the other hand, 55% of them have pipe borne water, 25% have borehole and 1% have well among others. This is appreciable as far as water supply to schools is concerned in the State. However, there is the need to do more to provide safe sources of water to all junior secondary schools in the State.

Table 3.22: Percentage of Public Primary School Toilet Facility By LGA

LGA	PIT	Bucket System	Water Flush	Others	Total
Birnin Gwari	40%	2%	6%	52%	100%
Chikun	36%	5%	12%	47%	100%
Giwa	48%	3%	5%	44%	100%
Igabi	49%	4%	8%	39%	100%
Ikara	57%	1%	6%	37%	100%
Jaba	61%	3%	21%	16%	100%
Jema'a	43%	1%	23%	33%	100%
Kachia	36%	8%	11%	45%	100%
Kaduna North	56%	10%	25%	8%	100%
Kaduna South	29%	4%	54%	13%	100%
Kagarko	37%	13%	13%	37%	100%
Kajuru	42%	13%	16%	29%	100%
Kaura	58%	1%	33%	9%	100%
Kauru	53%	2%	2%	43%	100%
Kubau	29%	16%	16%	39%	100%
Kudan	67%	2%	16%	15%	100%
Lere	62%	3%	6%	30%	100%
Makarfi	44%	3%	9%	44%	100%
Sabon Gari	52%	4%	33%	11%	100%
Sanga	42%	1%	5%	53%	100%
Soba	50%	2%	5%	43%	100%
Zangon Kataf	32%	1%	21%	46%	100%
Zaria	60%	2%	10%	28%	100%
Total	44%	5%	12%	38%	100%

From Table 3.22, for the public junior secondary Schools in the State 44% of them have PIT toilets. Only 5% of them have bucket system, 12% have water flush and 38% have some other toilet systems. There is the urgent need to provide more toilets to all Primary Schools in the State to enhance hygiene.

Table 3.23: Percentage of Public JSS Toilet Facility By LGA

LGA	PIT	Bucket System	Water Flush	Others	Total
Birnin Gwari	67%	6%	17%	11%	100%
Chikun	45%	13%	39%	3%	100%
Giwa	53%	0%	18%	29%	100%
Igabi	58%	0%	23%	19%	100%
Ikara	81%	0%	13%	6%	100%
Jaba	44%	6%	19%	31%	100%
Jema'a	71%	0%	25%	4%	100%
Kachia	33%	11%	37%	19%	100%
Kaduna North	36%	5%	55%	5%	100%
Kaduna South	32%	14%	45%	9%	100%
Kagarko	63%	19%	19%	0%	100%
Kajuru	32%	14%	36%	18%	100%
Kaura	65%	0%	29%	6%	100%
Kauru	57%	0%	10%	33%	100%
Kubau	62%	12%	15%	12%	100%
Kudan	75%	0%	13%	13%	100%
Lere	82%	0%	11%	7%	100%
Makarfi	79%	7%	7%	7%	100%
Sabon Gari	47%	6%	47%	0%	100%
Sanga	32%	5%	21%	42%	100%
Soba	58%	11%	11%	21%	100%
Zangon Kataf	48%	8%	25%	19%	100%
Zaria	47%	7%	43%	3%	100%
Total	54%	7%	26%	13%	100%

From Table 3.23, for the public junior secondary Schools in the State 54% of them have PIT toilets. Only 7% of them have bucket system, 26% have water flush and 13% have some other toilet systems. There is the urgent need to provide more toilets to all junior secondary schools in the State to enhance hygiene.

3.6 Education Indicators

Table 3.24: Gross Intake Ratio (GIR)

LGA	Gross Intake Ratio (GIR)					
	Primary School			JSS		
	M	F	Total	M	F	Total
Birnin Gwari	263	204	234	29	23	26
Chikun	94	100	97	38	39	39
Giwa	209	189	199	41	34	38
Igabi	293	298	295	58	47	52
Ikara	209	179	194	65	37	51
Jaba	96	105	100	18	17	18
Jema'a	67	71	69	33	37	35
Kachia	162	169	165	38	34	36
Kaduna North	56	55	56	46	68	56
Kaduna South	40	41	40	26	45	35
Kagarko	84	94	89	34	35	34
Kajuru	118	127	122	29	22	25
Kaura	48	53	51	24	18	21
Kauru	288	270	279	49	37	43
Kubau	226	223	224	33	27	30
Kudan	226	208	217	38	33	36
Lere	154	152	153	42	41	41
Makarfi	259	210	235	63	41	52
Sabon Gari	84	90	87	74	69	71
Sanga	102	106	104	31	30	30
Soba	151	136	144	30	18	24
Zangon Kataf	110	110	110	21	20	20
Zaria	93	100	96	73	76	74
Total	143	140	141	42	39	41

From Table 3.24, the GIR for Primary Schools stood at 141%. Igabi LGA has the highest GIR for Primary Schools of 295% while Kaduna South LGA has the least of 40%. Similarly, the GIR for JSS stood at 41%. Zaria LGA has the highest GIR for JSS of 74% while Jaba LGA has the least of 18%. The gross intake ratio of Primary Schools by LGA is depicted in Figure 10.
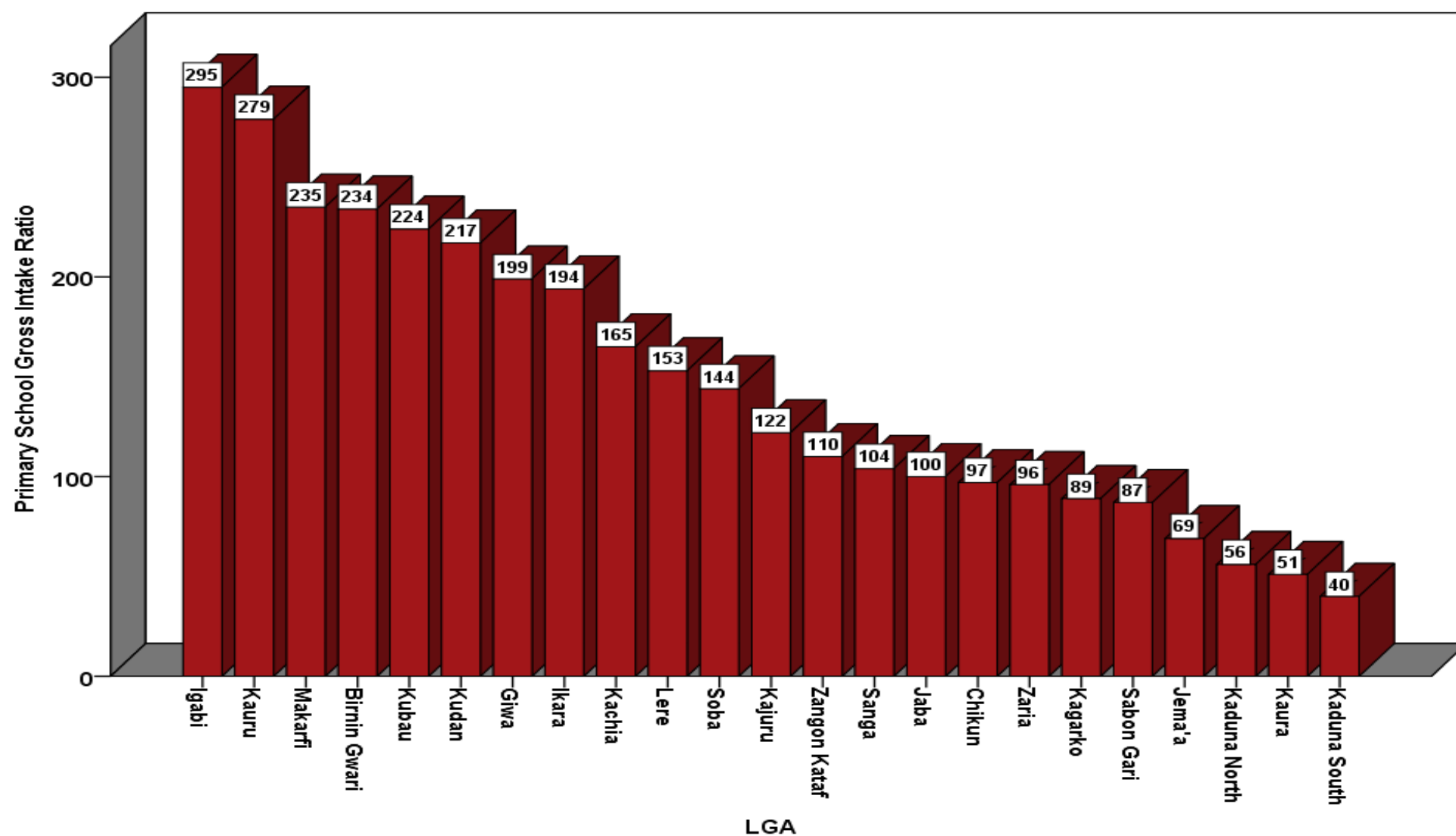
Figure 10: Ranked GIR for Primary Schools by LGA

Table 3.25: Net Intake Rate (NIR)

| LGA | Net Intake Rate (NIR) | | | | | |
| | Primary School | | | JSS | | |
	M	F	Total	M	F	Total
Birnin Gwari	110	87	99	9	7	8
Chikun	39	40	40	13	14	13
Giwa	86	79	83	15	15	15
Igabi	104	105	105	20	19	19
Ikara	77	67	72	20	13	17
Jaba	45	48	46	6	7	7
Jema'a	34	36	35	12	13	13
Kachia	67	73	70	16	14	15
Kaduna North	21	19	20	17	25	21
Kaduna South	15	16	16	8	13	11
Kagarko	35	40	38	13	13	13
Kajuru	56	64	60	10	10	10
Kaura	25	27	26	11	7	9
Kauru	105	104	105	17	13	15
Kubau	90	92	91	13	14	14
Kudan	114	106	110	12	14	13
Lere	63	63	63	14	16	15
Makarfi	83	80	82	22	15	19
Sabon Gari	42	44	43	29	29	29
Sanga	39	39	39	14	15	14
Soba	62	54	58	12	8	10
Zangon Kataf	51	49	50	7	7	7
Zaria	47	51	49	22	19	21
Total	59	58	58	15	15	15

From Table 3.25, the NIR for Primary Schools stood at 58%. Kudan LGA has the highest NIR for Primary Schools of 110% while Kaduna South LGA has the least of 16%. Similarly, the NIR for JSS stood at 15%. Sabon Gari LGA has the highest NIR for JSS of 29% while Jaba and Zangon Kataf LGAs have the least of 7% each.

Table 3.26: Gross Enrolment Ratio (GER)

	Gross Enrolment Ratio (GER)					
	Primary School			JSS		
LGA	M	F	Total	M	F	Total
Birnin Gwari	202	163	183	37	25	31
Chikun	87	91	89	68	55	62
Giwa	168	150	159	51	38	45
Igabi	236	239	237	105	70	88
Ikara	163	148	155	66	44	55
Jaba	83	89	86	26	24	25
Jema'a	55	60	58	34	40	37
Kachia	124	127	125	45	40	42
Kaduna North	59	62	61	67	84	75
Kaduna South	45	48	46	41	63	52
Kagarko	74	84	79	45	41	43
Kajuru	125	128	127	47	32	39
Kaura	51	55	53	36	26	31
Kauru	211	201	206	57	42	50
Kubau	158	159	159	42	33	37
Kudan	183	168	175	47	39	43
Lere	141	137	139	52	46	49
Makarfi	188	169	179	72	49	61
Sabon Gari	96	101	99	100	99	99
Sanga	95	98	97	45	38	42
Soba	111	97	104	35	20	27
Zangon Kataf	81	84	82	40	28	34
Zaria	103	112	107	83	82	83
Total	119	118	119	57	50	53

From Table 3.26, the GER for Primary Schools stood at 119%. Igabi LGA has the highest GER for Primary Schools of 237% while Kaduna South LGA has the least of 46%. Similarly, the GER for JSS stood at 53%. Sabon Gari LGA has the highest GER for JSS of 99% while Jaba LGA has the least of 25%. The gross enrolment ratio of Primary Schools by LGA is depicted in Figure 11.
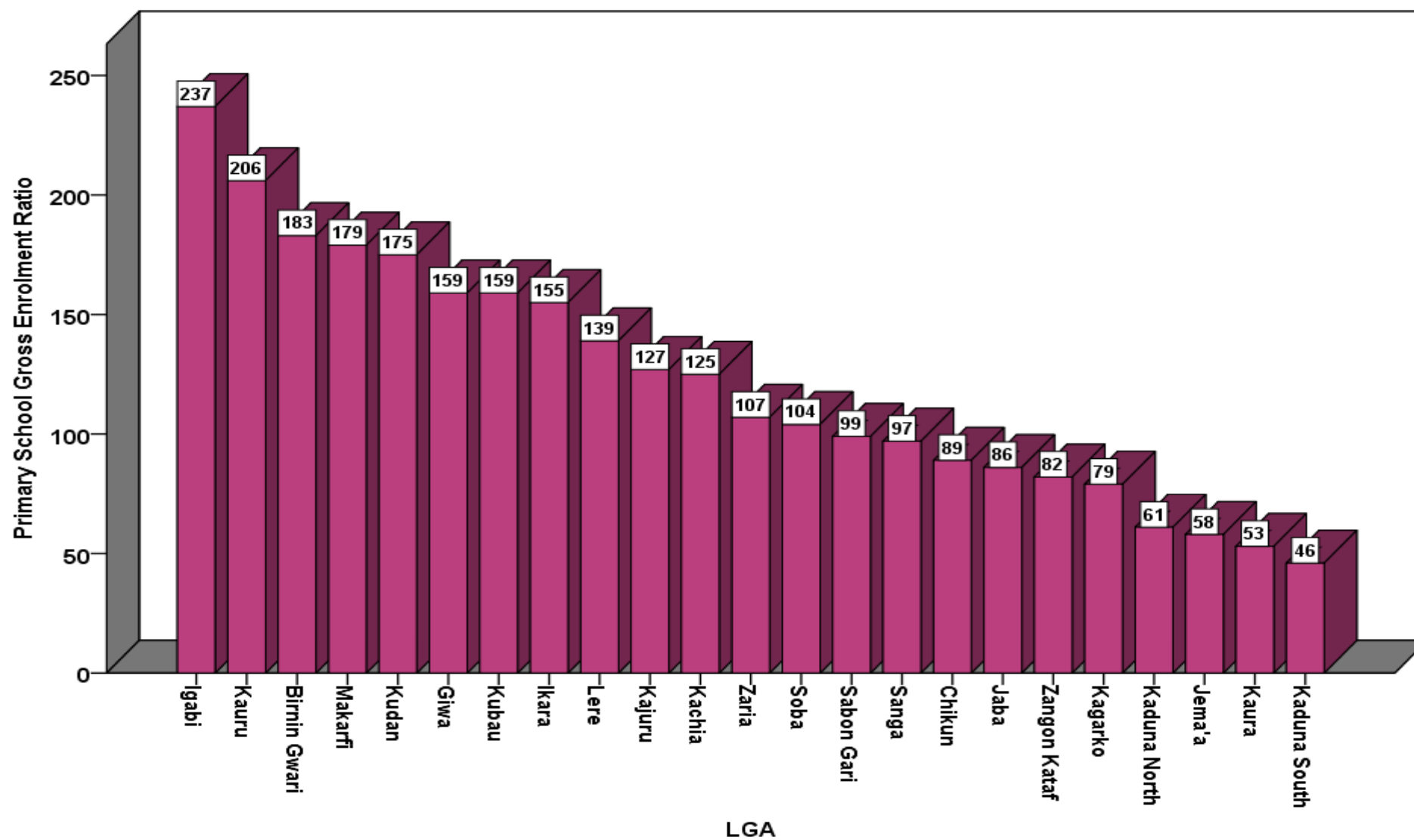
Figure 11: Ranked GER for Primary Schools by LGA

Table 3.27: Net Enrolment Rate (NER)

| LGA | Net Enrolment Rate (NER) | | | | | |
| | Primary School | | | JSS | | |
	M	F	Total	M	F	Total
Birnin Gwari	182	147	165	35	14	25
Chikun	76	80	78	49	33	41
Giwa	148	132	140	49	28	38
Igabi	204	208	206	76	40	59
Ikara	142	129	135	63	28	45
Jaba	74	79	76	21	15	18
Jema'a	48	53	50	33	27	30
Kachia	107	109	108	42	26	34
Kaduna North	52	56	54	58	50	54
Kaduna South	39	41	40	32	42	37
Kagarko	65	72	68	42	27	35
Kajuru	110	113	111	38	21	30
Kaura	46	50	48	30	17	24
Kauru	177	170	174	54	27	40
Kubau	137	139	138	40	23	32
Kudan	162	149	155	47	29	38
Lere	123	119	121	44	30	37
Makarfi	162	147	154	72	27	50
Sabon Gari	86	90	88	85	64	75
Sanga	80	81	80	36	26	31
Soba	97	84	91	33	12	23
Zangon Kataf	71	73	72	30	17	23
Zaria	92	99	95	85	50	68
Total	104	103	104	49	31	41

From Table 3.27, the NER for Primary Schools stood at 104%. Igabi LGA has the highest NER for Primary Schools of 206% while Kaduna South LGA has the least of 40%. Similarly, the NER for JSS stood at 41%. Sabon Gari LGA has the highest NER for JSS of 75% while Jaba LGA has the least of 18%.

Table 3.28: Gender Parity Index (GPI)

LGA	Gender Parity Index (GPI)	
	Primary School	**JSS**
Birnin Gwari	**0.81**	**0.68**
Chikun	**1.05**	**0.81**
Giwa	**0.89**	**0.75**
Igabi	**1.01**	**0.67**
Ikara	**0.91**	**0.67**
Jaba	**1.07**	**0.92**
Jema'a	**1.09**	**1.18**
Kachia	**1.02**	**0.89**
Kaduna North	**1.05**	**1.25**
Kaduna South	**1.07**	**1.54**
Kagarko	**1.14**	**0.91**
Kajuru	**1.02**	**0.68**
Kaura	**1.08**	**0.72**
Kauru	**0.95**	**0.74**
Kubau	**1.01**	**0.79**
Kudan	**0.92**	**0.83**
Lere	**0.97**	**0.88**
Makarfi	**0.90**	**0.68**
Sabon Gari	**1.05**	**0.99**
Sanga	**1.03**	**0.84**
Soba	**0.87**	**0.57**
Zangon Kataf	**1.04**	**0.70**
Zaria	**1.09**	**0.99**
Total	**0.99**	**0.88**

From Table 3.28, the GPI for Primary Schools stood at 0.99 which implies a ratio of 99:100 of female to male PS enrolment. This signifies an excellent participation of girls at Primary School education. Kagarko LGA has the highest GPI for Primary Schools of 1.14 while Birnin Gwari LGA has the least of 0.81. Similarly, the GPI for JSS stood at 0.88. This also signifies a good participation of girls at junior secondary school level. Kaduna South LGA has the highest GPI for JSS of 1.54 while Soba LGA has the least of 0.57. The gender parity index of Primary Schools by LGA is depicted in Figure 12.
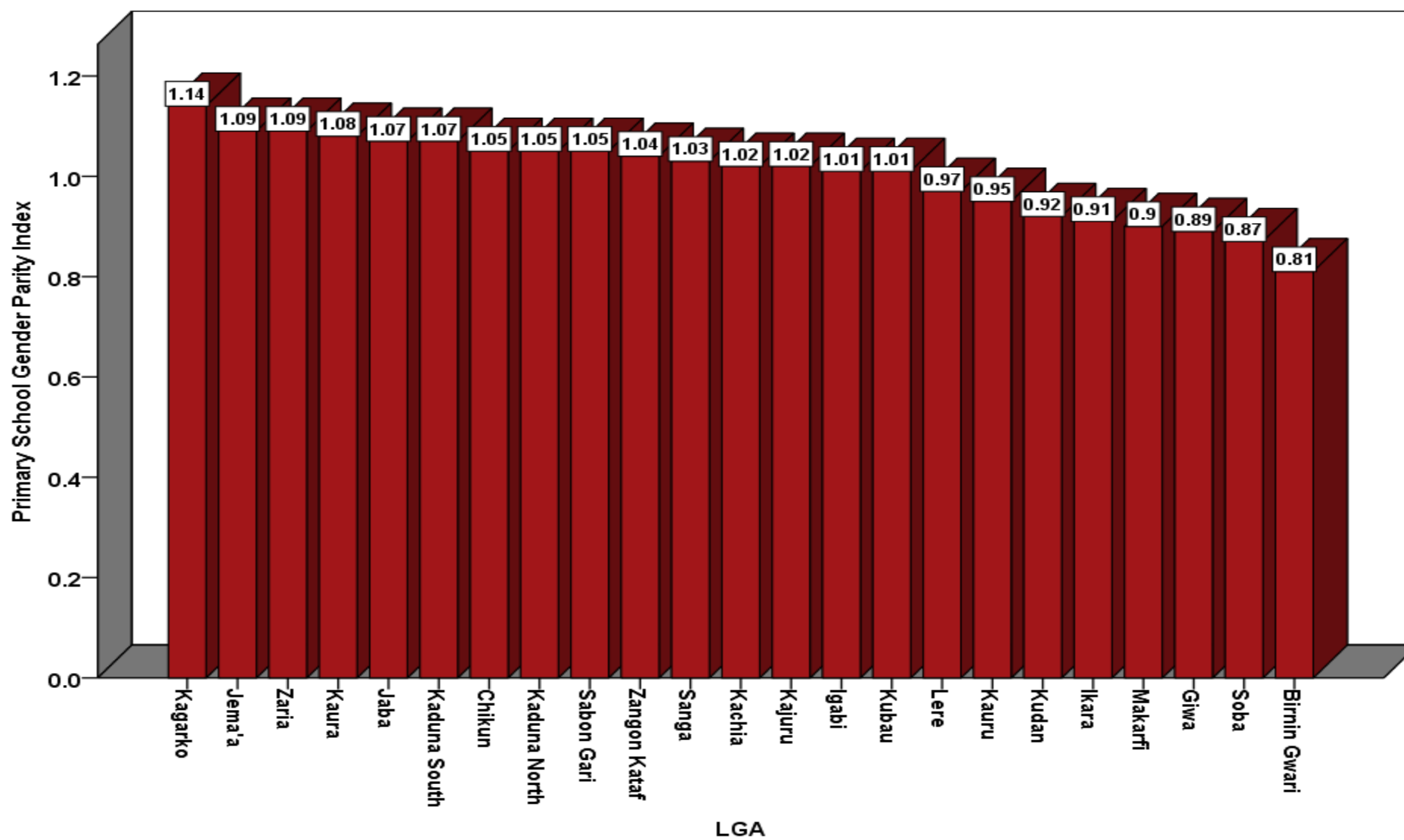
Figure 12: Ranked GPI for Primary Schools by LGA

Table 3.29: Completion Rate (CR)

LGA	Completion Rate (CR)					
	Primary School			JSS		
	M	F	Total	M	F	Total
Birnin Gwari	120	92	106	40	13	22
Chikun	60	61	61	69	35	47
Giwa	100	89	94	54	21	32
Igabi	154	143	148	110	46	67
Ikara	111	103	107	65	21	36
Jaba	69	73	71	28	15	19
Jema'a	40	42	41	41	20	27
Kachia	86	86	86	48	23	31
Kaduna North	52	54	53	70	51	57
Kaduna South	40	38	39	37	36	36
Kagarko	58	62	60	51	23	32
Kajuru	113	110	111	45	18	27
Kaura	47	48	48	36	14	21
Kauru	144	133	139	61	23	35
Kubau	94	82	88	45	18	27
Kudan	131	113	122	47	20	29
Lere	114	103	108	56	25	35
Makarfi	131	119	125	76	29	45
Sabon Gari	83	85	84	95	57	69
Sanga	78	79	79	47	23	31
Soba	65	48	56	37	10	19
Zangon Kataf	60	61	60	40	16	24
Zaria	99	104	101	92	43	59
Total	86	82	84	59	28	38

From Table 3.29, the completion rate for Primary Schools stood at 84%. Igabi LGA has the highest completion rate for Primary Schools of 148% while Kaduna South LGA has the least of 39%. Similarly, the completion rate for JSS stood at 38%. Sabon Gari LGA has the highest completion rate for JSS of 69% while Soba LGA has the least of 19%. The completion rate of public Primary Schools by LGA is depicted in Figure 13.
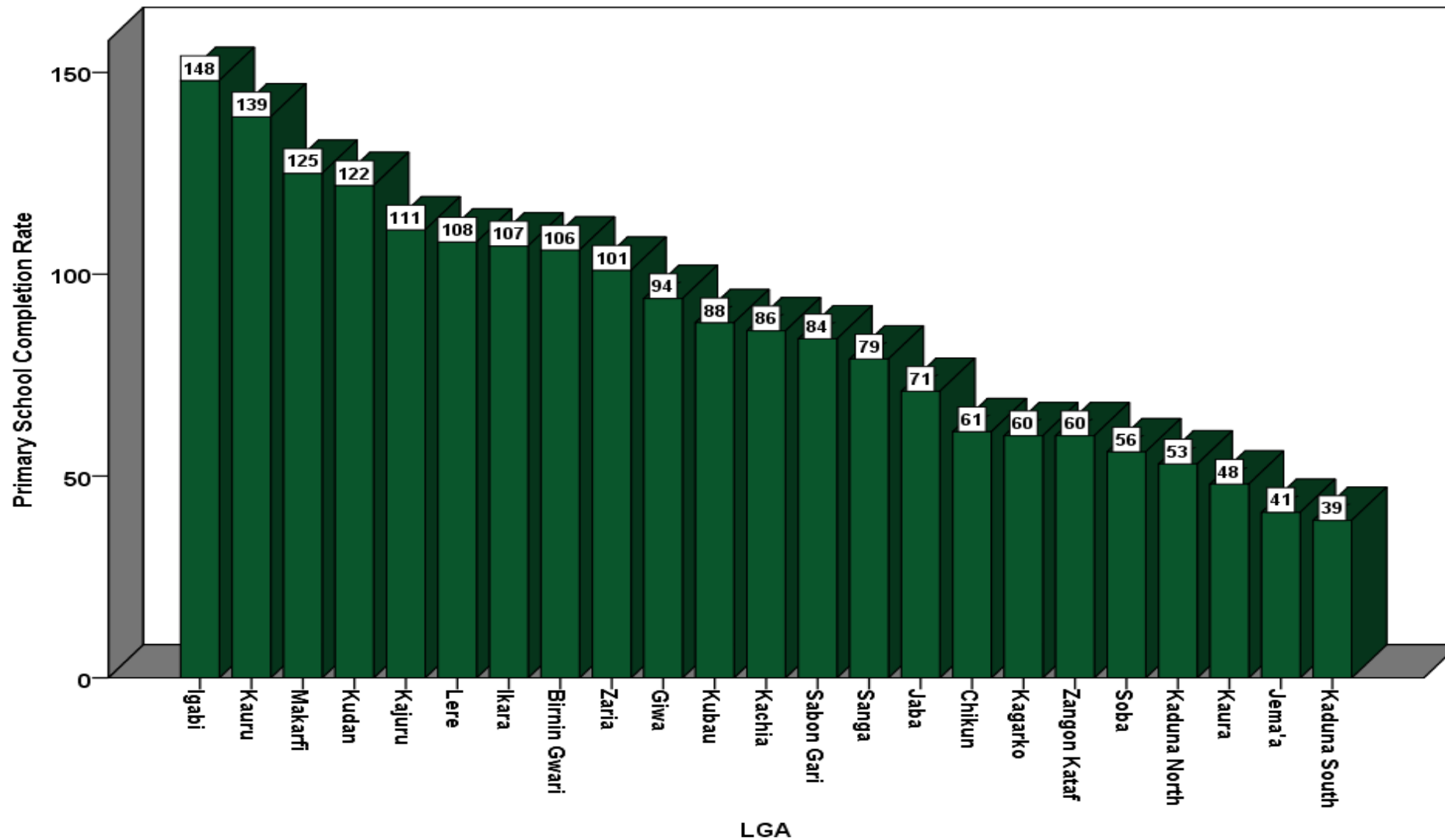
Figure 13: Ranked CR for Primary Schools by LGA

Table 3.30: Transition Rate (TR)

LGA	Primary 6 to JSS 1		
	M	**F**	**Total**
Birnin Gwari	27	29	28
Chikun	64	61	62
Giwa	49	46	48
Igabi	42	41	42
Ikara	63	38	51
Jaba	26	22	24
Jema'a	79	77	78
Kachia	47	43	45
Kaduna North	75	111	93
Kaduna South	80	135	107
Kagarko	57	54	55
Kajuru	25	19	22
Kaura	57	40	48
Kauru	43	33	38
Kubau	35	31	33
Kudan	30	29	30
Lere	41	40	41
Makarfi	48	34	41
Sabon Gari	90	78	84
Sanga	38	35	36
Soba	58	41	50
Zangon Kataf	35	31	33
Zaria	71	68	70
Total	51	50	51

From Table 3.30, the girls' transition rate from Primary Schools to JSS 1 stood at 51% while the boys' transition rate stood at 50%. The overall transition rate from Primary Schools to JSS 1 stood at 51%.   Kaduna South LGA has the highest transition rate from Primary Schools to JSS 1 of 107% while Kajuru LGA has the least transition rate of 22%. The transition rate from Primary 6 to JSS1 by LGA is depicted in Figure 14.
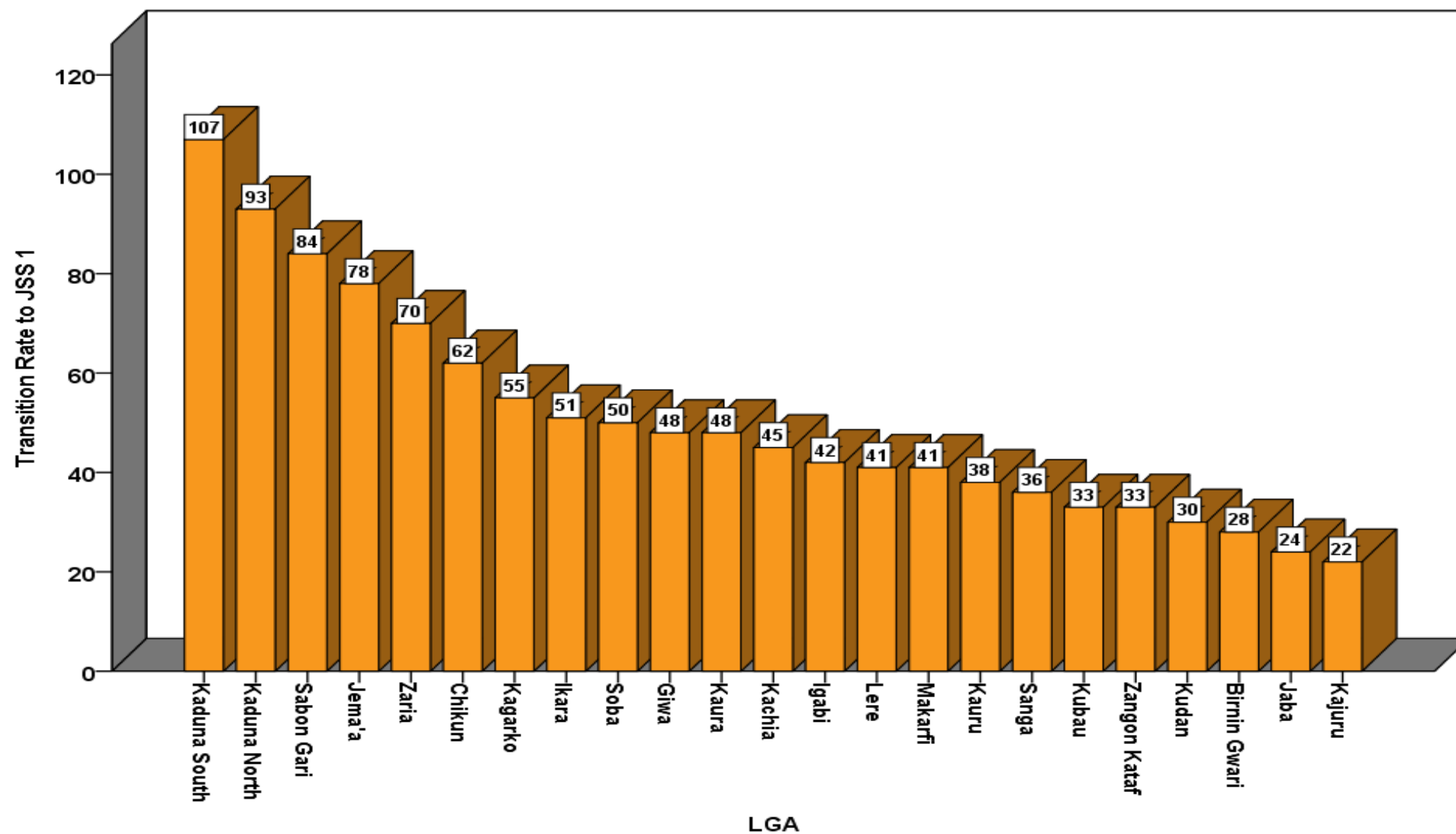
Figure 14: Ranked TR from Primary 6 to JSS 1 by LGA

Table 3.31: Promotion and Repetition Rates for Public Schools

Grade	Promotion Rate			Repetition Rate		
	M	F	T	M	F	T
Primary 1	89.9%	97.5%	93.5%	0.5%	0.5%	0.5%
Primary 2	96.8%	98.2%	97.5%	0.6%	0.6%	0.6%
Primary 3	90.2%	90.4%	90.3%	0.5%	0.6%	0.6%
Primary 4	92.6%	92.4%	92.5%	0.5%	0.6%	0.6%
Primary 5	90.2%	91.3%	90.8%	0.6%	0.5%	0.5%
Primary 6	43.1%	41.6%	42.4%	0.6%	0.6%	0.6%
JSS 1	127.8%	148.5%	137.2%	0.0%	0.0%	0.0%
JSS 2	112.4%	121.8%	116.9%	0.1%	0.1%	0.1%
JSS 3	99.8%	99.8%	99.8%	0.2%	0.2%	0.2%

From Table 3.31, the promotion rate at primary 1 stood at 93.5% while the repetition rate at that level stood at 0.5%. Similarly, the promotion rate at primary 2 stood at 97.5% while the repetition rate at that level stood at 0.6%, among others.

Table 3.32: Dropout and Survival Rates for Public Schools

Grade	Dropout Rate			Survival Rate		
	M	F	T	M	F	T
Primary 1	9.6%	1.9%	6.0%	100.0%	100.0%	100.0%
Primary 2	2.6%	1.1%	1.9%	90.4%	98.1%	94.0%
Primary 3	9.3%	9.0%	9.1%	88.0%	96.9%	92.2%
Primary 4	6.9%	6.9%	6.9%	80.4%	87.5%	83.7%
Primary 5	9.2%	8.2%	8.7%	74.8%	81.4%	77.9%
Primary 6	56.3%	57.7%	57.0%	67.8%	74.7%	71.1%
JSS 1	-27.9%	-48.5%	-37.2%	29.4%	31.3%	30.3%
JSS 2	-12.5%	-21.9%	-17.0%	37.6%	46.5%	41.6%
JSS 3	0.0%	0.0%	0.0%	42.4%	56.7%	48.7%

From Table 3.32, the dropout rate at primary 1 stood at 6.0% while the survival rate at that level stood at 100%. Similarly, the dropout rate at primary 2 stood at 1.9% while the survival rate at that level stood at 94.0%, among others.

Chapter Four
Out-of-School Children Survey

4.1 Introduction

The Governments of Kaduna State is highly committed to providing access as well as achieving quality education in the State. The Governments is also committed to achieving the targets of education for all (EFA) and Sustainable Development Goals (SDG) global frameworks. One of the commitments vigorously pursued is the move towards reducing the number of out-of-school children (OOSC) in the State. Kaduna State is one of the states in Nigeria with high number of out-of-school children.

Kaduna State, in collaboration with other Development Partners, has made tremendous effort to fish out the out-of-school children in the State with a view to getting them back to school. Also, for further planning and sustainable interventions for enrolment, retention and completion. Hence, the need to design and conduct a robust survey for OOSC. The survey result will inform the actualization of the State's education plans and respond to the EFA and SDG global targets.

Conceptually, the two mutually exclusive and exhaustive categories of OOSC are "dropouts" and "never attended". The comprehensive OOSC survey conducted has adequately covered both categories. In addition, the OOSC survey has collected adequate data in each of the 23 LGAs of the State with regards to OOSC.

A structured Computer Aided Personal Interview (CAPI) survey questionnaire was used to collect the OOSC data. Consequently, the data were analyzed to determine the actual number of out-of-school children by age, by sex and their possible reasons for being out-of-school. The units of enumeration were the households while the elementary units targeted were the children of school age within the households.

The CAPI survey questionnaire deployed on tablets was designed and deployed to collect data that will cover all the OOSC categories as well as to identify the reasons why children were out of school. The aim of the OSSC survey was to obtain comprehensive data of OOSC for education planning.

4.2 LGA Level Analysis of OOSC Survey

The percentage of children of Primary School-age attending primary or secondary schools and out-of-school children by LGA were depicted in Table.

Table 4.1: Percentage of Primary School Attendance and OOSC by LGA

LGA	Net Attendance Ratio (adjusted)			Attending Early Childhood Education			OOSC		
	M	F	Total	M	F	Total	M	F	Total
Birnin Gwari	51.4	47.8	49.7	1.6	2.5	2.0	47.1	49.7	48.3
Chikun	88.3	89.3	88.8	7.4	5.5	6.4	4.3	5.1	4.7
Giwa	64.5	64.0	64.3	6.8	7.1	7.0	28.7	28.9	28.8
Igabi	57.8	51.8	55.0	2.4	7.9	5.0	39.8	40.3	40.0
Ikara	62.6	64.0	63.3	3.6	4.2	3.9	33.8	31.9	32.9
Jaba	89.6	87.9	88.8	6.1	5.3	5.7	4.3	6.8	5.5
Jema'a	89.1	85.8	87.5	5.0	10.6	7.6	5.9	3.6	4.8
Kachia	88.6	86.6	87.6	7.3	7.8	7.5	4.2	5.6	4.9
Kaduna North	64.0	62.1	63.1	11.2	12.5	11.8	24.9	25.4	25.1
Kaduna South	60.7	63.7	62.1	11.8	11.5	11.6	27.6	24.9	26.3
Kagarko	72.9	66.8	69.7	12.5	8.1	10.2	14.6	25.2	20.1
Kajuru	79.5	76.3	77.8	7.1	7.9	7.5	13.4	15.8	14.6
Kaura	91.5	92.2	91.8	7.9	6.8	7.3	0.6	1.1	0.9
Kauru	46.3	43.7	45.1	1.9	4.4	3.1	51.8	51.9	51.8
Kubau	57.9	45.3	51.7	0.9	4.3	2.6	41.2	50.4	45.8
Kudan	66.9	65.8	66.4	2.6	1.6	2.2	30.5	32.6	31.5
Lere	57.3	56.3	56.8	3.7	3.2	3.5	39.0	40.5	39.7
Makarfi	64.3	59.6	61.9	6.6	3.8	5.2	29.1	36.1	32.6
Sabon Gari	53.9	61.3	57.7	10.4	6.6	8.4	35.7	32.1	33.9
Sanga	88.8	90.8	89.8	7.1	6.7	6.9	4.1	2.5	3.3
Soba	55.8	47.0	51.5	5.6	4.8	5.2	38.6	48.3	43.3
Zangon Kataf	87.2	88.5	87.8	10.7	9.7	10.2	2.2	1.8	2.0
Zaria	75.1	76.7	75.9	9.2	8.5	8.9	15.7	14.8	15.2
Total	64.7	61.9	63.4	5.2	5.8	5.5	30.0	32.3	31.1

From Table 4.1, the overall, the percentage of OOSC of Primary School-age in Kaduna State 31.1%. By LGA, the report shows that Kauru LGA has the highest percentage of OOSC of Primary School-age of 51.8%, followed by Birinin Gwari LGA with 48.3%, among others. On the other hand, Kaura LGA has the least percentage of OOSC of Primary School-age of 0.9%, followed by Zangon Kataf with 2.0%, among others. The percentage of OOSC for Primary School-age by LGA is depicted in Figure 15.
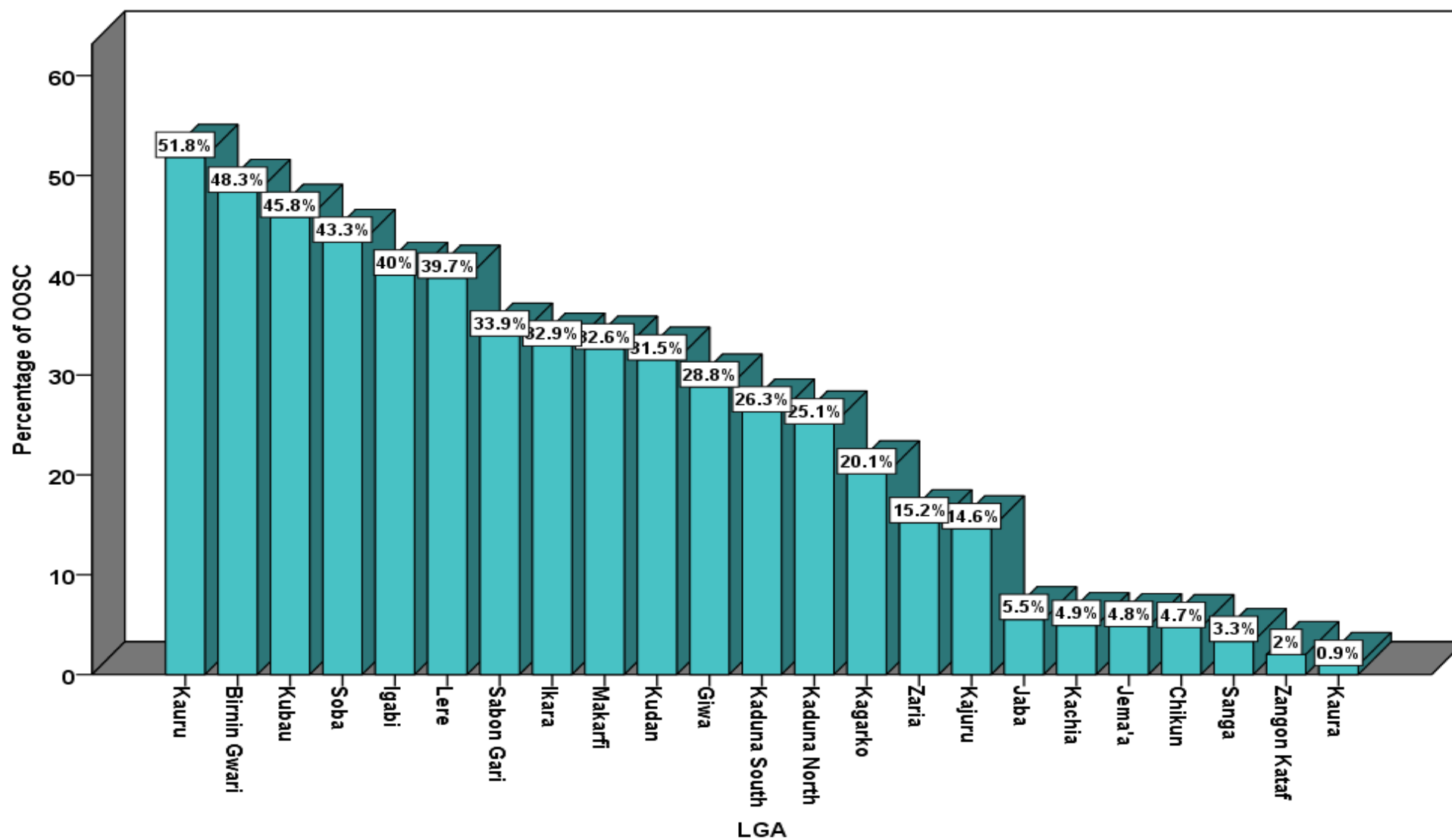
Figure 15: Percentage of OOSC by LGA

4.3 Zonal Level Analysis of OOSC Survey

The percentage of children of Primary School-age attending primary or secondary schools and out-of-school children by Senatorial Zones were depicted in Table.

Table 4.2: Percentage of Primary School Attendance and OOSC by Zones

Senatorial Zones	Net Attendance Ratio (adjusted)			Attending Early Childhood Education			OOSC		
	M	F	Total	M	F	Total	M	F	Total
Zone 1	61.2	57.1	59.2	4.6	4.6	4.6	34.2	38.3	36.2
Zone 2	65.3	64.0	64.6	5.6	7.2	6.4	29.1	28.9	29.0
Zone 3	75.1	73.7	74.4	6.5	7.3	6.9	18.5	19.0	18.7
Total	64.7	61.9	63.4	5.2	5.8	5.5	30.0	32.3	31.1

From Table 4.2, by Senatorial Zone, Zone 1 (Northern Senatorial Zone) has the highest percentage of OOSC of Primary School-age of 36.2%, followed by Zone 2 (Central Senatorial Zone) with 29.0% while Zone 3 (Southern Senatorial Zone) has the least percentage of OOSC of Primary School-age of 18.7%.

4.4 Age-Specific Analysis of OOSC Survey

The age-specific percentage of children of Primary School-age attending primary or secondary schools and out-of-school children were depicted in Table.

Table 4.3: Percentage of Primary School Attendance and OOSC by Zones

Primary School-age	Net Attendance Ratio (Adjusted)			Attending Early Childhood Education			OOSC		
	M	F	Total	M	F	Total	M	F	Total
6 Years	45.0	47.0	46.0	16.1	15.7	15.9	38.9	37.3	38.1
7 Years	56.7	51.7	54.3	10.9	14.0	12.4	32.4	34.3	33.3
8 Years	70.1	68.3	69.2	0.0	0.0	0.0	29.9	31.6	30.7
9 Years	74.5	72.5	73.5	0.0	0.0	0.0	25.5	27.5	26.5
10 Years	72.4	66.8	69.8	0.0	0.0	0.0	27.6	33.2	30.2
11 Years	80.2	74.3	77.2	0.0	0.0	0.0	19.8	25.7	22.8
Total	64.7	61.9	63.4	5.2	5.8	5.5	30.0	32.3	31.1

From Table 4.3, school-age specific analysis, the report shows that children of 6 years have the highest percentage of OOSC of 38.1% while children of 11 years have the least with 22.8%. This could be as a result of fact that children of 6 years have not been enrolled early enough in school.

4.5 Conclusion

The OOSC survey was conducted to assess the magnitude of the problem of out-of-school children in Kaduna State. It was also meant to assist in monitoring the progress towards both

National and global education targets. The survey exercise has passed through several stages for accomplishment. It started with planning and ended with writing the final report. The whole exercise was conducted is such a manner that very high degree of accuracy was achieved.

All the out-of-school children identified were traced using geospatial technology unlike in other studies where only proportions were reported at LGA or State level. The Geographic Information System (GIS) deployed has provided better understanding of the distribution of OOSC across space. Getting out-of-school children back into school poses a massive challenge: the ability to track these children to their respective households will provide the government or decision makers opportunity to prioritize areas for immediate intervention. The location of these children would also help government to reach-out to them during any intervention. The data have been cleaned, analyzed and tabulated to facilitate comparisons and also eases decision making.

The major findings have revealed the status of OOSC for Primary School-age (6-11 years) across the 23 LGAs of Kaduna State. At State level, the report shows that the overall percentage of OOSC of Primary School-age in Kaduna State 31.1%. By gender, the percentage out-of-school girls of Primary School-age is 30.0% while that of boys is 32.3%.

By LGA, the report shows that Kauru LGA has the highest percentage of OOSC of Primary School-age of 51.8%, followed by Birinin Gwari LGA with 48.3%, among others. On the other hand, Kaura LGA has the least percentage of OOSC of Primary School-age of 0.9%, followed by Zangon Kataf with 2.0%, among others. This could be as a result of fact that Kauru LGA is a remote rural LGA while Birinin Gwari LGA as a result of banditry.

By Senatorial Zone, the report shows that Zone 1 (Northern Senatorial Zone) has the highest percentage of OOSC of Primary School-age of 36.2%, followed by Zone 2 (Central Senatorial Zone) with 29.0% while Zone 3 (Southern Senatorial Zone) has the least percentage of OOSC of Primary School-age of 18.7%. Furthermore, school-age specific analysis, the report shows that children of 6 years have the highest percentage of OOSC of 38.1% while children of 11 years have the least with 22.8%. This could be as a result of fact that children of 6 years have not been enrolled early enough in school. Perhaps some of them get enrolled at a later age.

Chapter Five
Assessment of Learning Outcome

5.1 Introduction

In the Learning Outcome Assessments, the proficiency level of children in reading at the end of Primary School is generally poor. The Learning Outcome Assessments was done in three subjects, which include English EGRA, Hausa EGRA and EGMA. The Learning Assessments was also done for Primary 4, Primary 6 and JSS 1. Furthermore, there is the need to also investigate whether the proficiency level of such children has significant improvement when they eventually cross to JSS 1 or not. Hence, the need for such assessment for JSS 1 students in English Language, Hausa Language and Mathematics to gauge their learning achievement. By design, the Learning Assessments for Primary 6 children in English EGRA will eventually be used calculate the Learning Poverty Indicator (LPI).

Table 5.1: Number of Children Assessed

LGA	Primary 4			Primary 6			JSS 1		
	M	F	Total	M	F	Total	M	F	Total
Birnin Gwari	134	66	200	113	88	201	4	4	8
Chikun	45	85	130	57	91	148	4	4	8
Giwa	81	64	145	76	58	134	2	6	8
Igabi	284	188	472	230	288	518	4	4	8
Ikara	61	45	106	57	44	101	5	3	8
Jaba	16	16	32	17	16	33	4	4	8
Jema'a	36	19	55	27	27	54	2	6	8
Kachia	36	29	65	27	34	61	3	5	8
Kaduna North	66	66	132	68	65	133	2	6	8
Kaduna South	59	68	127	52	75	127	0	8	8
Kagarko	22	26	48	29	20	49	4	4	8
Kajuru	19	17	36	21	14	35	3	5	8
Kaura	16	13	29	12	16	28	6	2	8
Kauru	33	41	74	39	38	77	4	4	8
Kubau	93	92	185	136	68	204	4	4	8
Kudan	37	18	55	31	24	55	4	4	8
Lere	51	36	87	58	33	91	4	4	8
Makarfi	63	52	115	69	46	115	3	5	8
Sabon Gari	78	80	158	76	83	159	5	3	8
Sanga	21	16	37	18	18	36	4	4	8
Soba	63	50	113	58	59	117	4	4	8
Zangon Kataf	33	28	61	30	31	61	3	5	8
Zaria	87	89	176	81	89	170	3	5	8
Total	1,434	1,204	2,638	1,382	1,325	2,707	81	103	184

From Table 5.1, for the Learning Outcome Assessment, 2,638 Primary 4 children were assessed comprising of 1,434 boys and 1,204 girls. Similarly, 2,707 Primary 6 children were assessed, comprising of 1,382 boys and 1,325 girls. Also, 184 JSS 1 students were assessed comprising of 81 boys and 103 girls. Overall, 5,345 Primary School children and 184 JSS 1 students were assessed. In each case, the two-stage stratified cluster-based sampling method was employed to select the children. Sample was implemented by selecting schools and pupils. The schools were stratified by LGAs and school type (public and private schools).

5.2 Results of English EGRA
Table 5.2: English EGRA Average Assessment

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	64.7	28.1	58.3	26.1	62.1	28.2	83.5	21.0	72.1	26.2	78.6	24.4	93.0	3.4	89.0	2.8	91.0	3.6
Chikun	43.6	33.0	47.6	32.5	46.5	32.8	47.8	32.4	46.3	36.2	47.2	35.1	62.0	20.3	82.0	18.0	72.0	20.8
Giwa	15.2	18.9	14.8	16.0	14.9	18.6	19.3	19.6	22.2	18.8	20.8	19.6	18.0	5.7	23.5	13.2	22.1	11.6
Igabi	26.2	23.6	31.6	32.8	28.1	28.4	40.6	33.6	31.6	28.9	35.3	31.5	68.0	18.1	47.8	25.7	57.9	23.3
Ikara	11.9	15.9	10.7	15.9	11.5	16.1	19.6	18.4	19.9	19.0	19.4	18.6	21.0	13.0	34.3	20.3	26.0	16.2
Jaba	31.0	19.5	30.3	21.5	30.6	20.5	48.0	31.2	52.0	30.1	49.8	30.3	50.0	31.1	71.8	19.5	60.9	26.7
Jema'a	56.9	29.4	68.1	29.6	60.7	30.0	70.1	29.7	79.4	22.7	75.1	26.7	63.0	9.9	79.7	16.1	75.5	16.1
Kachia	28.0	21.1	30.9	24.0	29.2	22.4	35.9	28.0	36.4	26.4	35.8	27.0	85.7	12.9	81.6	20.1	83.1	16.8
Kaduna North	34.2	26.6	35.4	27.1	34.5	26.7	37.5	25.2	48.9	30.2	43.0	28.5	36.5	14.8	56.7	26.8	51.6	25.1
Kaduna South	30.8	25.2	35.7	28.8	33.4	27.0	48.3	31.8	46.7	33.4	46.9	32.4	-	-	65.9	29.7	65.9	29.7
Kagarko	20.3	13.4	17.9	13.8	19.2	13.9	30.5	28.8	29.4	23.3	30.0	26.7	18.3	11.6	22.0	10.5	20.1	10.4
Kajuru	19.0	15.6	16.6	16.6	17.9	16.2	29.4	21.9	27.2	21.9	28.4	21.8	29.3	30.0	37.2	30.5	34.3	28.4
Kaura	29.9	19.7	35.0	21.5	32.4	20.4	44.3	27.3	49.5	27.4	47.4	27.5	47.5	28.0	51.5	31.8	48.5	26.6
Kauru	13.5	18.7	13.2	20.0	13.1	19.5	16.4	22.0	18.8	19.6	17.6	20.7	18.0	13.6	22.3	5.3	20.1	9.8
Kubau	19.9	21.8	21.9	25.2	21.1	23.8	34.6	32.9	30.7	29.4	33.2	32.0	71.8	20.5	38.0	3.5	54.9	22.6
Kudan	29.2	25.6	29.9	25.8	29.6	25.3	36.4	29.3	35.9	27.4	36.2	28.5	65.5	12.8	34.5	10.1	50.0	19.7
Lere	43.0	30.6	34.6	33.5	39.4	32.4	61.5	33.3	35.1	33.3	51.8	36.2	72.3	17.2	79.3	15.1	75.8	15.4
Makarfi	7.6	10.0	24.7	23.3	15.4	20.3	23.2	21.2	14.6	18.4	19.9	20.9	46.3	46.0	30.0	15.0	36.1	28.4
Sabon Gari	24.7	23.2	20.4	19.9	22.8	22.3	36.7	28.0	27.3	19.6	31.8	24.7	27.8	18.8	31.3	15.9	29.1	16.7
Sanga	27.7	23.9	23.6	22.9	26.0	23.3	29.6	20.3	33.9	24.0	31.6	22.6	44.3	33.6	50.8	6.8	47.5	22.7
Soba	15.3	20.9	17.7	20.4	16.3	20.6	32.7	31.5	35.2	34.3	34.1	33.1	23.3	10.5	15.3	5.9	19.3	9.0
Zangon Kataf	25.6	16.1	28.5	23.9	26.9	20.7	36.8	26.8	41.3	28.1	39.1	27.5	63.7	14.6	65.4	38.1	64.8	29.8
Zaria	18.2	15.8	23.2	17.1	21.1	16.5	38.2	27.5	32.3	21.5	35.1	25.0	26.0	22.6	35.8	18.4	32.1	19.1
Total	28.5	22.4	29.2	24.7	28.8	24.3	43.6	25.9	38.4	27.6	40.7	27.6	47.7	29.2	50.9	28.9	49.5	29.0

From table 5.2 above, the overall proficiency level for Primary 4 in English EGRA is 28.8%. By gender, the average proficiency level of male and female Primary 4 children in English EGRA are 28.5% and 29.2% respectively.

Similarly, the overall proficiency level for Primary 6 in English EGRA is 40.7%. By gender, the average proficiency level of male and female Primary 6 children in English EGRA are 43.6% and 38.4% respectively. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in English EGRA.

Again, the overall proficiency level of such students in English EGRA is 49.5%. By gender, the average proficiency level of JSS 1 male and female students in English EGRA are 47.7% and 50.9% respectively. The. The summary of these results are depicted in Figures 16, 17 and 18.
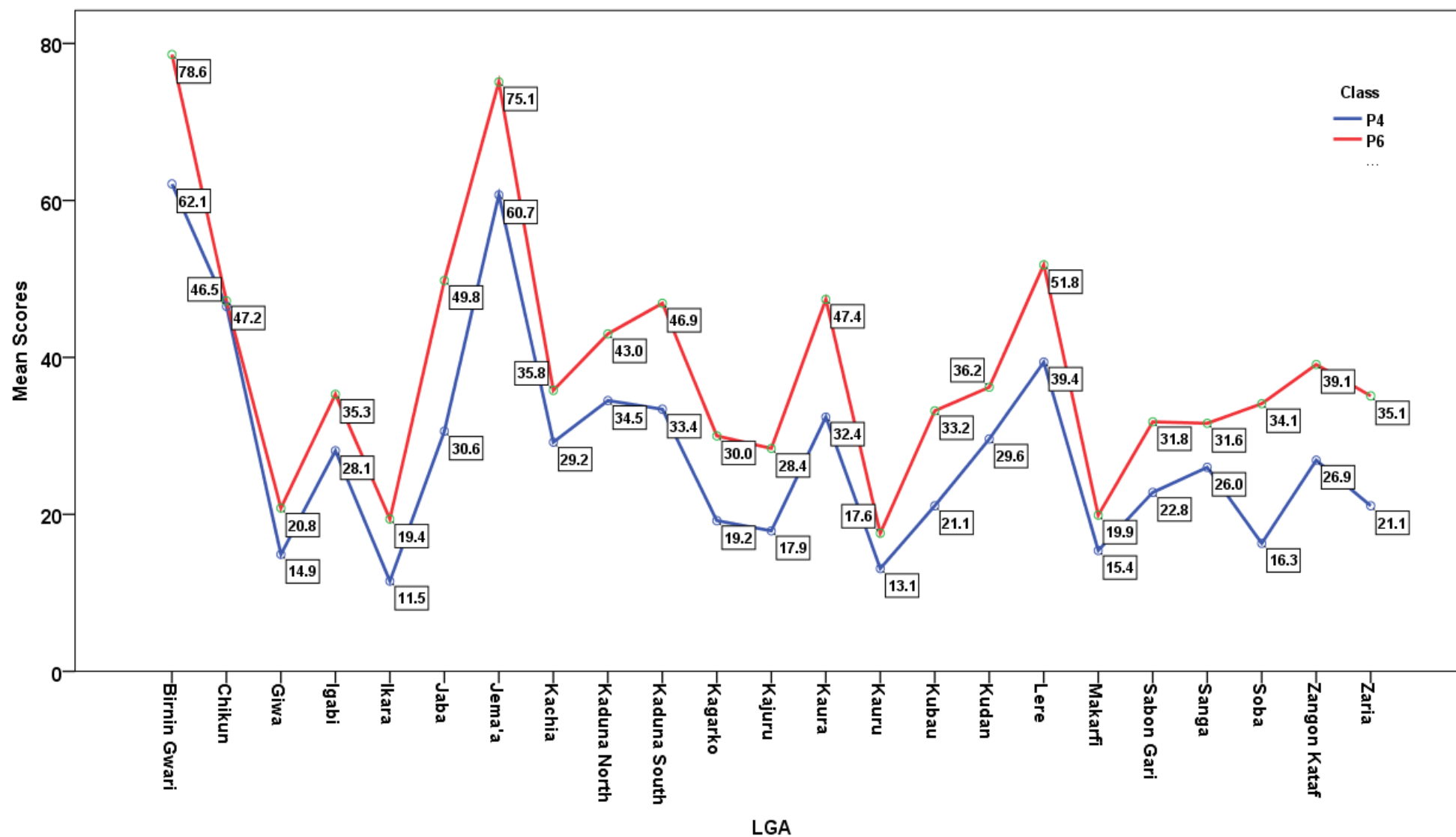
Figure 16: English EGRA to Compare P4 and P6
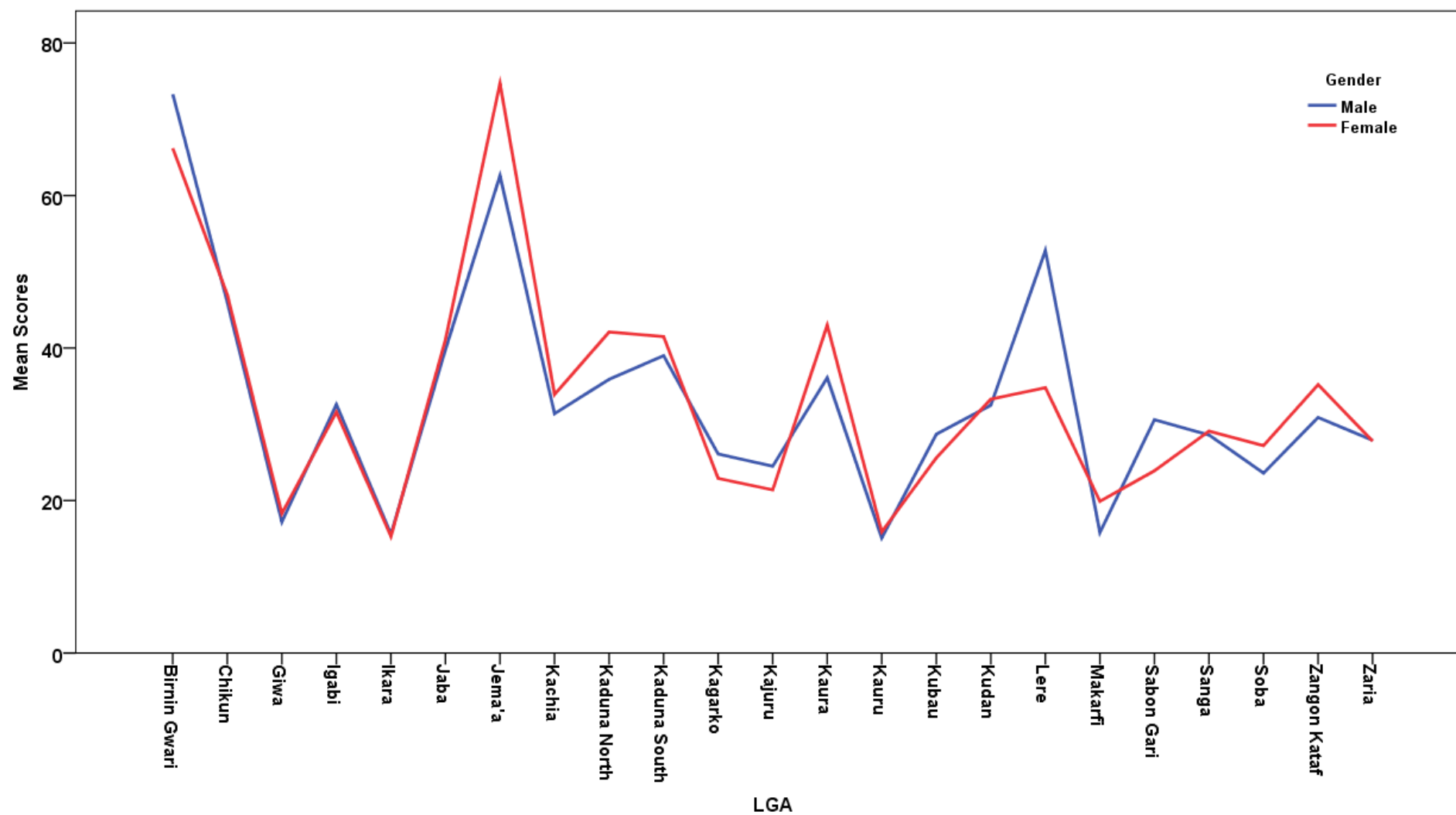
Figure 17: English EGRA to Compare Male and Female
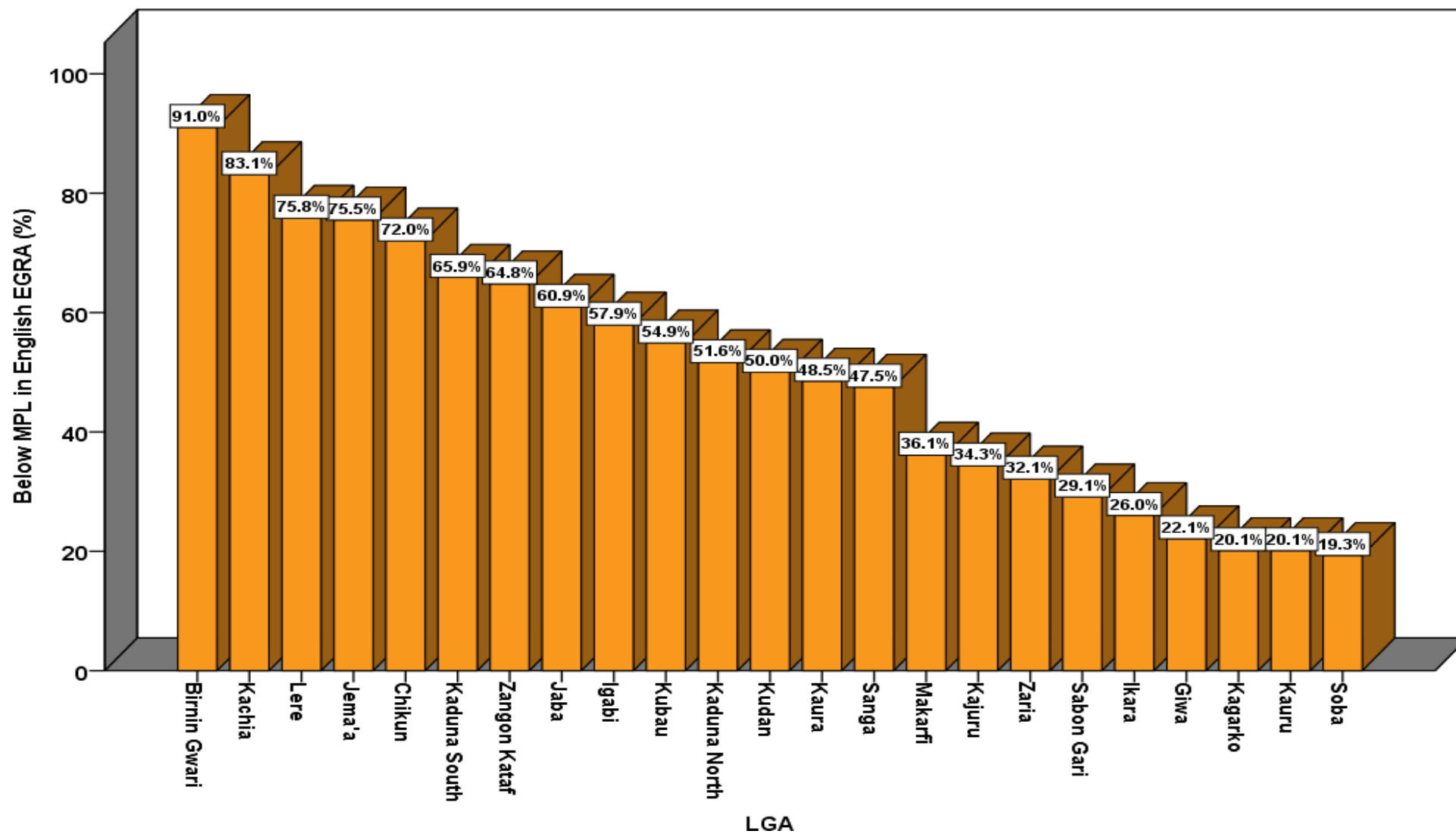
Figure 18: JSS 1 Average Scores in English EGRA

5.3 Results of Hausa EGRA

Table 5.3: Hausa EGRA Average Assessment

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	48.0	29.6	57.2	28.4	50.9	29.4	70.6	22.6	67.1	21.7	69.3	22.3	81.8	12.3	84.8	12.2	83.3	11.5
Chikun	12.7	24.1	18.8	26.6	16.5	26.0	19.1	25.0	19.0	25.4	18.7	25.5	11.0	8.9	12.5	3.7	11.8	6.3
Giwa	10.1	16.8	7.7	10.8	9.2	14.8	18.3	22.5	20.1	25.8	19.0	24.2	12.0	17.0	24.3	25.3	21.3	23.1
Igabi	5.1	12.2	16.3	26.0	9.8	20.2	21.1	27.5	14.1	21.3	17.3	24.4	56.5	23.2	44.8	28.7	50.6	25.0
Ikara	9.0	14.2	5.8	10.7	7.6	12.9	15.8	20.1	20.2	20.8	17.9	20.4	29.8	23.6	35.7	30.5	32.0	24.4
Jaba	4.3	10.6	5.9	11.1	5.0	10.5	16.1	23.1	17.4	22.0	16.5	22.4	26.0	29.1	32.0	8.5	29.0	20.1
Jema'a	29.3	23.4	37.2	27.8	31.9	25.0	39.1	32.7	55.2	28.6	47.1	31.7	41.5	2.1	47.8	30.3	46.3	25.8
Kachia	5.8	14.2	7.7	16.1	6.4	14.8	15.7	20.3	9.1	13.5	12.2	17.2	61.7	16.8	66.6	20.3	64.8	18.0
Kaduna North	18.4	28.5	15.8	23.8	17.1	26.7	21.2	28.4	38.0	30.2	29.5	30.3	13.5	3.5	23.2	34.8	20.8	29.7
Kaduna South	7.4	16.8	6.0	12.1	6.9	14.4	22.9	29.2	17.6	22.7	19.5	25.7	-	-	24.4	26.1	24.4	26.1
Kagarko	2.0	4.7	0.8	2.1	1.4	3.6	8.8	22.3	7.2	15.8	8.2	20.1	1.8	2.4	0.8	1.5	1.3	1.9
Kajuru	2.6	7.0	3.3	10.1	2.9	8.3	9.3	14.4	8.8	18.4	9.1	15.9	12.0	6.9	25.0	27.3	20.1	22.0
Kaura	2.1	9.3	2.3	5.6	2.2	8.3	12.8	17.6	13.2	19.5	13.0	18.5	13.8	13.2	24.0	21.2	16.4	14.5
Kauru	1.8	5.6	3.4	11.2	2.4	9.5	5.6	15.0	7.6	15.6	6.6	15.5	13.0	17.9	6.5	8.2	9.8	13.4
Kubau	14.2	27.4	13.9	25.6	14.1	26.7	26.4	34.3	27.3	37.1	26.7	35.5	70.8	20.1	9.0	8.4	39.9	36.0
Kudan	18.6	25.6	15.4	21.9	17.6	24.4	27.7	28.6	26.6	25.9	27.3	27.2	60.0	31.5	13.0	15.1	36.5	34.0
Lere	29.2	32.8	22.9	32.0	26.5	32.4	54.3	36.5	20.1	33.7	42.0	38.9	72.5	25.2	76.5	23.1	74.5	22.4
Makarfi	3.7	9.6	25.2	24.1	13.4	20.6	19.4	23.4	10.7	20.2	15.9	22.7	39.3	27.5	30.2	27.2	33.6	25.7
Sabon Gari	11.3	18.3	8.8	13.1	10.0	16.4	31.5	29.0	19.8	19.0	25.5	24.9	5.0	5.8	18.0	27.0	9.9	16.5
Sanga	6.6	14.4	7.7	11.5	6.7	13.0	12.3	17.3	12.9	17.0	12.3	17.0	18.8	16.4	8.0	4.2	13.4	12.5
Soba	7.6	15.6	11.3	19.5	9.1	17.5	27.6	30.4	30.6	33.2	29.1	31.7	14.5	19.8	15.3	11.9	14.9	15.2
Zangon Kataf	3.5	7.8	7.4	16.7	5.3	12.8	11.1	18.3	14.8	19.7	12.7	19.0	43.3	12.5	46.0	32.2	45.0	25.3
Zaria	10.3	18.8	14.5	18.7	12.4	19.2	31.7	32.6	24.1	27.4	27.8	30.1	29.3	25.5	32.6	33.2	31.4	28.6
Total	13.4	18.3	15.3	20.1	14.5	19.9	27.3	26.9	22.9	23.9	24.8	25.7	32.8	29.5	31.0	29.7	31.8	29.6

From table 5.3 above, the overall proficiency level for Primary 4 in Hausa EGRA is 14.5%. The average proficiency level of male and female Primary 4 children in Hausa EGRA are 13.4% and 15.3% respectively.

Similarly, the overall proficiency level for Primary 6 in Hausa EGRA is 24.8%. The average proficiency level of male and female Primary 6 children in Hausa EGRA are 27.3% and 22.9% respectively. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in Hausa EGRA.

Again, the overall proficiency level of such students in Hausa EGRA is 31.8%, The average proficiency level of JSS 1 male and female student in Hausa EGRA are 32.8% and 31.0% respectively. The summary of these results are depicted in Figures 19, 20 and 21.
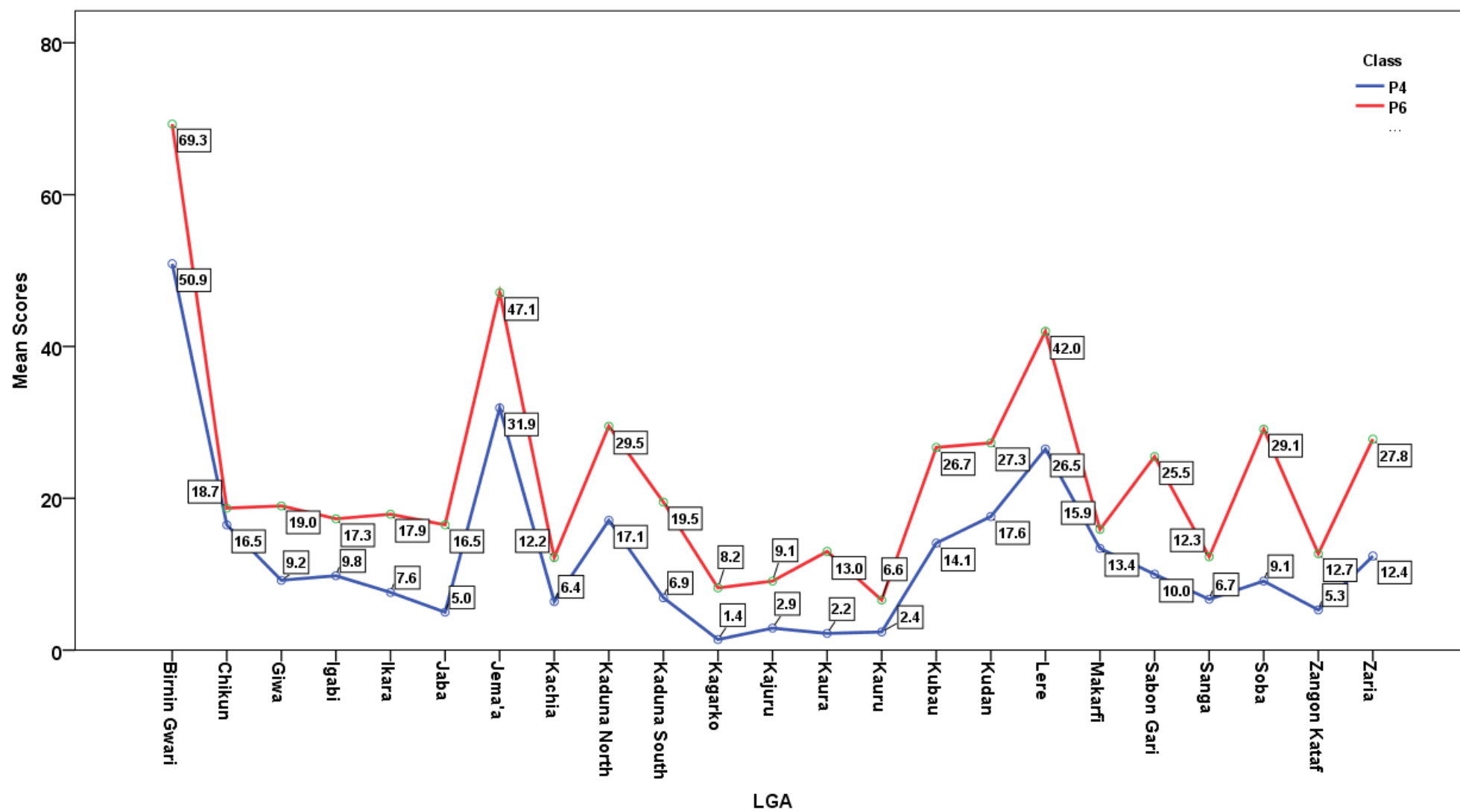
Figure 19: Hausa EGRA to Compare P4 and P6
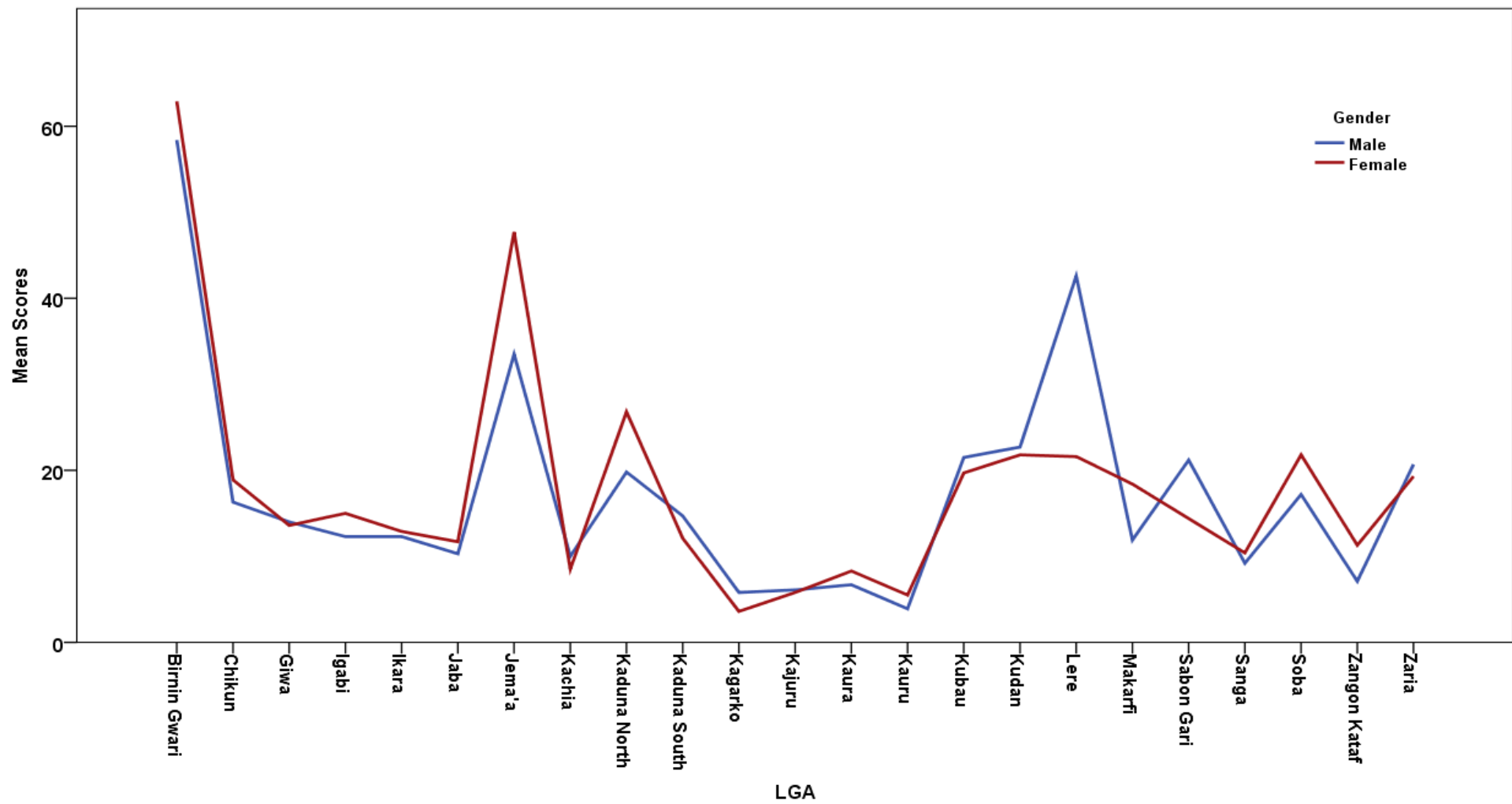
Figure 20: Hausa EGRA to Compare Male and Female
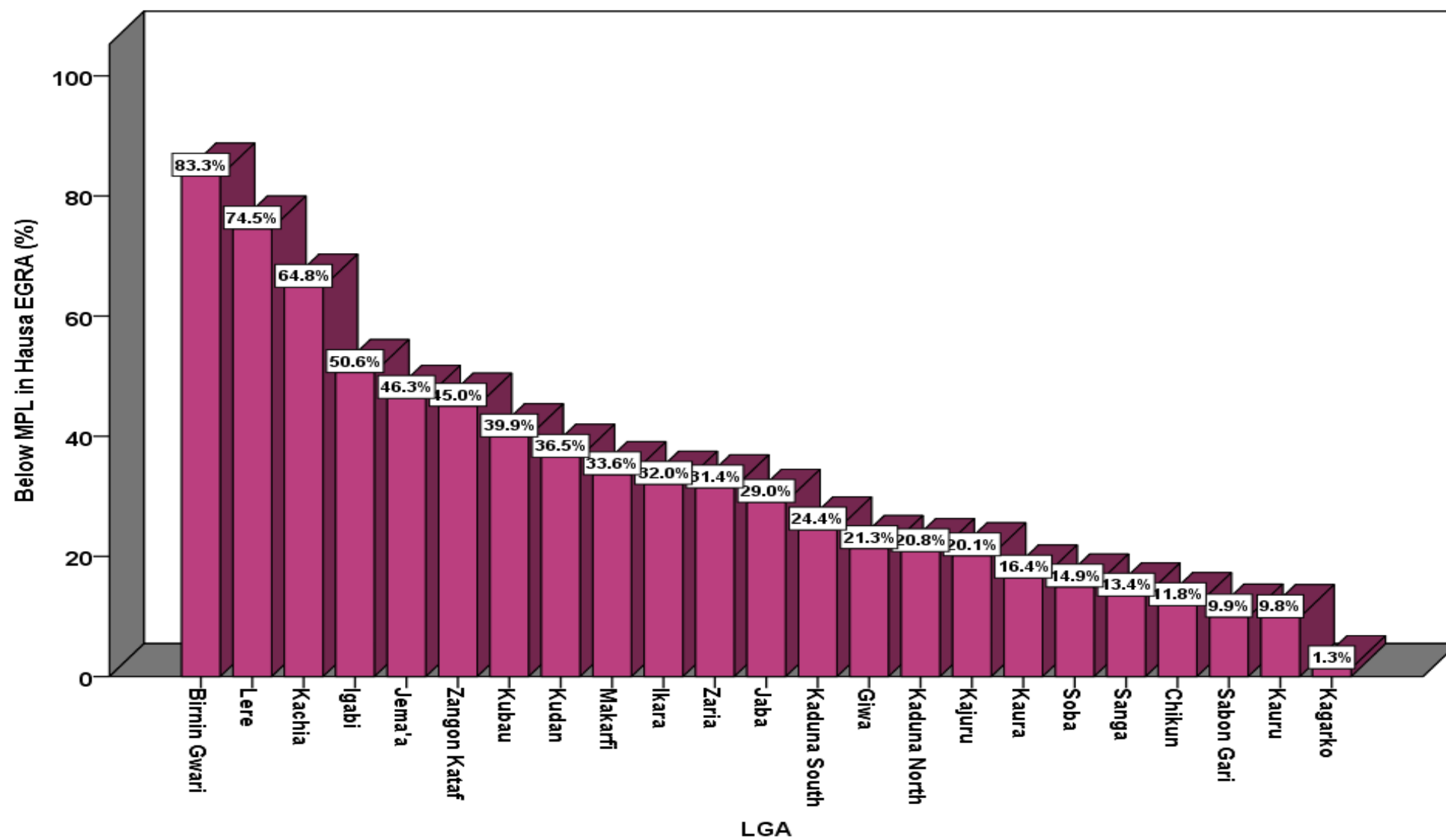
Figure 21: JSS 1 Average Scores in Hausa EGRA

5.4 Results of EGMA
Table 5.4: EGMA Average Assessment

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	72.4	17.4	77.1	16.8	73.9	17.6	85.3	14.1	75.6	16.4	81.1	16.3	86.5	9.5	84.8	18.1	85.6	13.4
Chikun	71.4	26.4	68.1	31.0	69.4	29.6	74.9	26.5	69.1	29.1	71.3	28.8	89.0	5.0	80.5	10.3	84.8	8.8
Giwa	35.4	26.8	37.6	26.6	36.5	26.8	53.9	29.5	50.9	28.4	52.5	29.1	38.0	2.8	44.0	24.7	42.5	21.1
Igabi	40.8	28.8	54.6	35.1	46.3	32.4	66.1	27.8	45.8	27.3	54.6	29.4	85.8	9.6	52.3	25.0	69.0	25.1
Ikara	25.8	22.1	21.4	25.1	24.1	23.8	38.6	30.3	36.6	26.6	37.6	28.8	55.6	20.3	75.3	6.4	63.0	18.8
Jaba	41.0	25.9	40.1	25.5	40.4	25.3	56.3	26.6	56.1	25.5	56.0	25.8	68.3	16.7	79.5	11.5	73.9	14.6
Jema'a	68.0	24.1	70.4	26.3	68.8	24.8	71.8	25.0	78.3	19.3	75.0	22.4	88.0	7.1	75.5	18.6	78.6	16.9
Kachia	40.6	28.0	42.6	26.3	41.6	27.1	54.3	24.9	49.9	26.9	51.8	25.9	87.7	5.5	77.0	11.1	81.0	10.5
Kaduna North	55.1	27.3	54.3	25.4	54.8	26.5	64.0	26.3	67.8	22.3	65.9	24.4	70.0	15.6	69.7	14.5	69.8	13.6
Kaduna South	58.4	21.6	58.4	21.9	58.4	21.9	68.8	22.9	67.3	21.1	68.1	22.0	-	-	84.9	18.4	84.9	18.4
Kagarko	25.0	27.5	22.3	25.3	23.6	26.3	32.4	32.5	36.1	30.3	34.0	31.4	35.8	18.7	33.0	17.5	34.4	16.8
Kajuru	34.4	25.1	20.4	22.6	27.5	24.8	53.9	26.8	50.8	27.4	52.6	26.8	56.0	11.8	64.6	14.8	61.4	13.6
Kaura	41.9	28.8	38.5	28.3	40.1	28.0	62.1	22.1	59.8	21.8	60.5	21.6	58.7	26.4	64.5	19.1	60.1	23.6
Kauru	19.3	25.4	17.4	25.4	18.1	25.5	38.0	34.0	34.5	31.0	36.3	32.5	53.8	7.2	43.0	11.9	48.4	10.8
Kubau	53.4	38.5	44.0	38.3	48.6	39.0	61.5	36.6	58.8	37.5	60.6	36.9	84.0	5.4	63.3	9.3	73.6	13.1
Kudan	46.4	31.6	44.3	28.9	45.8	30.5	56.3	31.9	52.6	32.4	54.6	31.9	66.0	28.1	47.0	20.5	56.5	25.0
Lere	57.6	24.0	49.6	32.9	54.4	28.3	68.3	22.9	52.1	34.8	62.4	28.6	70.3	18.1	71.0	21.1	70.6	18.2
Makarfi	29.4	26.3	58.9	26.6	42.6	30.1	56.4	23.6	36.1	27.6	48.3	27.4	66.0	11.4	56.4	21.7	60.0	18.2
Sabon Gari	54.0	22.9	43.4	28.9	48.8	26.6	69.3	20.6	63.8	23.3	66.4	22.4	56.8	16.9	57.7	29.0	57.1	20.1
Sanga	43.9	31.1	36.8	27.1	40.8	29.4	51.1	29.1	51.9	28.8	51.8	28.6	55.8	33.7	45.8	15.0	50.8	24.7
Soba	33.9	29.4	35.4	25.8	34.6	27.6	57.6	26.5	52.6	30.5	54.9	28.6	53.8	5.3	61.0	10.9	57.4	8.8
Zangon Kataf	46.3	25.1	43.4	26.6	44.6	25.8	58.0	23.4	65.1	20.6	61.5	22.4	72.0	1.7	86.6	15.8	81.1	14.2
Zaria	46.4	30.5	51.8	26.8	48.9	28.8	63.3	27.4	50.3	30.3	56.4	29.8	52.0	45.6	58.6	27.5	56.1	32.2
Total	47.0	26.8	48.8	28.5	48.0	28.0	62.5	26.6	55.1	26.8	58.9	27.5	65.5	22.1	65.1	22.2	65.2	22.1

From table 5.4 above, the overall proficiency level for Primary 4 in EGMA is 48.0%. The average proficiency level of male and female Primary 4 children in EGMA are 47.0% and 48.8% respectively.

Similarly, the average proficiency level of male and female Primary 6 children in EGMA are 62.5% and 55.1% respectively. The overall proficiency level for Primary 6 in EGMA is 58.9%. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in EGMA.

Again, the overall proficiency level for such students in EGMA is 65.2%. The average proficiency level of JSS 1 male and female student in EGMA are 65.5% and 65.1% respectively. The summary of these results are depicted in Figures 22, 23 and 24.
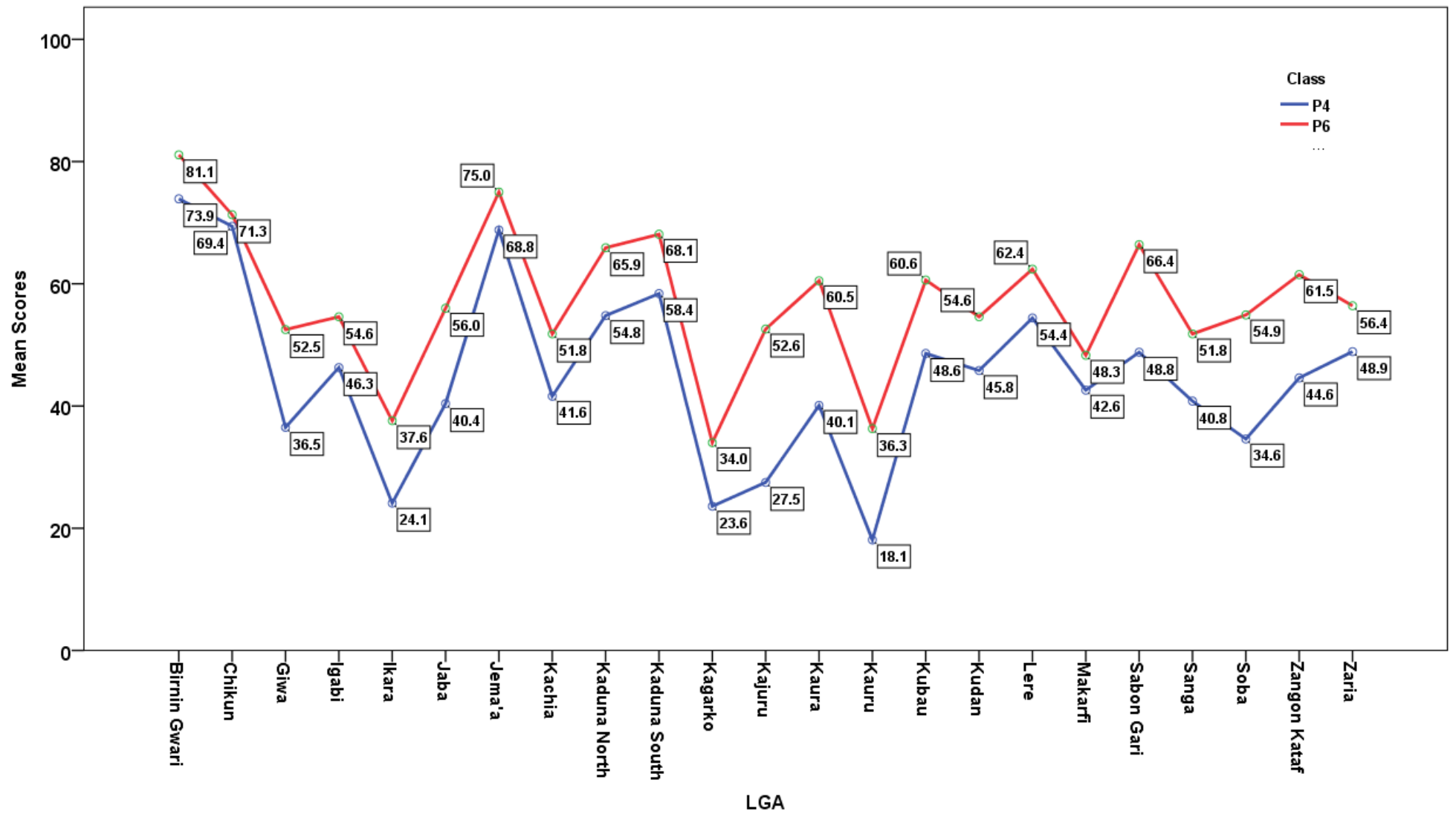
Figure 22: EGMA to Compare P4 and P6
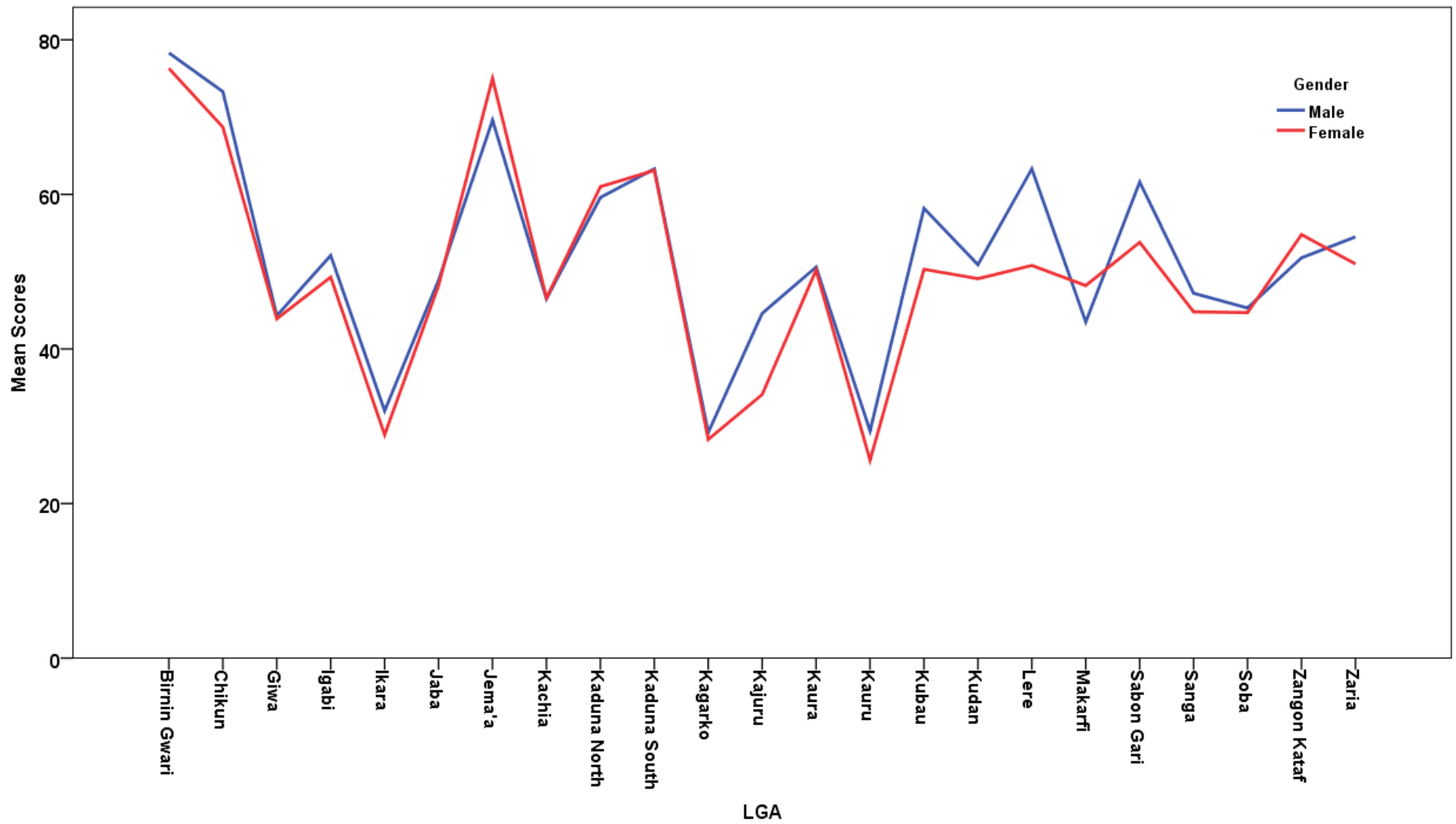
Figure 23: EGMA to Compare Male and Female
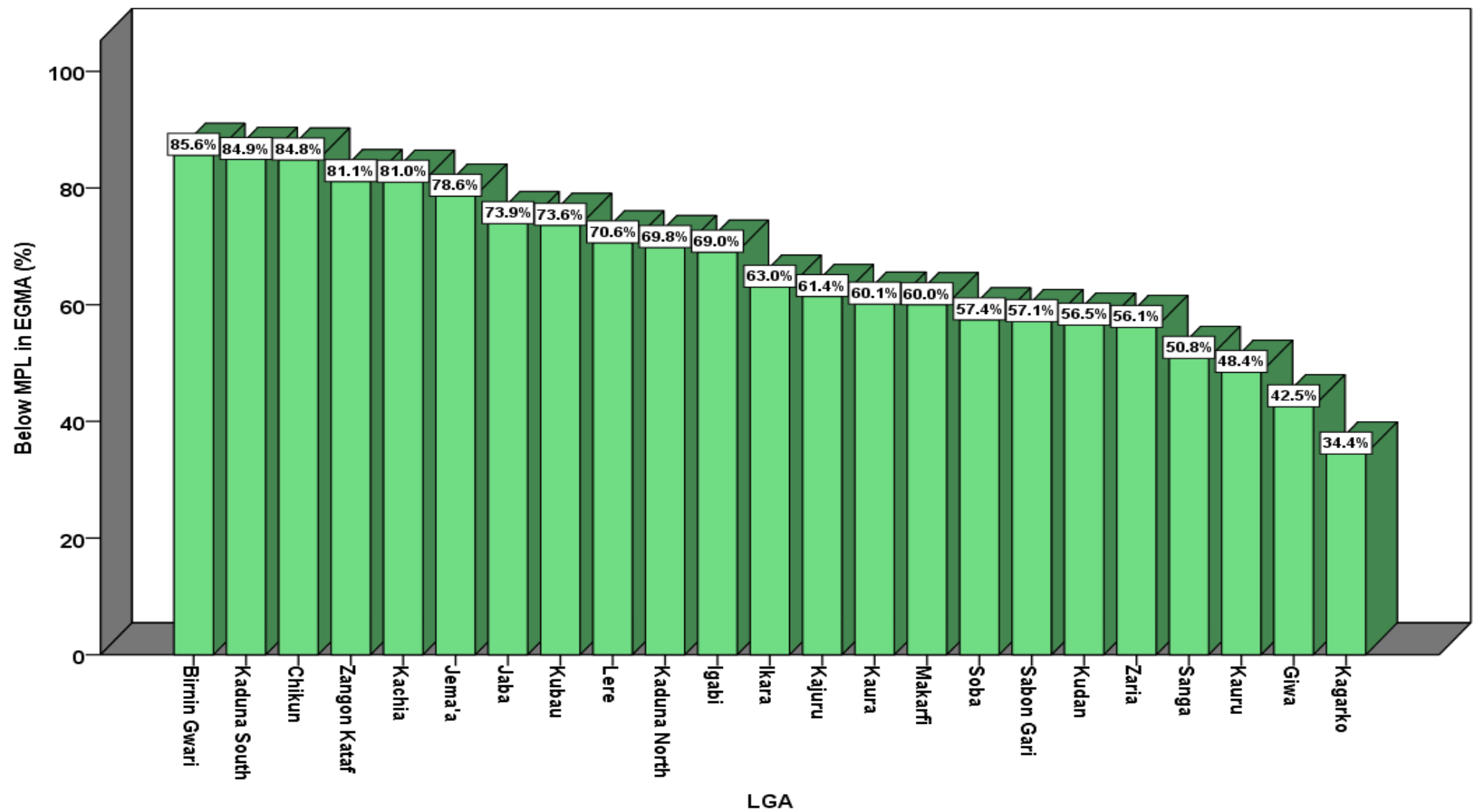
Figure 24: JSS 1 Average Scores in EGMA

5.5 Summary of English EGRA
Table 5.5: Number of Children with Zero Average Scores in English EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0	0	0	1	0	1	0	0	0
Chikun	0	1	1	1	4	5	0	0	0
Giwa	7	6	13	3	3	6	0	0	0
Igabi	7	28	35	2	2	4	0	0	0
Ikara	5	14	19	1	3	4	0	0	0
Jaba	0	0	0	0	0	0	0	0	0
Jema'a	0	0	0	0	0	0	0	0	0
Kachia	0	1	1	0	1	1	0	0	0
Kaduna North	0	0	0	0	0	0	0	0	0
Kaduna South	1	0	1	0	0	0	0	0	0
Kagarko	1	2	3	1	0	1	0	0	0
Kajuru	0	1	1	0	0	0	0	0	0
Kaura	1	0	1	0	0	0	0	0	0
Kauru	11	10	21	10	4	14	1	0	1
Kubau	22	21	43	19	7	26	0	0	0
Kudan	1	1	2	1	0	1	0	0	0
Lere	0	4	4	0	4	4	0	0	0
Makarfi	11	2	13	2	6	8	0	0	0
Sabon Gari	0	0	0	0	0	0	0	0	0
Sanga	0	1	1	1	0	1	0	0	0
Soba	10	12	22	3	2	5	0	0	0
Zangon Kataf	0	0	0	0	0	0	0	0	0
Zaria	1	2	3	1	0	1	1	0	1
Total	80	104	184	46	36	82	2	0	2

Table 5.6: Percentage of Children with Zero Average Scores in English EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0.0%	0.0%	0.0%	0.9%	0.0%	0.5%	0.0%	0.0%	0.0%
Chikun	0.0%	1.2%	0.8%	1.8%	4.4%	3.4%	0.0%	0.0%	0.0%
Giwa	8.6%	9.4%	9.0%	3.9%	5.2%	4.5%	0.0%	0.0%	0.0%
Igabi	2.5%	14.9%	7.4%	0.9%	0.7%	0.8%	0.0%	0.0%	0.0%
Ikara	8.2%	31.1%	17.9%	1.8%	6.8%	4.0%	0.0%	0.0%	0.0%
Jaba	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Jema'a	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kachia	0.0%	3.4%	1.5%	0.0%	2.9%	1.6%	0.0%	0.0%	0.0%
Kaduna North	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kaduna South	1.7%	0.0%	0.8%	0.0%	0.0%	0.0%	-	0.0%	0.0%
Kagarko	4.5%	7.7%	6.3%	3.4%	0.0%	2.0%	0.0%	0.0%	0.0%
Kajuru	0.0%	5.9%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kaura	6.3%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kauru	33.3%	24.4%	28.4%	25.6%	10.5%	18.2%	25.0%	0.0%	12.5%
Kubau	23.7%	22.8%	23.2%	14.0%	10.3%	12.7%	0.0%	0.0%	0.0%
Kudan	2.7%	5.6%	3.6%	3.2%	0.0%	1.8%	0.0%	0.0%	0.0%
Lere	0.0%	11.1%	4.6%	0.0%	12.1%	4.4%	0.0%	0.0%	0.0%
Makarfi	17.5%	3.8%	11.3%	2.9%	13.0%	7.0%	0.0%	0.0%	0.0%
Sabon Gari	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sanga	0.0%	6.3%	2.7%	5.6%	0.0%	2.8%	0.0%	0.0%	0.0%
Soba	15.9%	24.0%	19.5%	5.2%	3.4%	4.3%	0.0%	0.0%	0.0%
Zangon Kataf	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Zaria	1.1%	2.2%	1.7%	1.2%	0.0%	0.6%	33.3%	0.0%	12.5%
Total	5.6%	8.6%	7.0%	3.3%	2.7%	3.0%	2.5%	0.0%	1.1%

Table 5.7: Number of Children with Average Scores Below MPL in English EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	19	16	35	1	10	11	0	1	0
Chikun	20	39	59	32	47	79	0	0	0
Giwa	77	63	140	66	47	113	2	5	7
Igabi	206	131	337	127	226	353	0	2	2
Ikara	59	43	102	55	39	94	5	2	7
Jaba	14	14	28	7	6	13	2	0	2
Jema'a	7	2	9	2	1	3	0	0	0
Kachia	26	18	44	17	21	38	0	0	0
Kaduna North	48	49	97	47	31	78	1	2	3
Kaduna South	45	45	90	26	38	64	0	3	3
Kagarko	21	26	47	26	15	41	4	4	8
Kajuru	18	16	34	17	12	29	2	4	6
Kaura	14	9	23	6	6	12	2	1	3
Kauru	31	39	70	37	36	73	4	4	8
Kubau	83	74	157	79	52	131	0	2	2
Kudan	28	14	42	18	16	34	0	3	3
Lere	26	23	49	14	25	39	0	0	0
Makarfi	63	47	110	59	41	100	2	3	5
Sabon Gari	69	72	141	55	79	134	4	2	6
Sanga	17	14	31	16	13	29	3	0	3
Soba	56	42	98	35	41	76	4	4	8
Zangon Kataf	28	23	51	22	18	40	0	2	2
Zaria	83	83	166	57	77	134	2	3	5
Total	1,060	901	1,961	818	895	1,713	37	46	83

Table 5.8: Percentage of Children with Average Scores Below MPL in English EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	14.2%	24.2%	17.5%	0.9%	11.4%	5.5%	0.0%	0.0%	0.0%
Chikun	44.4%	45.9%	45.4%	56.1%	51.6%	53.4%	0.0%	0.0%	0.0%
Giwa	95.1%	98.4%	96.6%	86.8%	81.0%	84.3%	100.0%	83.3%	87.5%
Igabi	72.5%	69.7%	71.4%	55.2%	78.5%	68.1%	0.0%	50.0%	25.0%
Ikara	96.7%	95.6%	96.2%	96.5%	88.6%	93.1%	100.0%	66.7%	87.5%
Jaba	87.5%	87.5%	87.5%	41.2%	37.5%	39.4%	50.0%	0.0%	25.0%
Jema'a	19.4%	10.5%	16.4%	7.4%	3.7%	5.6%	0.0%	0.0%	0.0%
Kachia	72.2%	62.1%	67.7%	63.0%	61.8%	62.3%	0.0%	0.0%	0.0%
Kaduna North	72.7%	74.2%	73.5%	69.1%	47.7%	58.6%	50.0%	33.3%	37.5%
Kaduna South	76.3%	66.2%	70.9%	50.0%	50.7%	50.4%	-	37.5%	37.5%
Kagarko	95.5%	100.0%	97.9%	89.7%	75.0%	83.7%	100.0%	100.0%	100.0%
Kajuru	94.7%	94.1%	94.4%	81.0%	85.7%	82.9%	66.7%	80.0%	75.0%
Kaura	87.5%	69.2%	79.3%	50.0%	37.5%	42.9%	33.3%	50.0%	37.5%
Kauru	93.9%	95.1%	94.6%	94.9%	94.7%	94.8%	100.0%	100.0%	100.0%
Kubau	89.2%	80.4%	84.9%	58.1%	76.5%	64.2%	0.0%	50.0%	25.0%
Kudan	75.7%	77.8%	76.4%	58.1%	66.7%	61.8%	0.0%	75.0%	37.5%
Lere	51.0%	63.9%	56.3%	24.1%	75.8%	42.9%	0.0%	0.0%	0.0%
Makarfi	100.0%	90.4%	95.7%	85.5%	89.1%	87.0%	66.7%	60.0%	62.5%
Sabon Gari	88.5%	90.0%	89.2%	72.4%	95.2%	84.3%	80.0%	66.7%	75.0%
Sanga	81.0%	87.5%	83.8%	88.9%	72.2%	80.6%	75.0%	0.0%	37.5%
Soba	88.9%	84.0%	86.7%	60.3%	69.5%	65.0%	100.0%	100.0%	100.0%
Zangon Kataf	84.8%	82.1%	83.6%	73.3%	58.1%	65.6%	0.0%	40.0%	25.0%
Zaria	95.4%	93.3%	94.3%	70.4%	86.5%	78.8%	66.7%	60.0%	62.5%
Total	73.9%	74.8%	74.3%	59.2%	67.5%	63.3%	45.7%	44.7%	45.1%

From table 5.6, overall, 7.0% of Primary 4 children have scored an aggregate of zero in English EGRA. By gender, 5.6% of male and 8.6% of female of Primary 4 children have scored an aggregate of zero in English EGRA. Similarly, overall, 3.0% of Primary 6 children scored an aggregate of zero in English EGRA. By gender, 3.3% of male and 2.7% female of Primary 6 children have scored an aggregate of zero in English EGRA. On the other hand, overall, 1.1% of JSS 1 students have scored an average of zero in English EGRA. By gender, 2.5% of male and none of female students in JSS 1 have scored an average of zero in English EGRA.

From table 5.8, overall, 74.3% of Primary 4 children have scored below the MPL in English EGRA. By gender, 73.9% of male and 74.8% of female of Primary 4 children have scored below the MPL in English EGRA. Similarly, overall, 63.3% of Primary 6 children have scored below the MPL in English EGRA. By gender, 59.2% of male and 67.5% female of Primary 6 children have scored below the MPL in English EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in English EGRA than Primary 4 Children. Jema'a LGA has the best combined proficiency level in English EGRA while Ikara and Kauru LGAs have the worst proficiency level.

On the other hand, overall, 45.1% of JSS 1 students have scored below the MPL in English EGRA. By gender, 45.7% of male and 44.7% of female students in JSS 1 have scored below the MPL in English EGRA. Birnin Gwari, Chikun, Jema'a, Kachia and Lere LGAs have the best JSS 1 proficiency level in English EGRA while Kagarko, Kauru and Soba LGAs have the worst proficiency level. The summary of these results are depicted in Figures 25 and 26.
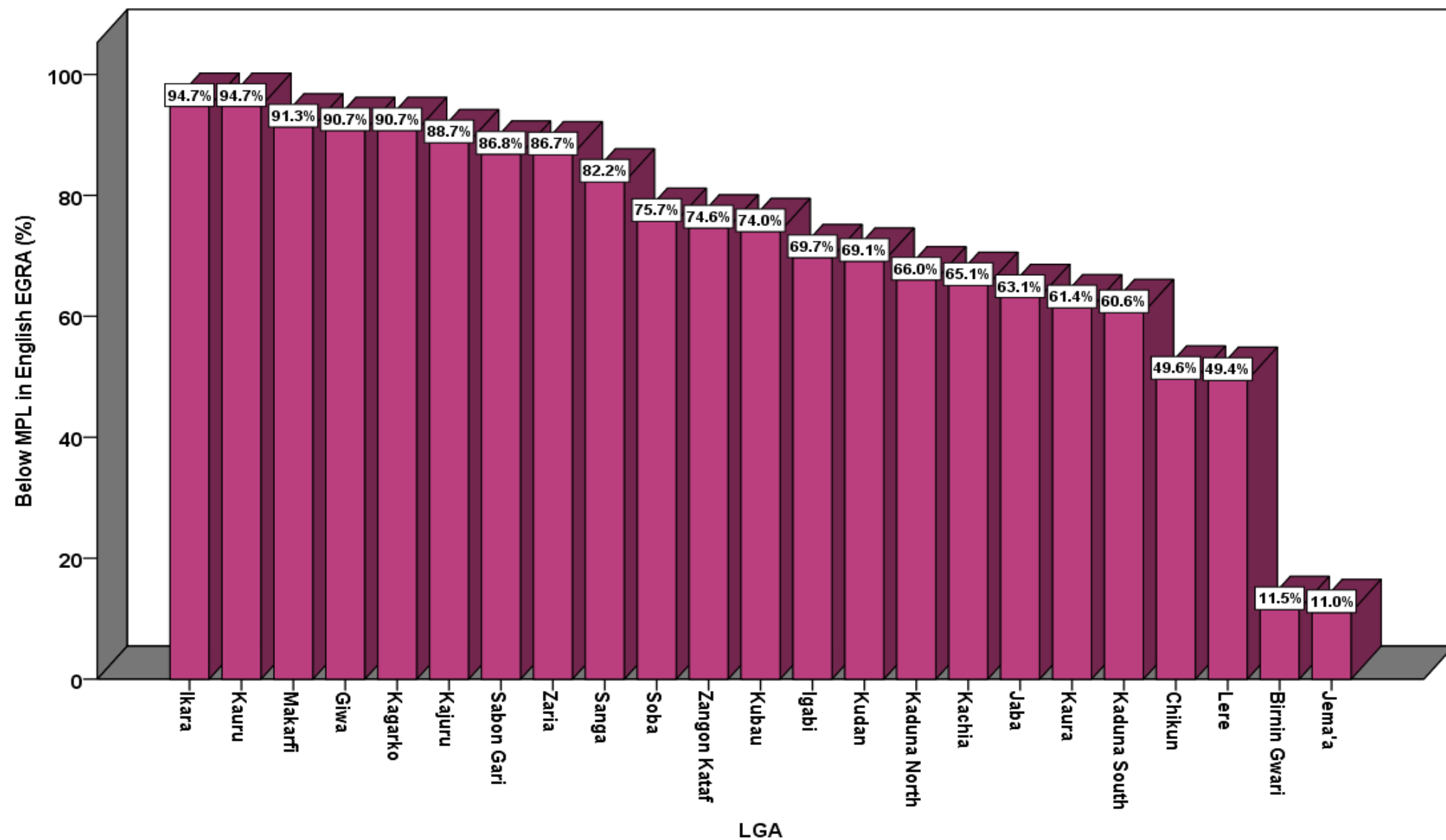
Figure 25: Percentage of Primary 6 Children with English EGRA Scores Below MPL
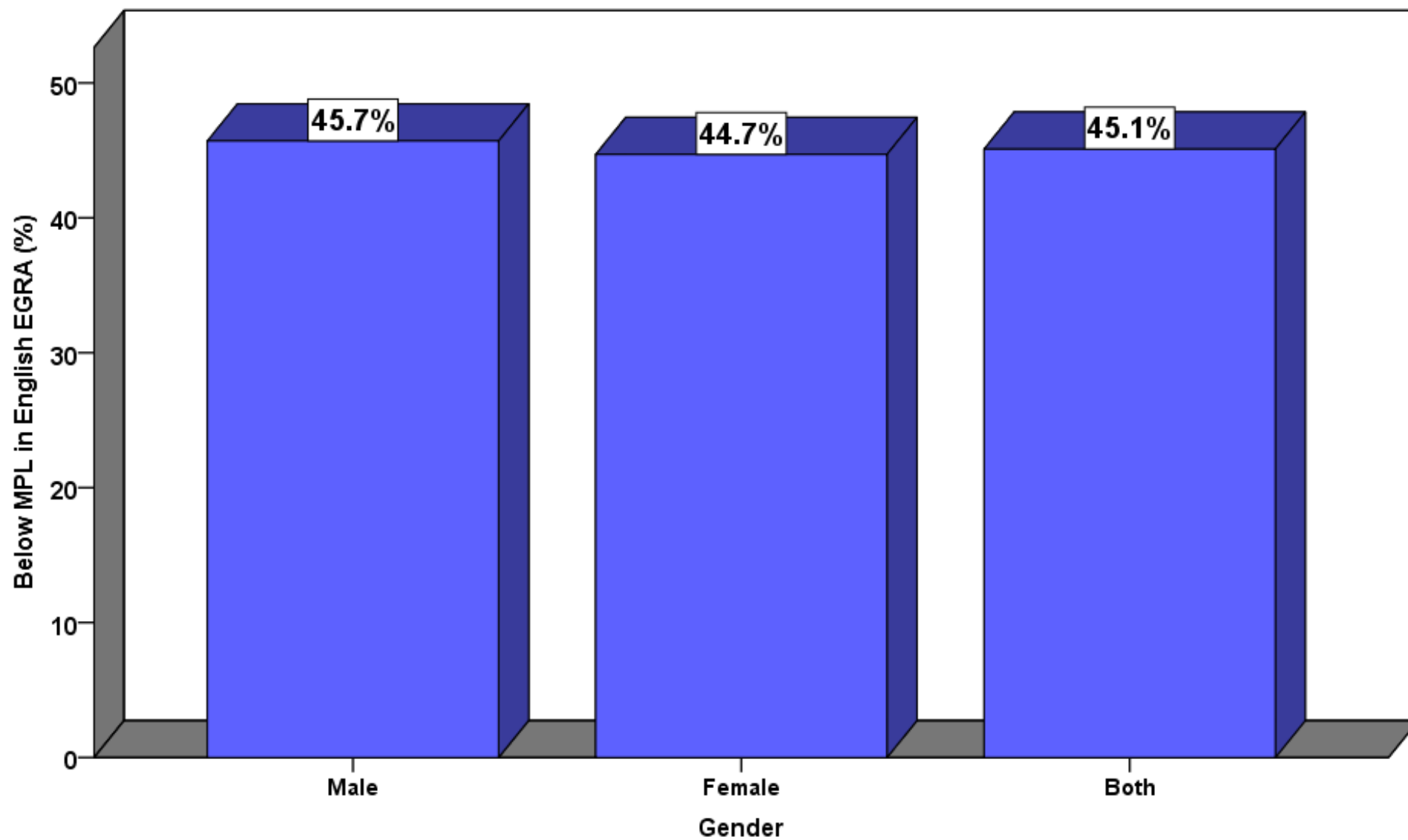
Figure 26: JSS 1 Below MPL in English EGRA

5.6 Summary of Hausa EGRA
Table 5.9: Number of Children with Zero Average Scores in Hausa EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	1	1	2	1	0	1	0	0	0
Chikun	18	28	46	15	24	39	1	0	1
Giwa	26	16	42	21	8	29	1	1	2
Igabi	157	75	232	67	84	151	0	0	0
Ikara	20	21	41	10	7	17	1	0	1
Jaba	9	7	16	4	4	8	1	0	1
Jema'a	6	3	9	4	1	5	0	0	0
Kachia	22	17	39	9	15	24	0	0	0
Kaduna North	22	16	38	22	6	28	0	0	0
Kaduna South	24	29	53	16	18	34	0	0	0
Kagarko	15	20	35	20	11	31	2	3	5
Kajuru	11	11	22	10	6	16	0	0	0
Kaura	11	10	21	4	7	11	2	0	2
Kauru	26	33	59	26	21	47	2	2	4
Kubau	51	55	106	53	21	74	0	1	1
Kudan	12	5	17	6	2	8	0	1	1
Lere	14	19	33	7	20	27	0	0	0
Makarfi	33	9	42	22	16	38	0	1	1
Sabon Gari	20	16	36	8	5	13	2	1	3
Sanga	9	5	14	7	2	9	1	0	1
Soba	33	23	56	16	12	28	0	0	0
Zangon Kataf	14	11	25	10	8	18	0	0	0
Zaria	30	19	49	12	9	21	1	0	1
Total	587	450	1,037	371	308	679	14	10	24

Table 5.10: Percentage of Children with Zero Average Scores in Hausa EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0.7%	1.5%	1.0%	0.9%	0.0%	0.5%	0.0%	0.0%	0.0%
Chikun	40.0%	32.9%	35.4%	26.3%	26.4%	26.4%	25.0%	0.0%	12.5%
Giwa	32.1%	25.0%	29.0%	27.6%	13.8%	21.6%	50.0%	16.7%	25.0%
Igabi	55.3%	39.9%	49.2%	29.1%	29.2%	29.2%	0.0%	0.0%	0.0%
Ikara	32.8%	46.7%	38.7%	17.5%	15.9%	16.8%	20.0%	0.0%	12.5%
Jaba	56.3%	43.8%	50.0%	23.5%	25.0%	24.2%	25.0%	0.0%	12.5%
Jema'a	16.7%	15.8%	16.4%	14.8%	3.7%	9.3%	0.0%	0.0%	0.0%
Kachia	61.1%	58.6%	60.0%	33.3%	44.1%	39.3%	0.0%	0.0%	0.0%
Kaduna North	33.3%	24.2%	28.8%	32.4%	9.2%	21.1%	0.0%	0.0%	0.0%
Kaduna South	40.7%	42.6%	41.7%	30.8%	24.0%	26.8%	-	0.0%	0.0%
Kagarko	68.2%	76.9%	72.9%	69.0%	55.0%	63.3%	50.0%	75.0%	62.5%
Kajuru	57.9%	64.7%	61.1%	47.6%	42.9%	45.7%	0.0%	0.0%	0.0%
Kaura	68.8%	76.9%	72.4%	33.3%	43.8%	39.3%	33.3%	0.0%	25.0%
Kauru	78.8%	80.5%	79.7%	66.7%	55.3%	61.0%	50.0%	50.0%	50.0%
Kubau	54.8%	59.8%	57.3%	39.0%	30.9%	36.3%	0.0%	25.0%	12.5%
Kudan	32.4%	27.8%	30.9%	19.4%	8.3%	14.5%	0.0%	25.0%	12.5%
Lere	27.5%	52.8%	37.9%	12.1%	60.6%	29.7%	0.0%	0.0%	0.0%
Makarfi	52.4%	17.3%	36.5%	31.9%	34.8%	33.0%	0.0%	20.0%	12.5%
Sabon Gari	25.6%	20.0%	22.8%	10.5%	6.0%	8.2%	40.0%	33.3%	37.5%
Sanga	42.9%	31.3%	37.8%	38.9%	11.1%	25.0%	25.0%	0.0%	12.5%
Soba	52.4%	46.0%	49.6%	27.6%	20.3%	23.9%	0.0%	0.0%	0.0%
Zangon Kataf	42.4%	39.3%	41.0%	33.3%	25.8%	29.5%	0.0%	0.0%	0.0%
Zaria	34.5%	21.3%	27.8%	14.8%	10.1%	12.4%	33.3%	0.0%	12.5%
Total	40.9%	37.4%	39.3%	26.8%	23.2%	25.1%	17.3%	9.7%	13.0%

Table 5.11: Number of Children with Average Scores Below MPL in Hausa EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	59	16	75	16	16	32	0	0	0
Chikun	42	72	114	45	71	116	4	4	8
Giwa	76	64	140	65	47	112	2	4	6
Igabi	278	145	423	179	231	410	1	1	2
Ikara	61	45	106	48	35	83	3	2	5
Jaba	16	16	32	14	13	27	3	3	6
Jema'a	27	11	38	13	6	19	1	2	3
Kachia	35	28	63	24	32	56	0	0	0
Kaduna North	57	54	111	53	33	86	2	5	7
Kaduna South	56	66	122	35	65	100	0	6	6
Kagarko	22	26	48	26	19	45	4	4	8
Kajuru	18	17	35	20	13	33	3	3	6
Kaura	16	13	29	11	15	26	6	2	8
Kauru	33	39	72	37	36	73	4	4	8
Kubau	79	80	159	99	48	147	0	4	4
Kudan	29	17	46	20	19	39	1	4	5
Lere	38	24	62	19	27	46	1	0	1
Makarfi	63	33	96	58	41	99	2	3	5
Sabon Gari	71	79	150	47	75	122	5	2	7
Sanga	20	16	36	17	17	34	4	4	8
Soba	61	45	106	40	38	78	3	4	7
Zangon Kataf	32	25	57	28	28	56	1	2	3
Zaria	80	83	163	53	68	121	1	3	4
Total	1,271	1,014	2,285	971	992	1,963	51	66	117

Table 5.12: Percentage of Children with Average Scores Below MPL in Hausa EGRA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	44.0%	24.2%	37.5%	14.2%	18.2%	15.9%	0.0%	0.0%	0.0%
Chikun	93.3%	84.7%	87.7%	78.9%	78.0%	78.4%	100.0%	100.0%	100.0%
Giwa	93.8%	100.0%	96.6%	85.5%	81.0%	83.6%	100.0%	66.7%	75.0%
Igabi	97.9%	77.1%	89.6%	77.8%	80.2%	79.2%	25.0%	25.0%	25.0%
Ikara	100.0%	100.0%	100.0%	84.2%	79.5%	82.2%	60.0%	66.7%	62.5%
Jaba	100.0%	100.0%	100.0%	82.4%	81.3%	81.8%	75.0%	75.0%	75.0%
Jema'a	75.0%	57.9%	69.1%	48.1%	22.2%	35.2%	50.0%	33.3%	37.5%
Kachia	97.2%	96.6%	96.9%	88.9%	94.1%	91.8%	0.0%	0.0%	0.0%
Kaduna North	86.4%	81.8%	84.1%	77.9%	50.8%	64.7%	100.0%	83.3%	87.5%
Kaduna South	94.9%	97.1%	96.1%	67.3%	86.7%	78.7%	-	75.0%	75.0%
Kagarko	100.0%	100.0%	100.0%	89.7%	95.0%	91.8%	100.0%	100.0%	100.0%
Kajuru	94.7%	100.0%	97.2%	95.2%	92.9%	94.3%	100.0%	60.0%	75.0%
Kaura	100.0%	100.0%	100.0%	91.7%	93.8%	92.9%	100.0%	100.0%	100.0%
Kauru	100.0%	95.1%	97.3%	94.9%	94.7%	94.8%	100.0%	100.0%	100.0%
Kubau	84.9%	87.0%	85.9%	72.8%	70.6%	72.1%	0.0%	100.0%	50.0%
Kudan	78.4%	94.4%	83.6%	64.5%	79.2%	70.9%	25.0%	100.0%	62.5%
Lere	74.5%	66.7%	71.3%	32.8%	81.8%	50.5%	25.0%	0.0%	12.5%
Makarfi	100.0%	63.5%	83.5%	84.1%	89.1%	86.1%	66.7%	60.0%	62.5%
Sabon Gari	91.0%	98.8%	94.9%	61.8%	90.4%	76.7%	100.0%	66.7%	87.5%
Sanga	95.2%	100.0%	97.3%	94.4%	94.4%	94.4%	100.0%	100.0%	100.0%
Soba	96.8%	90.0%	93.8%	69.0%	64.4%	66.7%	75.0%	100.0%	87.5%
Zangon Kataf	97.0%	89.3%	93.4%	93.3%	90.3%	91.8%	33.3%	40.0%	37.5%
Zaria	92.0%	93.3%	92.6%	65.4%	76.4%	71.2%	33.3%	60.0%	50.0%
Total	88.6%	84.2%	86.6%	70.3%	74.9%	72.5%	63.0%	64.1%	63.6%

From table 5.10, overall, 39.3% of Primary 4 children have scored an aggregate of zero in Hausa EGRA. By gender, 40.9% of male and 37.4% of female of Primary 4 children have scored an aggregate of zero in Hausa EGRA. Similarly, Overall, 25.1% of Primary 6 children scored an aggregate of zero in Hausa EGRA. By gender, 26.8% of male and 23.2% female of Primary 6 children have scored an aggregate of zero in Hausa EGRA. On the other hand, overall, 13.0% of JSS 1 students have scored an aggregate of zero in Hausa EGRA. By gender, 17.3% of male and 9.7% of female students in JSS 1 have scored an average of zero in Hausa EGRA.

From table 5.12, Overall, 86.6% of Primary 4 children have scored below the MPL in Hausa EGRA. By gender, 88.6% of male and 84.2% of female of Primary 4 children have scored below the MPL in Hausa EGRA. Similarly, Overall, 72.5% of Primary 6 children have scored below the MPL in Hausa EGRA. By gender, 70.3% of male and 74.9% female of Primary 6 children have scored below the MPL in Hausa EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in Hausa EGRA than Primary 4 children.

On the other hand, overall, 63.6% of JSS 1 students have scored below the MPL in Hausa EGRA. By gender, 63.0% of male and 64.1% of female students in JSS 1have scored below the MPL in Hausa EGRA. Birnin Gwari and Kachia LGAs have the best JSS 1 proficiency level in Hausa EGRA while Chikun, Kagarko, Kaura, Kauru and Sanga LGAs have the worst proficiency level. The summary of these results are depicted in Figures 27 and 28.
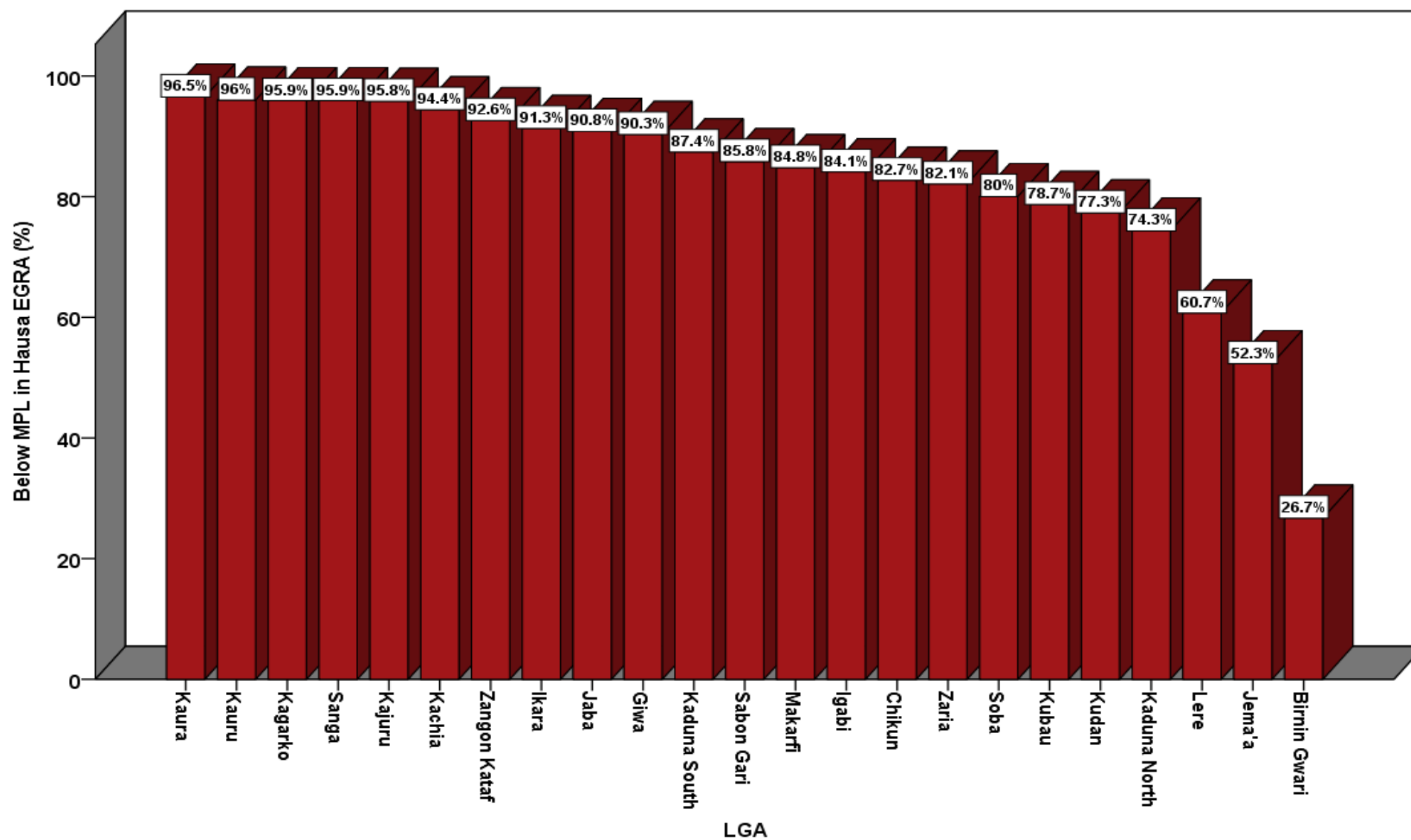
Figure 27: Percentage of Primary 6 Children with Hausa EGRA Scores Below MPL
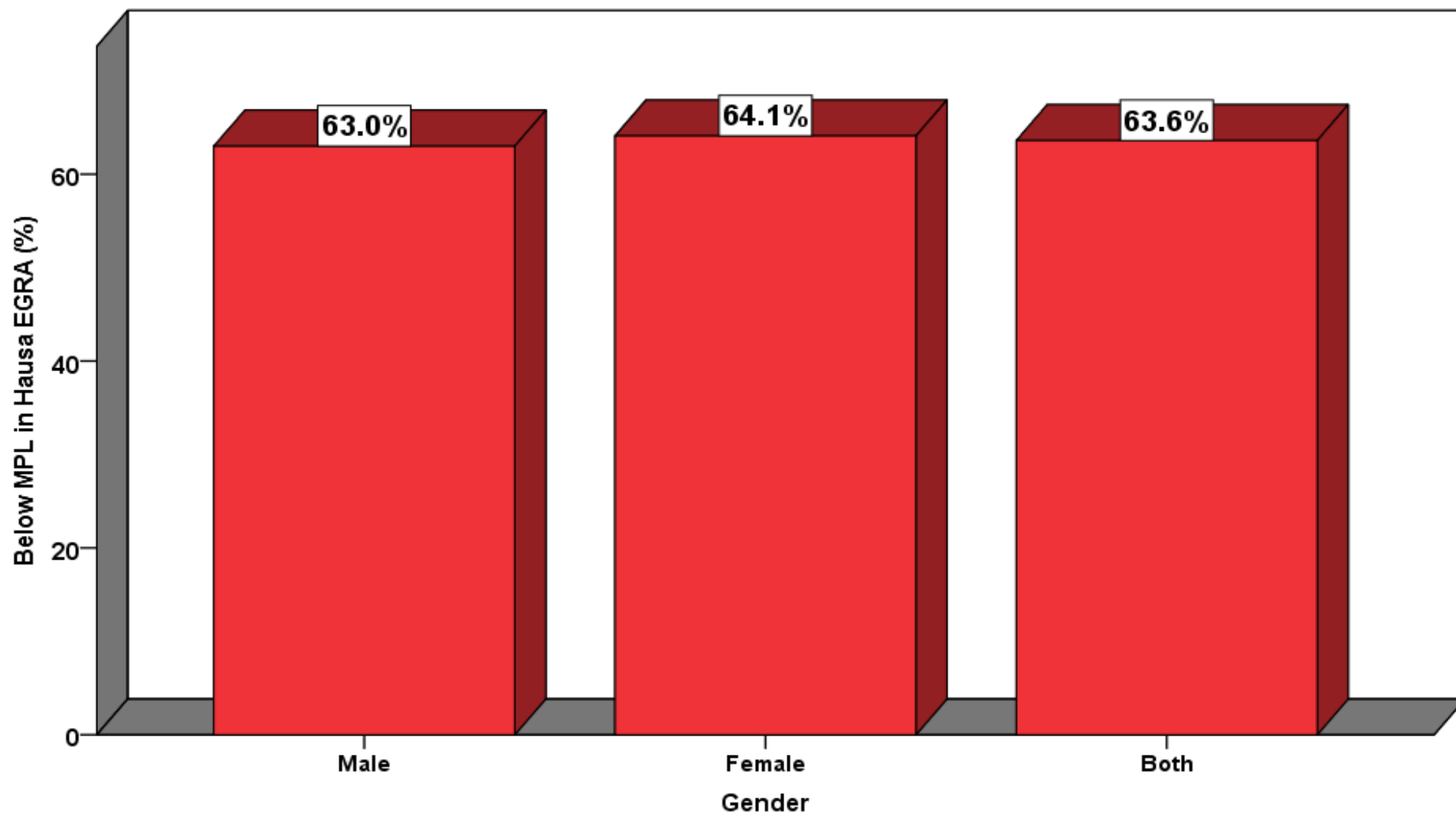
Figure 28: JSS 1 Below MPL in Hausa EGRA

5.7 Summary of EGMA

Table 5.13: Number of Children with Zero Average Scores in EGMA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0	0	0	0	0	0	0	0	0
Chikun	0	1	1	1	2	3	0	0	0
Giwa	3	1	4	3	1	4	0	0	0
Igabi	6	3	9	2	4	6	0	0	0
Ikara	6	10	16	0	0	0	0	0	0
Jaba	0	0	0	0	0	0	0	0	0
Jema'a	0	0	0	0	0	0	0	0	0
Kachia	0	0	0	0	1	1	0	0	0
Kaduna North	0	0	0	0	0	0	0	0	0
Kaduna South	1	0	1	0	0	0	0	0	0
Kagarko	2	2	4	1	0	1	0	0	0
Kajuru	0	2	2	0	0	0	0	0	0
Kaura	1	0	1	0	0	0	0	0	0
Kauru	10	12	22	6	2	8	0	0	0
Kubau	16	19	35	14	6	20	0	0	0
Kudan	1	1	2	1	1	2	0	0	0
Lere	0	2	2	0	5	5	0	0	0
Makarfi	6	2	8	0	5	5	0	0	0
Sabon Gari	0	0	0	0	0	0	0	0	0
Sanga	0	1	1	0	0	0	0	0	0
Soba	3	0	3	0	0	0	0	0	0
Zangon Kataf	0	0	0	0	0	0	0	0	0
Zaria	3	0	3	0	1	1	1	0	1
Total	60	56	116	30	29	59	1	0	1

Table 5.14: Percentage of Children with Zero Average Scores in EGMA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Chikun	0.0%	1.2%	0.8%	1.8%	2.2%	2.0%	0.0%	0.0%	0.0%
Giwa	3.7%	1.6%	2.8%	3.9%	1.7%	3.0%	0.0%	0.0%	0.0%
Igabi	2.1%	1.6%	1.9%	0.9%	1.4%	1.2%	0.0%	0.0%	0.0%
Ikara	9.8%	22.2%	15.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Jaba	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Jema'a	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kachia	0.0%	0.0%	0.0%	0.0%	2.9%	1.6%	0.0%	0.0%	0.0%
Kaduna North	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kaduna South	1.7%	0.0%	0.8%	0.0%	0.0%	0.0%	-	0.0%	0.0%
Kagarko	9.1%	7.7%	8.3%	3.4%	0.0%	2.0%	0.0%	0.0%	0.0%
Kajuru	0.0%	11.8%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kaura	6.3%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kauru	30.3%	29.3%	29.7%	15.4%	5.3%	10.4%	0.0%	0.0%	0.0%
Kubau	17.2%	20.7%	18.9%	10.3%	8.8%	9.8%	0.0%	0.0%	0.0%
Kudan	2.7%	5.6%	3.6%	3.2%	4.2%	3.6%	0.0%	0.0%	0.0%
Lere	0.0%	5.6%	2.3%	0.0%	15.2%	5.5%	0.0%	0.0%	0.0%
Makarfi	9.5%	3.8%	7.0%	0.0%	10.9%	4.3%	0.0%	0.0%	0.0%
Sabon Gari	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sanga	0.0%	6.3%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Soba	4.8%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Zangon Kataf	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Zaria	3.4%	0.0%	1.7%	0.0%	1.1%	0.6%	33.3%	0.0%	12.5%
Total	4.2%	4.7%	4.4%	2.2%	2.2%	2.2%	1.2%	0.0%	0.5%

Table 5.15: Number of Children with Average Scores Below MPL in EGMA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	1	0	1	1	1	2	0	0	0
Chikun	3	12	15	4	11	15	0	0	0
Giwa	51	40	91	19	21	40	2	4	6
Igabi	153	69	222	44	128	172	0	1	1
Ikara	47	33	80	33	29	62	1	0	1
Jaba	7	7	14	3	4	7	0	0	0
Jema'a	5	2	7	1	0	1	0	0	0
Kachia	20	14	34	7	11	18	0	0	0
Kaduna North	17	18	35	14	10	24	0	0	0
Kaduna South	6	12	18	2	5	7	0	0	0
Kagarko	18	22	40	20	9	29	2	3	5
Kajuru	12	15	27	5	5	10	0	0	0
Kaura	7	8	15	1	2	3	2	0	2
Kauru	27	34	61	17	27	44	0	2	2
Kubau	33	40	73	32	23	55	0	0	0
Kudan	16	5	21	8	7	15	1	2	3
Lere	10	12	22	3	11	14	0	0	0
Makarfi	43	11	54	14	20	34	0	1	1
Sabon Gari	19	33	52	5	10	15	1	1	2
Sanga	9	9	18	6	4	10	1	2	3
Soba	34	33	67	14	17	31	0	0	0
Zangon Kataf	13	13	26	8	2	10	0	0	0
Zaria	37	20	57	12	30	42	1	2	3
Total	588	464	1,052	276	392	668	11	18	29

Table 5.16: Percentage of Children with Average Scores Below MPL in EGMA

LGA	Primary 4			Primary 6			JSS 1		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	0.7%	0.0%	0.5%	0.9%	1.1%	1.0%	0.0%	0.0%	0.0%
Chikun	6.7%	14.1%	11.5%	7.0%	12.1%	10.1%	0.0%	0.0%	0.0%
Giwa	63.0%	62.5%	62.8%	25.0%	36.2%	29.9%	100.0%	66.7%	75.0%
Igabi	53.9%	36.7%	47.0%	19.1%	44.4%	33.2%	0.0%	25.0%	12.5%
Ikara	77.0%	73.3%	75.5%	57.9%	65.9%	61.4%	20.0%	0.0%	12.5%
Jaba	43.8%	43.8%	43.8%	17.6%	25.0%	21.2%	0.0%	0.0%	0.0%
Jema'a	13.9%	10.5%	12.7%	3.7%	0.0%	1.9%	0.0%	0.0%	0.0%
Kachia	55.6%	48.3%	52.3%	25.9%	32.4%	29.5%	0.0%	0.0%	0.0%
Kaduna North	25.8%	27.3%	26.5%	20.6%	15.4%	18.0%	0.0%	0.0%	0.0%
Kaduna South	10.2%	17.6%	14.2%	3.8%	6.7%	5.5%	-	0.0%	0.0%
Kagarko	81.8%	84.6%	83.3%	69.0%	45.0%	59.2%	50.0%	75.0%	62.5%
Kajuru	63.2%	88.2%	75.0%	23.8%	35.7%	28.6%	0.0%	0.0%	0.0%
Kaura	43.8%	61.5%	51.7%	8.3%	12.5%	10.7%	33.3%	0.0%	25.0%
Kauru	81.8%	82.9%	82.4%	43.6%	71.1%	57.1%	0.0%	50.0%	25.0%
Kubau	35.5%	43.5%	39.5%	23.5%	33.8%	27.0%	0.0%	0.0%	0.0%
Kudan	43.2%	27.8%	38.2%	25.8%	29.2%	27.3%	25.0%	50.0%	37.5%
Lere	19.6%	33.3%	25.3%	5.2%	33.3%	15.4%	0.0%	0.0%	0.0%
Makarfi	68.3%	21.2%	47.0%	20.3%	43.5%	29.6%	0.0%	20.0%	12.5%
Sabon Gari	24.4%	41.3%	32.9%	6.6%	12.0%	9.4%	20.0%	33.3%	25.0%
Sanga	42.9%	56.3%	48.6%	33.3%	22.2%	27.8%	25.0%	50.0%	37.5%
Soba	54.0%	66.0%	59.3%	24.1%	28.8%	26.5%	0.0%	0.0%	0.0%
Zangon Kataf	39.4%	46.4%	42.6%	26.7%	6.5%	16.4%	0.0%	0.0%	0.0%
Zaria	42.5%	22.5%	32.4%	14.8%	33.7%	24.7%	33.3%	40.0%	37.5%
Total	41.0%	38.5%	39.9%	20.0%	29.6%	24.7%	13.6%	17.5%	15.8%

From table 5.14, overall, 4.4% of Primary 4 children have scored an aggregate of zero in EGMA. By gender, 4.2% of male and 4.7% of female of Primary 4 children have scored an aggregate of zero in EGMA. Similarly, overall, 2.2% of Primary 6 children scored an aggregate of zero in EGMA. By gender, 2.2% of male and 2.2% female of Primary 6 children have scored an aggregate of zero in EGMA. On the other hand, overall, 0.5% of such students have scored an average of zero in EGMA. By gender, 1.2% of male and 0.0% of female students in JSS 1 have scored an average of zero in EGMA.

From table 5.16, overall, 39.9% of Primary 4 children have scored below the MPL in EGMA. By gender, 41.0% of male and 38.5% of female of Primary 4 children have scored below the MPL in EGMA. Similarly, overall, 24.7% of Primary 6 children have scored below the MPL in EGMA. By gender, 20.0% of male and 29.6% female of Primary 6 children have scored below the MPL in EGMA. The summative assessment has revealed that Primary 6 children have better proficiency level in EGMA.

on the other hand, Overall, 15.8% of JSS 1 students have scored below the MPL in EGMA. By gender, 13.6% of male and 17.5% of female students in JSS 1 have scored below the MPL in EGMA. Birnin Gwari LGA and others have the best JSS 1 proficiency level in EGMA while Giwa LGA has the worst proficiency level. The summary of these results are depicted in Figures 29 and 30.
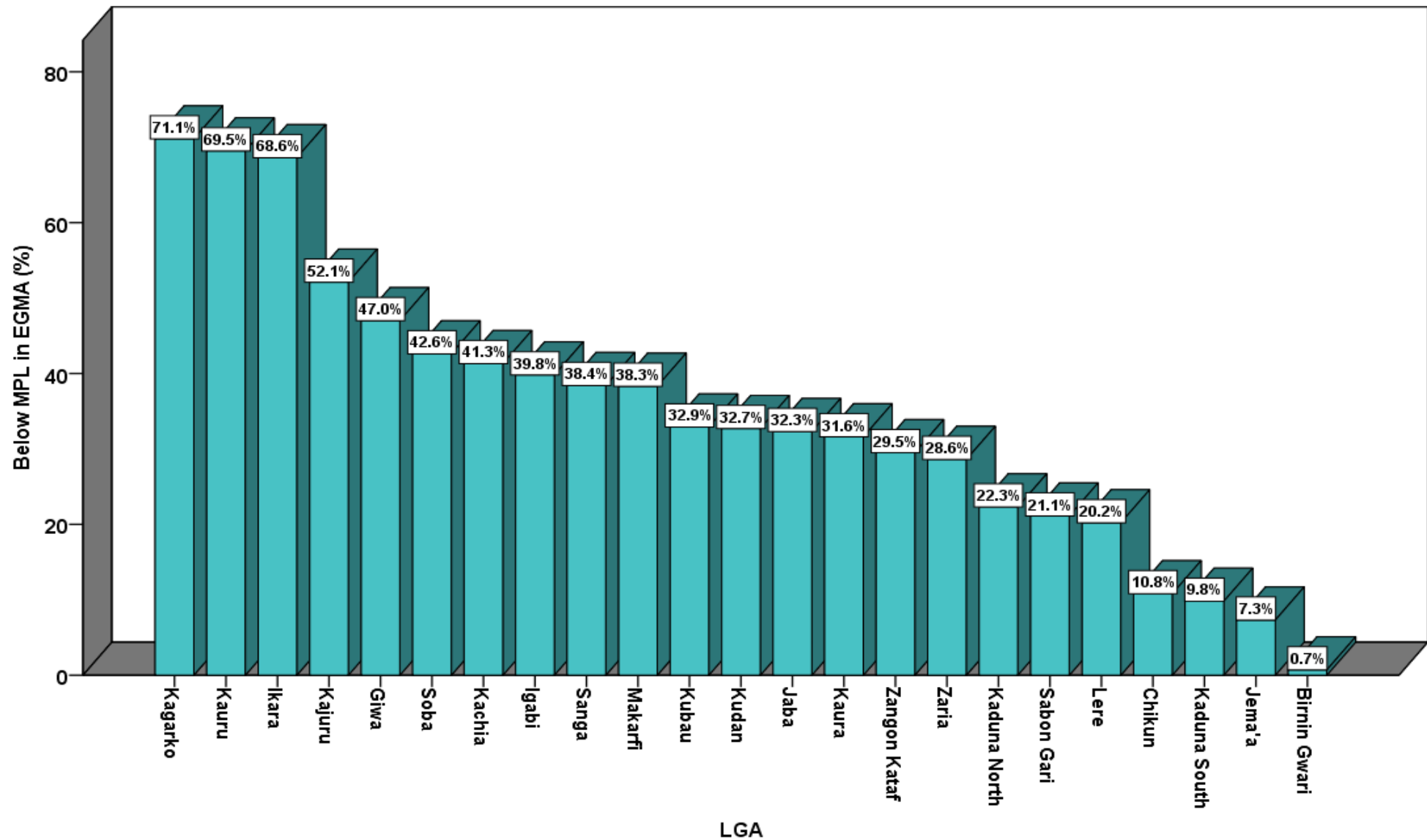
Figure 29: Percentage of Primary 6 Children with EGMA Scores Below MPL
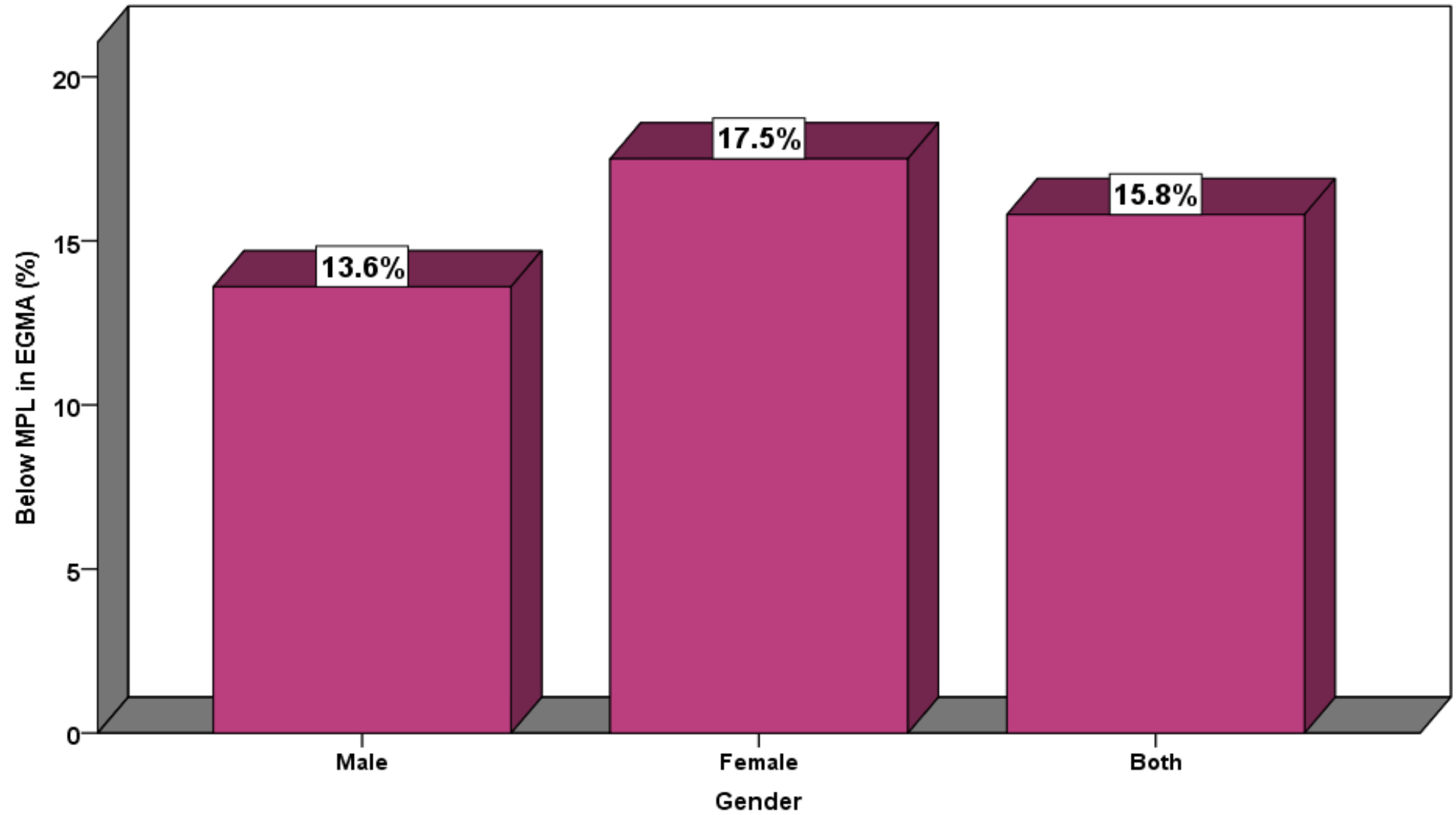
Figure 30: JSS 1 Below MPL in EGMA

5.8 Comparison of Learning Assessment by Grade

Comparatively, JSS 1 students have better average proficiency level than Primary 6 children in English EGRA, Hausa EGRA and EGMA. Furthermore, Primary 6 children have better average proficiency level than Primary 4 children in the three Learning Outcome Assessment. This implies that proficiency levels in learning outcome increases with higher grades. The comparative proficiency levels are shown on the following table.

Table 5.17: Comparison of English EGRA

Learning Outcome Assessment	Primary 4		Primary 6		JSS 1	
	Mean	SD	Mean	SD	Mean	SD
English EGRA	28.8	24.3	40.7	27.6	49.5	29.0
Hausa EGRA	14.5	19.9	24.8	25.7	31.8	29.6
EGMA	48.0	28.0	58.9	27.5	65.2	22.1

From Table, the mean proficiency level of children in English EGRA for Primary 4, Primary 6 and JSS 1 are 28.8%, 40.7% and 49.5% respectively. Similarly, the mean proficiency level of children in Hausa EGRA for Primary 4, Primary 6 and JSS 1 are 14.5%, 24.8% and 31.8% respectively. Again, the mean proficiency level of children in EGMA for Primary 4, Primary 6 and JSS 1 are 48.0%, 58.9% and 65.2% respectively.

Hence, it is obvious that the proficiency levels improve from Primary 4 through JSS1 in all the three assessments. This implies that the children may be progressing steadily but perhaps slowly in their proficiency levels as they go through the grades. This is further depicted in Figure 31.
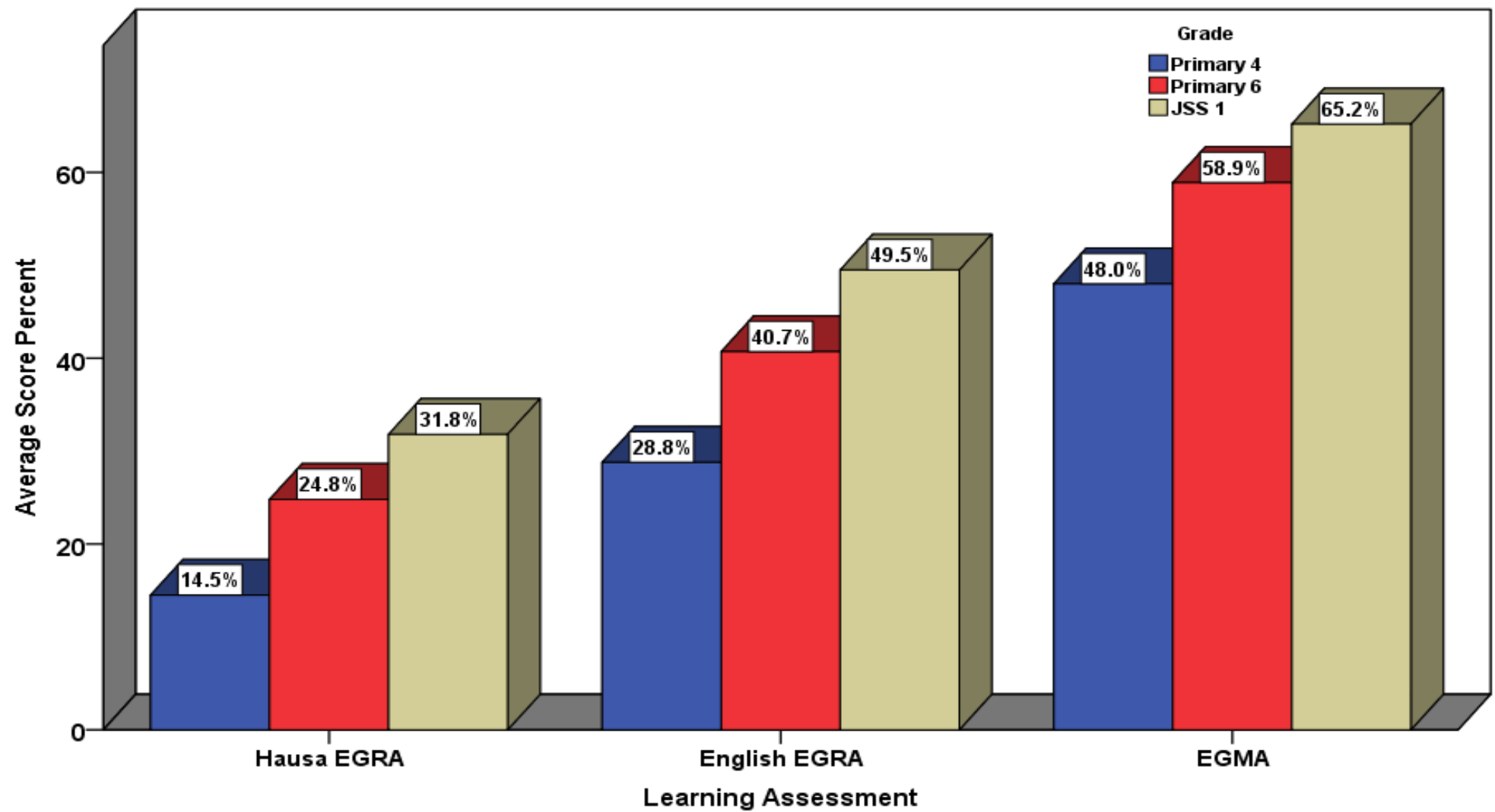
Figure 31: Comparative Analysis of Learning Outcome Assessment

Chapter Six
Learning Poverty

6.1 Introduction

By international standard, the Learning Poverty is usually measured by the Learning Poverty Indicator (LPI). The LPI measures how children attain a Minimum Proficiency Level (MPL) in reading at the end of Primary School. In order to obtain the LPI, there is the need to obtain two components of data. These data are on Schooling Deprived (SD) and Learning Deprived (LD). That is, the LPI combines the proportion of primary-aged children that were out-of-school who were schooling deprived (SD) and the proportion of pupils below a Minimum Proficiency Level (MPL) in reading, who were learning deprived (LD). The SD was obtained through the OOSC survey while the LD obtained through the Learning Outcome Assessment. The Learning Outcome Assessment used herein for the LPI was obtained through English EGRA for Primary 6 children using the MPL threshold of 40%.

6.2 Proportions of Schooling and Learning Deprivation

Table 6.1: Schooling and Learning Deprivation for Primary School-age

LGA	Proportion of Schooling Deprivation (SD)			Proportion of Learning Deprivation (LD)		
	M	F	Total	M	F	Total
Birnin Gwari	0.471	0.497	0.483	0.009	0.114	0.055
Chikun	0.043	0.051	0.047	0.561	0.516	0.534
Giwa	0.287	0.289	0.288	0.868	0.810	0.843
Igabi	0.398	0.403	0.400	0.552	0.785	0.681
Ikara	0.338	0.319	0.329	0.965	0.886	0.931
Jaba	0.043	0.068	0.055	0.412	0.375	0.394
Jema'a	0.059	0.036	0.048	0.074	0.037	0.056
Kachia	0.042	0.056	0.049	0.630	0.618	0.623
Kaduna North	0.249	0.254	0.251	0.691	0.477	0.586
Kaduna South	0.276	0.249	0.263	0.500	0.507	0.504
Kagarko	0.146	0.252	0.201	0.897	0.750	0.837
Kajuru	0.134	0.158	0.146	0.810	0.857	0.829
Kaura	0.006	0.011	0.009	0.500	0.375	0.429
Kauru	0.518	0.519	0.518	0.949	0.947	0.948
Kubau	0.412	0.504	0.458	0.581	0.765	0.642
Kudan	0.305	0.326	0.315	0.581	0.667	0.618
Lere	0.390	0.405	0.397	0.241	0.758	0.429
Makarfi	0.291	0.361	0.326	0.855	0.891	0.870
Sabon Gari	0.357	0.321	0.339	0.724	0.952	0.843
Sanga	0.041	0.025	0.033	0.889	0.722	0.806
Soba	0.386	0.483	0.433	0.603	0.695	0.650
Zangon Kataf	0.022	0.018	0.020	0.733	0.581	0.656
Zaria	0.157	0.148	0.152	0.704	0.865	0.788
Total	0.300	0.323	0.311	0.592	0.675	0.633

From Table 6.1, the overall schooling deprived (SD) of Primary School-age stood at 31.1%. By gender, the schooling deprived for male, and female stood at 30.0% and 32.3% respectively. Similarly, the overall learning deprived (LD) stood at 63.3%. By gender, the leaning deprived for male, and female stood at 59.2% and 67.5% respectively.

6.3 Learning Poverty Indicators

Table 6.2: Learning Poverty Indicators for Primary School-age

LGA	Learning Poverty Indicators (LPI)			Learning Poverty Indicators (LPI) (%)		
	M	F	Total	M	F	Total
Birnin Gwari	0.476	0.554	0.511	47.6%	55.4%	51.1%
Chikun	0.580	0.541	0.556	58.0%	54.1%	55.6%
Giwa	0.906	0.865	0.888	90.6%	86.5%	88.8%
Igabi	0.730	0.872	0.809	73.0%	87.2%	80.9%
Ikara	0.977	0.922	0.954	97.7%	92.2%	95.4%
Jaba	0.437	0.418	0.427	43.7%	41.8%	42.7%
Jema'a	0.129	0.072	0.101	12.9%	7.2%	10.1%
Kachia	0.646	0.639	0.641	64.6%	63.9%	64.1%
Kaduna North	0.768	0.610	0.690	76.8%	61.0%	69.0%
Kaduna South	0.638	0.630	0.634	63.8%	63.0%	63.4%
Kagarko	0.912	0.813	0.870	91.2%	81.3%	87.0%
Kajuru	0.835	0.880	0.854	83.5%	88.0%	85.4%
Kaura	0.503	0.382	0.434	50.3%	38.2%	43.4%
Kauru	0.975	0.975	0.975	97.5%	97.5%	97.5%
Kubau	0.754	0.883	0.806	75.4%	88.3%	80.6%
Kudan	0.709	0.776	0.738	70.9%	77.6%	73.8%
Lere	0.537	0.856	0.656	53.7%	85.6%	65.6%
Makarfi	0.897	0.930	0.912	89.7%	93.0%	91.2%
Sabon Gari	0.823	0.967	0.896	82.3%	96.7%	89.6%
Sanga	0.894	0.729	0.812	89.4%	72.9%	81.2%
Soba	0.756	0.842	0.802	75.6%	84.2%	80.2%
Zangon Kataf	0.739	0.589	0.663	73.9%	58.9%	66.3%
Zaria	0.750	0.885	0.820	75.0%	88.5%	82.0%
Total	0.714	0.780	0.747	71.4%	78.0%	74.7%

From Table 6.2, the overall LPI for the State is 74.7%. By gender, Learning Poverty Indicator (LPI) for male and female are 71.4% and 78.0% respectively. These result fall in line with the assertion of the UNICEF and the World Bank. In particular, the UNICEF, in August 2022, claimed that no fewer than 70 per cent of children in Nigerian schools are suffering from Learning Poverty. Similarly, according to the World Bank, Nigeria is experiencing Learning Poverty in which 70 percent of 10-year-olds cannot understand a simple sentence or perform basic numeracy task. On the other hand, the UNESCO put the number of out-of-school children in the country at 20 million in October 2022. In this particular LP Research. Kauru LGA has the highest LPI of 97.5% while Jema'a LGA has the least LPI of 10.1%. The summary is depicted in Figure 32.
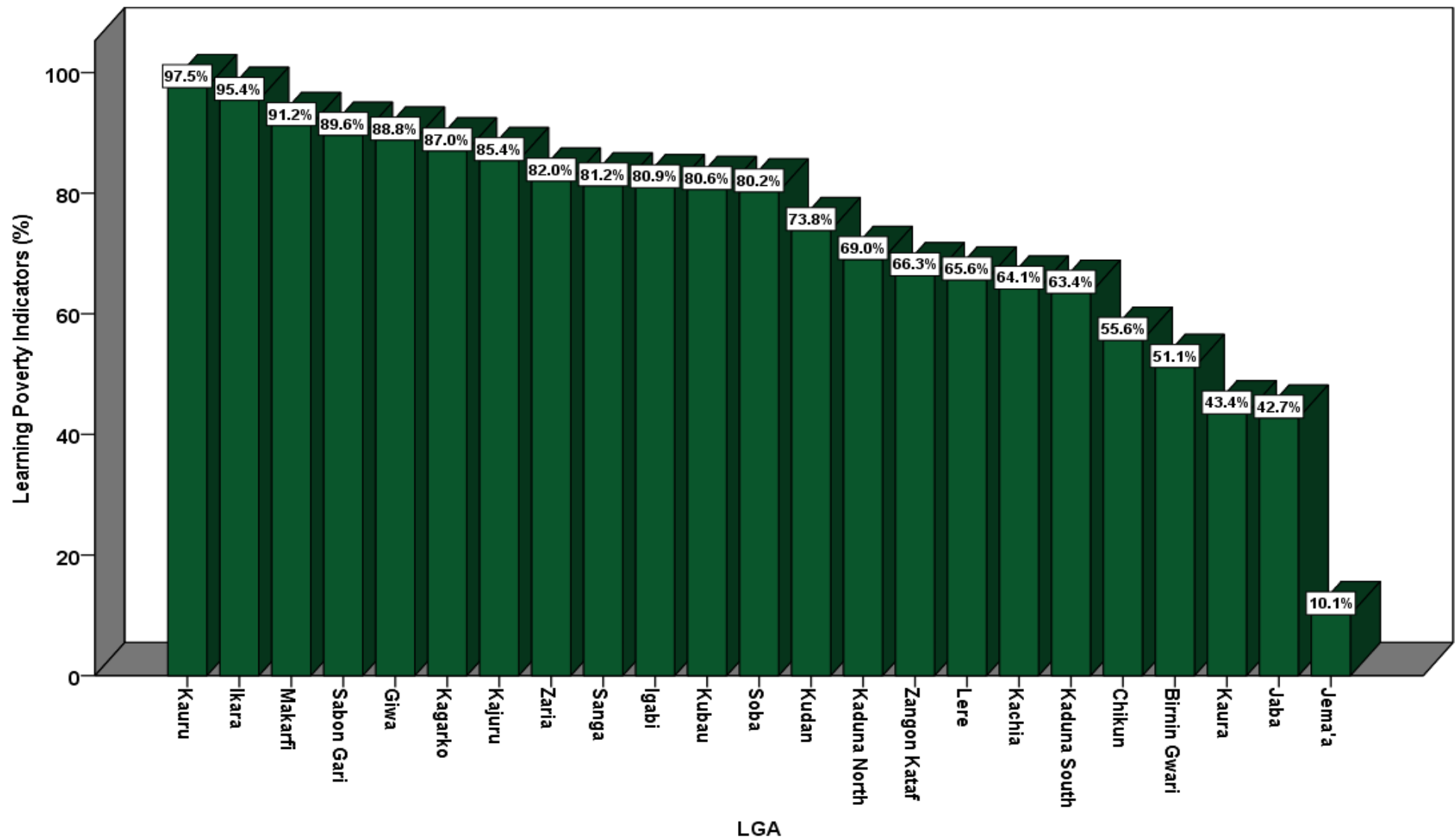
Figure 32: Ranked Percentage Learning Poverty Indicators

6.4 Pupil Questionnaires

Table 6.3: Did you eat before coming to school today?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	111	9	120	92.5%	7.5%	100.0%
Chikun	191	44	235	81.3%	18.7%	100.0%
Giwa	190	38	228	83.3%	16.7%	100.0%
Igabi	207	30	237	87.3%	12.7%	100.0%
Ikara	199	40	239	83.3%	16.7%	100.0%
Jaba	139	101	240	57.9%	42.1%	100.0%
Jema'a	210	25	235	89.4%	10.6%	100.0%
Kachia	133	107	240	55.4%	44.6%	100.0%
Kaduna North	204	36	240	85.0%	15.0%	100.0%
Kaduna South	214	26	240	89.2%	10.8%	100.0%
Kagarko	137	99	236	58.1%	41.9%	100.0%
Kajuru	117	119	236	49.6%	50.4%	100.0%
Kaura	156	80	236	66.1%	33.9%	100.0%
Kauru	156	82	238	65.5%	34.5%	100.0%
Kubau	216	23	239	90.4%	9.6%	100.0%
Kudan	215	20	235	91.5%	8.5%	100.0%
Lere	188	50	238	79.0%	21.0%	100.0%
Makarfi	209	31	240	87.1%	12.9%	100.0%
Sabon Gari	224	14	238	94.1%	5.9%	100.0%
Sanga	152	88	240	63.3%	36.7%	100.0%
Soba	207	33	240	86.3%	13.8%	100.0%
Zangon Kataf	175	64	239	73.2%	26.8%	100.0%
Zaria	220	18	238	92.4%	7.6%	100.0%
Total	4,170	1,177	5,347	78.0%	22.0%	100.0%

From Table 6.3, it was obtained that 78.0% of the children have eaten before going to school while 22.0% of them did not.

Table 6.4: Do you have a Hausa reading book at school?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	108	12	120	90.0%	10.0%	100.0%
Chikun	75	160	235	31.9%	68.1%	100.0%
Giwa	131	97	228	57.5%	42.5%	100.0%
Igabi	42	195	237	17.7%	82.3%	100.0%
Ikara	139	100	239	58.2%	41.8%	100.0%
Jaba	64	176	240	26.7%	73.3%	100.0%
Jema'a	142	93	235	60.4%	39.6%	100.0%
Kachia	107	133	240	44.6%	55.4%	100.0%
Kaduna North	68	172	240	28.3%	71.7%	100.0%
Kaduna South	38	202	240	15.8%	84.2%	100.0%
Kagarko	73	163	236	30.9%	69.1%	100.0%
Kajuru	39	197	236	16.5%	83.5%	100.0%
Kaura	89	147	236	37.7%	62.3%	100.0%
Kauru	150	88	238	63.0%	37.0%	100.0%
Kubau	140	99	239	58.6%	41.4%	100.0%
Kudan	104	131	235	44.3%	55.7%	100.0%
Lere	144	94	238	60.5%	39.5%	100.0%
Makarfi	112	128	240	46.7%	53.3%	100.0%
Sabon Gari	86	152	238	36.1%	63.9%	100.0%
Sanga	99	141	240	41.3%	58.8%	100.0%
Soba	127	113	240	52.9%	47.1%	100.0%
Zangon Kataf	116	123	239	48.5%	51.5%	100.0%
Zaria	86	152	238	36.1%	63.9%	100.0%
Total	2,279	3,068	5,347	42.6%	57.4%	100.0%

From Table 6.4, it was obtained that 42.6% of the children have Hausa reading books while 57.4% of them did not have such.

Table 6.5: Do you have a Maths book at school?

	Number			Percent		
LGA	**Yes**	**No**	**Total**	**Yes**	**No**	**Total**
Birnin Gwari	111	9	120	92.5%	7.5%	100.0%
Chikun	174	61	235	74.0%	26.0%	100.0%
Giwa	94	134	228	41.2%	58.8%	100.0%
Igabi	46	191	237	19.4%	80.6%	100.0%
Ikara	109	130	239	45.6%	54.4%	100.0%
Jaba	165	75	240	68.8%	31.3%	100.0%
Jema'a	157	78	235	66.8%	33.2%	100.0%
Kachia	112	128	240	46.7%	53.3%	100.0%
Kaduna North	130	110	240	54.2%	45.8%	100.0%
Kaduna South	143	97	240	59.6%	40.4%	100.0%
Kagarko	73	163	236	30.9%	69.1%	100.0%
Kajuru	36	200	236	15.3%	84.7%	100.0%
Kaura	140	96	236	59.3%	40.7%	100.0%
Kauru	138	100	238	58.0%	42.0%	100.0%
Kubau	127	112	239	53.1%	46.9%	100.0%
Kudan	94	141	235	40.0%	60.0%	100.0%
Lere	135	103	238	56.7%	43.3%	100.0%
Makarfi	99	141	240	41.3%	58.8%	100.0%
Sabon Gari	96	142	238	40.3%	59.7%	100.0%
Sanga	91	149	240	37.9%	62.1%	100.0%
Soba	117	123	240	48.8%	51.3%	100.0%
Zangon Kataf	110	129	239	46.0%	54.0%	100.0%
Zaria	97	141	238	40.8%	59.2%	100.0%
Total	2,594	2,753	5,347	48.5%	51.5%	100.0%

From Table 6.5, it was obtained that 48.5% of the children have Maths reading books while 51.5% of them did not have such.

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Table 6.6: In this last week, did you see your parents/siblings reading?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	81	39	120	67.5%	32.5%	100.0%
Chikun	159	76	235	67.7%	32.3%	100.0%
Giwa	140	88	228	61.4%	38.6%	100.0%
Igabi	121	116	237	51.1%	48.9%	100.0%
Ikara	148	91	239	61.9%	38.1%	100.0%
Jaba	181	59	240	75.4%	24.6%	100.0%
Jema'a	220	15	235	93.6%	6.4%	100.0%
Kachia	147	93	240	61.3%	38.8%	100.0%
Kaduna North	187	53	240	77.9%	22.1%	100.0%
Kaduna South	200	40	240	83.3%	16.7%	100.0%
Kagarko	125	111	236	53.0%	47.0%	100.0%
Kajuru	153	83	236	64.8%	35.2%	100.0%
Kaura	169	67	236	71.6%	28.4%	100.0%
Kauru	116	122	238	48.7%	51.3%	100.0%
Kubau	120	119	239	50.2%	49.8%	100.0%
Kudan	146	89	235	62.1%	37.9%	100.0%
Lere	132	106	238	55.5%	44.5%	100.0%
Makarfi	175	65	240	72.9%	27.1%	100.0%
Sabon Gari	196	42	238	82.4%	17.6%	100.0%
Sanga	133	107	240	55.4%	44.6%	100.0%
Soba	170	70	240	70.8%	29.2%	100.0%
Zangon Kataf	172	67	239	72.0%	28.0%	100.0%
Zaria	154	84	238	64.7%	35.3%	100.0%
Total	3,545	1,802	5,347	66.3%	33.7%	100.0%

From Table 6.6, it was obtained that 66.3% of the children have seen their parents/siblings reading while 33.7% of them have not seen such.

Table 6.7: In this last week, did you your parents/siblings read to you or with you?

	Number			Percent		
LGA	**Yes**	**No**	**Total**	**Yes**	**No**	**Total**
Birnin Gwari	81	39	120	67.5%	32.5%	100.0%
Chikun	163	72	235	69.4%	30.6%	100.0%
Giwa	130	98	228	57.0%	43.0%	100.0%
Igabi	104	133	237	43.9%	56.1%	100.0%
Ikara	148	91	239	61.9%	38.1%	100.0%
Jaba	189	51	240	78.8%	21.3%	100.0%
Jema'a	188	47	235	80.0%	20.0%	100.0%
Kachia	147	93	240	61.3%	38.8%	100.0%
Kaduna North	177	63	240	73.8%	26.3%	100.0%
Kaduna South	189	51	240	78.8%	21.3%	100.0%
Kagarko	132	104	236	55.9%	44.1%	100.0%
Kajuru	162	74	236	68.6%	31.4%	100.0%
Kaura	163	73	236	69.1%	30.9%	100.0%
Kauru	122	116	238	51.3%	48.7%	100.0%
Kubau	128	111	239	53.6%	46.4%	100.0%
Kudan	152	83	235	64.7%	35.3%	100.0%
Lere	143	95	238	60.1%	39.9%	100.0%
Makarfi	144	96	240	60.0%	40.0%	100.0%
Sabon Gari	188	50	238	79.0%	21.0%	100.0%
Sanga	133	107	240	55.4%	44.6%	100.0%
Soba	161	79	240	67.1%	32.9%	100.0%
Zangon Kataf	180	59	239	75.3%	24.7%	100.0%
Zaria	143	95	238	60.1%	39.9%	100.0%
Total	3,467	1,880	5,347	64.8%	35.2%	100.0%

From Table 6.7, it was obtained that 64.8% of the children said that their parents/siblings had read to them or with them while 35.2% of them said no.

Table 6.8: In this last week, did you your parents/siblings help you study at home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	95	25	120	79.2%	20.8%	100.0%
Chikun	165	70	235	70.2%	29.8%	100.0%
Giwa	143	85	228	62.7%	37.3%	100.0%
Igabi	110	127	237	46.4%	53.6%	100.0%
Ikara	159	80	239	66.5%	33.5%	100.0%
Jaba	201	39	240	83.8%	16.3%	100.0%
Jema'a	219	16	235	93.2%	6.8%	100.0%
Kachia	152	88	240	63.3%	36.7%	100.0%
Kaduna North	186	54	240	77.5%	22.5%	100.0%
Kaduna South	196	44	240	81.7%	18.3%	100.0%
Kagarko	139	97	236	58.9%	41.1%	100.0%
Kajuru	146	90	236	61.9%	38.1%	100.0%
Kaura	157	79	236	66.5%	33.5%	100.0%
Kauru	123	115	238	51.7%	48.3%	100.0%
Kubau	118	121	239	49.4%	50.6%	100.0%
Kudan	167	68	235	71.1%	28.9%	100.0%
Lere	144	94	238	60.5%	39.5%	100.0%
Makarfi	186	54	240	77.5%	22.5%	100.0%
Sabon Gari	186	52	238	78.2%	21.8%	100.0%
Sanga	122	118	240	50.8%	49.2%	100.0%
Soba	169	71	240	70.4%	29.6%	100.0%
Zangon Kataf	179	60	239	74.9%	25.1%	100.0%
Zaria	147	91	238	61.8%	38.2%	100.0%
Total	3,609	1,738	5,347	67.5%	32.5%	100.0%

From Table 6.8, it was obtained that 67.5% of the children said that their parents/siblings help them to study at home while 32.5% of them said no.

Table 6.9: Does someone at home help you with your homework when you need it?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	102	18	120	85.0%	15.0%	100.0%
Chikun	183	52	235	77.9%	22.1%	100.0%
Giwa	162	66	228	71.1%	28.9%	100.0%
Igabi	101	136	237	42.6%	57.4%	100.0%
Ikara	156	83	239	65.3%	34.7%	100.0%
Jaba	216	24	240	90.0%	10.0%	100.0%
Jema'a	220	15	235	93.6%	6.4%	100.0%
Kachia	170	70	240	70.8%	29.2%	100.0%
Kaduna North	189	51	240	78.8%	21.3%	100.0%
Kaduna South	203	37	240	84.6%	15.4%	100.0%
Kagarko	160	76	236	67.8%	32.2%	100.0%
Kajuru	170	66	236	72.0%	28.0%	100.0%
Kaura	197	39	236	83.5%	16.5%	100.0%
Kauru	141	97	238	59.2%	40.8%	100.0%
Kubau	128	111	239	53.6%	46.4%	100.0%
Kudan	151	84	235	64.3%	35.7%	100.0%
Lere	169	69	238	71.0%	29.0%	100.0%
Makarfi	155	85	240	64.6%	35.4%	100.0%
Sabon Gari	198	40	238	83.2%	16.8%	100.0%
Sanga	177	63	240	73.8%	26.3%	100.0%
Soba	130	110	240	54.2%	45.8%	100.0%
Zangon Kataf	190	49	239	79.5%	20.5%	100.0%
Zaria	151	87	238	63.4%	36.6%	100.0%
Total	3,819	1,528	5,347	71.4%	28.6%	100.0%

From Table 6.9, it was obtained that 71.4% of the children said that someone at home helps them with their homework when they need it while 28.6% of them said none.

Table 6.10: Are there other materials for you to read at home?

LGA	Number			Percent		
	Yes	**No**	**Total**	**Yes**	**No**	**Total**
Birnin Gwari	105	15	120	87.5%	12.5%	100.0%
Chikun	190	45	235	80.9%	19.1%	100.0%
Giwa	93	135	228	40.8%	59.2%	100.0%
Igabi	64	173	237	27.0%	73.0%	100.0%
Ikara	130	109	239	54.4%	45.6%	100.0%
Jaba	211	29	240	87.9%	12.1%	100.0%
Jema'a	149	86	235	63.4%	36.6%	100.0%
Kachia	155	85	240	64.6%	35.4%	100.0%
Kaduna North	149	91	240	62.1%	37.9%	100.0%
Kaduna South	148	92	240	61.7%	38.3%	100.0%
Kagarko	143	93	236	60.6%	39.4%	100.0%
Kajuru	130	106	236	55.1%	44.9%	100.0%
Kaura	124	112	236	52.5%	47.5%	100.0%
Kauru	111	127	238	46.6%	53.4%	100.0%
Kubau	114	125	239	47.7%	52.3%	100.0%
Kudan	136	99	235	57.9%	42.1%	100.0%
Lere	145	93	238	60.9%	39.1%	100.0%
Makarfi	96	144	240	40.0%	60.0%	100.0%
Sabon Gari	126	112	238	52.9%	47.1%	100.0%
Sanga	121	119	240	50.4%	49.6%	100.0%
Soba	107	133	240	44.6%	55.4%	100.0%
Zangon Kataf	164	75	239	68.6%	31.4%	100.0%
Zaria	114	124	238	47.9%	52.1%	100.0%
Total	3,025	2,322	5,347	56.6%	43.4%	100.0%

From Table 6.10, it was obtained that 56.6% of the children said that they have other materials for them to read at home while 43.4% of them said none.

Table 6.11: Do you feel safe in your school?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	112	8	120	93.3%	6.7%	100.0%
Chikun	218	17	235	92.8%	7.2%	100.0%
Giwa	206	22	228	90.4%	9.6%	100.0%
Igabi	210	27	237	88.6%	11.4%	100.0%
Ikara	220	19	239	92.1%	7.9%	100.0%
Jaba	137	103	240	57.1%	42.9%	100.0%
Jema'a	215	20	235	91.5%	8.5%	100.0%
Kachia	157	83	240	65.4%	34.6%	100.0%
Kaduna North	227	13	240	94.6%	5.4%	100.0%
Kaduna South	218	22	240	90.8%	9.2%	100.0%
Kagarko	176	60	236	74.6%	25.4%	100.0%
Kajuru	160	76	236	67.8%	32.2%	100.0%
Kaura	193	43	236	81.8%	18.2%	100.0%
Kauru	233	5	238	97.9%	2.1%	100.0%
Kubau	204	35	239	85.4%	14.6%	100.0%
Kudan	121	114	235	51.5%	48.5%	100.0%
Lere	205	33	238	86.1%	13.9%	100.0%
Makarfi	162	78	240	67.5%	32.5%	100.0%
Sabon Gari	228	10	238	95.8%	4.2%	100.0%
Sanga	183	57	240	76.3%	23.8%	100.0%
Soba	208	32	240	86.7%	13.3%	100.0%
Zangon Kataf	109	130	239	45.6%	54.4%	100.0%
Zaria	159	79	238	66.8%	33.2%	100.0%
Total	4,261	1,086	5,347	79.7%	20.3%	100.0%

From Table 6.11, it was obtained that 79.7% of the children said that they feel safe in their school while 20.3% of them said no.

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Table 6.12: Do you feel safe on your way to and from school?

LGA	Number			Percent		
	Yes	**No**	**Total**	**Yes**	**No**	**Total**
Birnin Gwari	112	8	120	93.3%	6.7%	100.0%
Chikun	216	19	235	91.9%	8.1%	100.0%
Giwa	155	73	228	68.0%	32.0%	100.0%
Igabi	217	20	237	91.6%	8.4%	100.0%
Ikara	228	11	239	95.4%	4.6%	100.0%
Jaba	227	13	240	94.6%	5.4%	100.0%
Jema'a	226	9	235	96.2%	3.8%	100.0%
Kachia	213	27	240	88.8%	11.3%	100.0%
Kaduna North	228	12	240	95.0%	5.0%	100.0%
Kaduna South	221	19	240	92.1%	7.9%	100.0%
Kagarko	160	76	236	67.8%	32.2%	100.0%
Kajuru	182	54	236	77.1%	22.9%	100.0%
Kaura	220	16	236	93.2%	6.8%	100.0%
Kauru	236	2	238	99.2%	0.8%	100.0%
Kubau	204	35	239	85.4%	14.6%	100.0%
Kudan	190	45	235	80.9%	19.1%	100.0%
Lere	213	25	238	89.5%	10.5%	100.0%
Makarfi	215	25	240	89.6%	10.4%	100.0%
Sabon Gari	203	35	238	85.3%	14.7%	100.0%
Sanga	194	46	240	80.8%	19.2%	100.0%
Soba	229	11	240	95.4%	4.6%	100.0%
Zangon Kataf	169	70	239	70.7%	29.3%	100.0%
Zaria	164	74	238	68.9%	31.1%	100.0%
Total	4,622	725	5,347	86.4%	13.6%	100.0%

From Table 6.12, it was obtained that 86.4% of the children said that they feel safe on their way to school while 13.6% of them said no.

6.5 Resources at Home

Table 6.13: Do you have Radio in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	105	15	120	87.5%	12.5%	100.0%
Chikun	141	94	235	60.0%	40.0%	100.0%
Giwa	166	62	228	72.8%	27.2%	100.0%
Igabi	145	92	237	61.2%	38.8%	100.0%
Ikara	185	54	239	77.4%	22.6%	100.0%
Jaba	124	116	240	51.7%	48.3%	100.0%
Jema'a	140	95	235	59.6%	40.4%	100.0%
Kachia	124	116	240	51.7%	48.3%	100.0%
Kaduna North	122	118	240	50.8%	49.2%	100.0%
Kaduna South	139	101	240	57.9%	42.1%	100.0%
Kagarko	142	94	236	60.2%	39.8%	100.0%
Kajuru	155	81	236	65.7%	34.3%	100.0%
Kaura	99	137	236	41.9%	58.1%	100.0%
Kauru	210	28	238	88.2%	11.8%	100.0%
Kubau	183	56	239	76.6%	23.4%	100.0%
Kudan	176	59	235	74.9%	25.1%	100.0%
Lere	186	52	238	78.2%	21.8%	100.0%
Makarfi	183	57	240	76.3%	23.8%	100.0%
Sabon Gari	160	78	238	67.2%	32.8%	100.0%
Sanga	148	92	240	61.7%	38.3%	100.0%
Soba	153	87	240	63.8%	36.3%	100.0%
Zangon Kataf	105	134	239	43.9%	56.1%	100.0%
Zaria	180	58	238	75.6%	24.4%	100.0%
Total	3,471	1,876	5,347	64.9%	35.1%	100.0%

From Table 6.13, it was obtained that 64.9% of the children said that they have radio in their home while 35.1% of them said no.

Table 6.14: Do you have Telephone/cellphone in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	116	4	120	96.7%	3.3%	100.0%
Chikun	201	34	235	85.5%	14.5%	100.0%
Giwa	202	26	228	88.6%	11.4%	100.0%
Igabi	221	16	237	93.2%	6.8%	100.0%
Ikara	161	78	239	67.4%	32.6%	100.0%
Jaba	199	41	240	82.9%	17.1%	100.0%
Jema'a	130	105	235	55.3%	44.7%	100.0%
Kachia	188	52	240	78.3%	21.7%	100.0%
Kaduna North	227	13	240	94.6%	5.4%	100.0%
Kaduna South	234	6	240	97.5%	2.5%	100.0%
Kagarko	210	26	236	89.0%	11.0%	100.0%
Kajuru	195	41	236	82.6%	17.4%	100.0%
Kaura	146	90	236	61.9%	38.1%	100.0%
Kauru	153	85	238	64.3%	35.7%	100.0%
Kubau	189	50	239	79.1%	20.9%	100.0%
Kudan	219	16	235	93.2%	6.8%	100.0%
Lere	221	17	238	92.9%	7.1%	100.0%
Makarfi	232	8	240	96.7%	3.3%	100.0%
Sabon Gari	236	2	238	99.2%	0.8%	100.0%
Sanga	167	73	240	69.6%	30.4%	100.0%
Soba	172	68	240	71.7%	28.3%	100.0%
Zangon Kataf	177	62	239	74.1%	25.9%	100.0%
Zaria	226	12	238	95.0%	5.0%	100.0%
Total	4,422	925	5,347	82.7%	17.3%	100.0%

From Table 6.14, it was obtained that 82.7% of the children said that they have telephone/cellphone in their home while 17.3% of them said no.

Table 6.15: Do you have Electricity in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	61	59	120	50.8%	49.2%	100.0%
Chikun	190	45	235	80.9%	19.1%	100.0%
Giwa	109	119	228	47.8%	52.2%	100.0%
Igabi	178	59	237	75.1%	24.9%	100.0%
Ikara	39	200	239	16.3%	83.7%	100.0%
Jaba	131	109	240	54.6%	45.4%	100.0%
Jema'a	137	98	235	58.3%	41.7%	100.0%
Kachia	33	207	240	13.8%	86.3%	100.0%
Kaduna North	220	20	240	91.7%	8.3%	100.0%
Kaduna South	228	12	240	95.0%	5.0%	100.0%
Kagarko	29	207	236	12.3%	87.7%	100.0%
Kajuru	85	151	236	36.0%	64.0%	100.0%
Kaura	143	93	236	60.6%	39.4%	100.0%
Kauru	4	234	238	1.7%	98.3%	100.0%
Kubau	40	199	239	16.7%	83.3%	100.0%
Kudan	144	91	235	61.3%	38.7%	100.0%
Lere	50	188	238	21.0%	79.0%	100.0%
Makarfi	133	107	240	55.4%	44.6%	100.0%
Sabon Gari	197	41	238	82.8%	17.2%	100.0%
Sanga	115	125	240	47.9%	52.1%	100.0%
Soba	59	181	240	24.6%	75.4%	100.0%
Zangon Kataf	115	124	239	48.1%	51.9%	100.0%
Zaria	188	50	238	79.0%	21.0%	100.0%
Total	2,628	2,719	5,347	49.1%	50.9%	100.0%

From Table 6.15, it was obtained that 49.1% of the children said that they have electricity in their home while 50.9% of them said no.

Table 6.16: Do you have Television in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	55	65	120	45.8%	54.2%	100.0%
Chikun	160	75	235	68.1%	31.9%	100.0%
Giwa	83	145	228	36.4%	63.6%	100.0%
Igabi	134	103	237	56.5%	43.5%	100.0%
Ikara	39	200	239	16.3%	83.7%	100.0%
Jaba	153	87	240	63.8%	36.3%	100.0%
Jema'a	120	115	235	51.1%	48.9%	100.0%
Kachia	73	167	240	30.4%	69.6%	100.0%
Kaduna North	194	46	240	80.8%	19.2%	100.0%
Kaduna South	203	37	240	84.6%	15.4%	100.0%
Kagarko	58	178	236	24.6%	75.4%	100.0%
Kajuru	81	155	236	34.3%	65.7%	100.0%
Kaura	123	113	236	52.1%	47.9%	100.0%
Kauru	29	209	238	12.2%	87.8%	100.0%
Kubau	63	176	239	26.4%	73.6%	100.0%
Kudan	103	132	235	43.8%	56.2%	100.0%
Lere	60	178	238	25.2%	74.8%	100.0%
Makarfi	116	124	240	48.3%	51.7%	100.0%
Sabon Gari	167	71	238	70.2%	29.8%	100.0%
Sanga	129	111	240	53.8%	46.3%	100.0%
Soba	88	152	240	36.7%	63.3%	100.0%
Zangon Kataf	130	109	239	54.4%	45.6%	100.0%
Zaria	156	82	238	65.5%	34.5%	100.0%
Total	2,517	2,830	5,347	47.1%	52.9%	100.0%

From Table 6.16, it was obtained that 47.1% of the children said that they have television in their home while 52.9% of them said no.

Table 6.17: Do you have Bicycle in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	54	66	120	45.0%	55.0%	100.0%
Chikun	46	189	235	19.6%	80.4%	100.0%
Giwa	157	71	228	68.9%	31.1%	100.0%
Igabi	89	148	237	37.6%	62.4%	100.0%
Ikara	137	102	239	57.3%	42.7%	100.0%
Jaba	47	193	240	19.6%	80.4%	100.0%
Jema'a	93	142	235	39.6%	60.4%	100.0%
Kachia	70	170	240	29.2%	70.8%	100.0%
Kaduna North	72	168	240	30.0%	70.0%	100.0%
Kaduna South	54	186	240	22.5%	77.5%	100.0%
Kagarko	44	192	236	18.6%	81.4%	100.0%
Kajuru	108	128	236	45.8%	54.2%	100.0%
Kaura	46	190	236	19.5%	80.5%	100.0%
Kauru	43	195	238	18.1%	81.9%	100.0%
Kubau	151	88	239	63.2%	36.8%	100.0%
Kudan	132	103	235	56.2%	43.8%	100.0%
Lere	73	165	238	30.7%	69.3%	100.0%
Makarfi	169	71	240	70.4%	29.6%	100.0%
Sabon Gari	118	120	238	49.6%	50.4%	100.0%
Sanga	85	155	240	35.4%	64.6%	100.0%
Soba	142	98	240	59.2%	40.8%	100.0%
Zangon Kataf	73	166	239	30.5%	69.5%	100.0%
Zaria	131	107	238	55.0%	45.0%	100.0%
Total	2,134	3,213	5,347	39.9%	60.1%	100.0%

From Table 6.17, it was obtained that 39.9% of the children said that they have bicycle in their home while 60.1% of them said no.

Table 6.18: Do you have Car/truck in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	11	109	120	9.2%	90.8%	100.0%
Chikun	40	195	235	17.0%	83.0%	100.0%
Giwa	45	183	228	19.7%	80.3%	100.0%
Igabi	61	176	237	25.7%	74.3%	100.0%
Ikara	28	211	239	11.7%	88.3%	100.0%
Jaba	22	218	240	9.2%	90.8%	100.0%
Jema'a	86	149	235	36.6%	63.4%	100.0%
Kachia	26	214	240	10.8%	89.2%	100.0%
Kaduna North	80	160	240	33.3%	66.7%	100.0%
Kaduna South	67	173	240	27.9%	72.1%	100.0%
Kagarko	21	215	236	8.9%	91.1%	100.0%
Kajuru	13	223	236	5.5%	94.5%	100.0%
Kaura	11	225	236	4.7%	95.3%	100.0%
Kauru	5	233	238	2.1%	97.9%	100.0%
Kubau	45	194	239	18.8%	81.2%	100.0%
Kudan	39	196	235	16.6%	83.4%	100.0%
Lere	23	215	238	9.7%	90.3%	100.0%
Makarfi	64	176	240	26.7%	73.3%	100.0%
Sabon Gari	64	174	238	26.9%	73.1%	100.0%
Sanga	66	174	240	27.5%	72.5%	100.0%
Soba	48	192	240	20.0%	80.0%	100.0%
Zangon Kataf	36	203	239	15.1%	84.9%	100.0%
Zaria	75	163	238	31.5%	68.5%	100.0%
Total	976	4,371	5,347	18.3%	81.7%	100.0%

From Table 6.18, it was obtained that 18.3% of the children said that they have cars/trucks in their home while 81.7% of them said no.

Table 6.19: Do you have generator in your home?

LGA	Number			Percent		
	Yes	No	Total	Yes	No	Total
Birnin Gwari	9	111	120	7.5%	92.5%	100.0%
Chikun	50	185	235	21.3%	78.7%	100.0%
Giwa	64	164	228	28.1%	71.9%	100.0%
Igabi	37	200	237	15.6%	84.4%	100.0%
Ikara	28	211	239	11.7%	88.3%	100.0%
Jaba	97	143	240	40.4%	59.6%	100.0%
Jema'a	85	150	235	36.2%	63.8%	100.0%
Kachia	62	178	240	25.8%	74.2%	100.0%
Kaduna North	66	174	240	27.5%	72.5%	100.0%
Kaduna South	59	181	240	24.6%	75.4%	100.0%
Kagarko	73	163	236	30.9%	69.1%	100.0%
Kajuru	32	204	236	13.6%	86.4%	100.0%
Kaura	34	202	236	14.4%	85.6%	100.0%
Kauru	27	211	238	11.3%	88.7%	100.0%
Kubau	33	206	239	13.8%	86.2%	100.0%
Kudan	57	178	235	24.3%	75.7%	100.0%
Lere	8	230	238	3.4%	96.6%	100.0%
Makarfi	60	180	240	25.0%	75.0%	100.0%
Sabon Gari	78	160	238	32.8%	67.2%	100.0%
Sanga	88	152	240	36.7%	63.3%	100.0%
Soba	59	181	240	24.6%	75.4%	100.0%
Zangon Kataf	88	151	239	36.8%	63.2%	100.0%
Zaria	63	175	238	26.5%	73.5%	100.0%
Total	1,257	4,090	5,347	23.5%	76.5%	100.0%

From Table 6.19, it was obtained that 23.5% of the children said that they have generators in their home while 76.5% of them said no.

Chapter Seven
Key Findings, Discussions and Recommendations

7.1 Introduction

Learning Poverty means the inability of children to read and understand a short, age-appropriate text by age 10 (or latest by the end of Primary School). The Learning Poverty Indicator (LPI) is a composite indicator that brings together schooling and learning. The Kaduna State Government has made huge investments to increase access to basic education as well as to improve quality of education at all levels. This informs the need for Kaduna State Government to conduct its own Learning Poverty Research with a view to improving quality. The Research was designed to obtain quality and reliable data through a sound methodological framework. Also, to obtain the Learning Poverty Indicators (LPI) to provide guidance for quality as well as for possible intervention in area of quality education. This Learning Poverty research is typically a meta-analysis drawing and analyzing data from three different sources. Data were drawn from Annual School Census (ASC), out-of-school children (OOSC) Survey and the Learning Outcome Assessment. The three data sources were pooled and analyzed through a systematic review to provide the LPI.

7.2 Basic Education Indicators

The data and indicators of basic education were obtained through the ASC 2021/2022 Report. The characteristics of schools covered during the ASC are hereby highlighted. There were 439 urban public Primary Schools and 3,927 rural ones. Rural schools constitutes 90% of the total number of public Primary Schools in the State. Also, there were 4,366 public Primary Schools and 1,428 private ones. The percentage of private Primary Schools in the State is 25%. Similarly, there were 424 public JSS and 781 private ones. The percentage of private JSS in the State is 65%. There were 3,958 regular Primary Schools, 149 Islamiyya and 259 nomadic ones. The percentage of regular Primary Schools in the State is 91%. Similarly, percentage of Islamiyya and nomadic Primary Schools in the State were 3% and 6% respectively. Also, there were 2,121 combined public Pre-Primary and Primary Schools and 2,245 public Primary Schools only. The percentage of combined public Pre-Primary and Primary Schools in the State is 49%. Similarly, the percentage of public Primary Schools only in the State is 51%.

7.2.1 Key Finding

1. The total of public ECCE enrolment is 43,897; out of that, 22,029 were girls which constituted 50% of the total ECCE enrolment. This implies a good participation in girl education. Also, the total of public Pre-Primary School enrolment is 240,556; out of that, 119,882 were girls which constituted 50% of the total enrolment.

2. The total of private Pre-Primary School enrolment is 71,646; out of that, 35,634 were girls which constituted 50% of the total enrolment. The total public Primary School enrolment stood at 1,927,577; out of that, 945,207 were girls which constituted 49% of the total enrolment. On the other hand, the public Primary School enrolment of school-

age (6-11 years) stood at 1,682,167; out of that, 824,506 were girls which constituted 49% of the school-age enrolment.

3. The total private Primary enrolments stood at 184,392; out of that, 90,622 were girls which constituted 49% of the total enrolment. On the other hand, the private Primary School enrolment of school-age (6-11 years) stood at 163,337; out of that, 80,528 were girls which constituted 49% of the school-age enrolment.

4. The combined public and private Primary School enrolment stood at 2,111,969; out of that, 1,035,829 were girls which constituted 49% of the combined enrolment. The combined public and private Primary School enrolment of school-age (6-11 years) stood at 1,845,504; out of that, 905,034 were girls which constituted 49% of the combined school-age enrolment.

5. The total public JSS enrolment stood at 313,287; out of that, 153,001 were girls which constituted 49% of the total enrolment. On the other hand, the public JSS enrolment of school-age (12-14 years) stood at 260,023; out of that, 93,212 were girls which constituted 36% of the school-age enrolment.

6. The total private JSS enrolment stood at 60,713; out of that, 30,346 were girls which constituted 50% of the total enrolment. On the other hand, the private JSS enrolment of school-age (12-14 years) stood at 44,400; out of that, 22,582 were girls which constituted 51% of the school-age enrolment.

7. The combined public and private JSS enrolment stood at 374,000; out of that, 183,347 were girls which constituted 49% of the total enrolment. On the other hand, the combined public and private JSS enrolment of school-age (12-14 years) stood at 304,423; out of that, 115,794 were girls which constituted 38% of the school-age enrolment.

8. The total public Technical/Vocational schools JSS enrolment stood at 1,738; out of that, 347 were girls which constituted 20% of the total enrolment. On the other hand, the public Technical/Vocational schools JSS enrolment of school-age (12-14 years) stood at 1,312; out of that, 289 were girls which constituted 22% of the school-age enrolment.

9. The number of special need children for Primary Schools stood at 10.478. Similarly, the number of special need children for JSS stood at 608. The total number of special needs children across Primary Schools and JSS stood at 11,086. Hence, 95% of the special need children were at Primary School level.

10. The GIR for Primary Schools stood at 141%. Igabi LGA has the highest GIR for Primary Schools of 295% while Kaduna South LGA has the least of 40%. Similarly, the GIR for JSS stood at 41%. Zaria LGA has the highest GIR for JSS of 74% while Jaba LGA has the least of 18%.

11. The NIR for Primary Schools stood at 58%. Kudan LGA has the highest NIR for Primary Schools of 110% while Kaduna South LGA has the least of 16%. Similarly,

the NIR for JSS stood at 15%. Sabon Gari LGA has the highest NIR for JSS of 29% while Jaba and Zangon Kataf LGAs have the least of 7% each.

12. The GER for Primary Schools stood at 119%. Igabi LGA has the highest GER for Primary Schools of 237% while Kaduna South LGA has the least of 46%. Similarly, the GER for JSS stood at 53%. Sabon Gari LGA has the highest GER for JSS of 99% while Jaba LGA has the least of 25%.

13. The NER for Primary Schools stood at 104%. Igabi LGA has the highest NER for Primary Schools of 206% while Kaduna South LGA has the least of 40%. Similarly, the NER for JSS stood at 41%. Sabon Gari LGA has the highest NER for JSS of 75% while Jaba LGA has the least of 18%.

14. The GPI for Primary Schools stood at 0.99. This signifies an excellent participation of girls at Primary School education. Kagarko LGA has the highest GPI for Primary Schools of 1.14 while Birnin Gwari LGA has the least of 0.81. Similarly, the GPI for JSS stood at 0.88. This also signifies a good participation of girls at junior secondary school level. Kaduna South LGA has the highest GPI for JSS of 1.54 while Soba LGA has the least of 0.57.

15. The promotion rate at primary 1 stood at 93.5% while the repetition rate at that level stood at 0.5%. Similarly, the promotion rate at primary 2 stood at 97.5% while the repetition rate at that level stood at 0.6%.

16. The dropout rate at primary 1 stood at 6.0% while the survival rate at that level stood at 100%. Similarly, the dropout rate at primary 2 stood at 1.9% while the survival rate at that level stood at 94.0%.

17. The completion rate for Primary Schools stood at 84%. Igabi LGA has the highest completion rate for Primary Schools of 148% while Kaduna South LGA has the least of 39%. Similarly, the completion rate for JSS stood at 38%. Sabon Gari LGA has the highest completion rate for JSS of 69% while Soba LGA has the least of 19%.

18. The girls' transition rate from Primary Schools to JSS 1 stood at 51% while the boys' transition rate stood at 50%. The overall transition rate from Primary Schools to JSS 1 stood at 51%. Kaduna South LGA has the highest transition rate from Primary Schools to JSS 1 of 107% while Kajuru LGA has the least transition rate of 22%.

19. The total number of public Primary School teachers stood at 29,626. From that, the number of qualified public Primary School teachers stood at 27,725. Therefore, 94% of Primary School teachers were qualified, having a minimum of NCE.

20. The pupil-teacher ratio for public Primary Schools stood at 73. Similarly, the pupil-qualified teacher ratio for public Primary Schools stood 78. Hence, there is the need to employ more teachers to reduce the ratio.

21. The total number of public junior secondary school teachers stood at 6,790. From that, the number of public junior secondary school qualified teachers stood at 6,398. Therefore, 94% of Primary School teachers were qualified, having a minimum of NCE.

22. The pupil-teacher ratio for public junior secondary schools stood at 46. Similarly, the pupil-qualified teacher ratio for public junior secondary schools stood 49. This is appreciable but could be improved upon by employing more teachers to reduce the ratio.

23. There were 21,516 usable classrooms in public Primary Schools in the State. The pupil-classroom ratio for public Primary Schools stood at 101. Similarly, there were 3,266 usable classrooms in public JSS in the State. Within the next 15 months, AGILE is expected to build 36 new JSS (234 classrooms plus laboratories) and 26 SSS (432 classrooms plus laboratories). SUBEB has also completed a significant number of new schools including classrooms.

24. The pupil-classroom ratio for public JSS stood at 96. The pupil-classroom ratio need to be drastically reduced by building more classrooms for both Primary Schools and JSS to enhance quality. Response above suffices here, with the additional classrooms AGILE is putting in place, the ratio of learners to classrooms will improve. Within the next 15 months, AGILE is erecting 36 new JSS (234 classrooms plus laboratories) and 26 SSS (432 classrooms plus laboratories). SUBEB has also completed a significant number of new schools including classrooms.

25. Again, 67% of public Primary Schools in the State have no source of water. Only 1% of them have pipe borne water, 22% have borehole and 10% have well among others.

26. Also, 17% of public junior secondary schools in the State have no source of water. On the other hand, 55% of them have pipe borne water, 25% have borehole and 1% have well among others.

27. Similarly, 44% of public Primary Schools in the State have PIT toilets. Only 5% of them have bucket system, 12% have water flush and 38% have some other toilet systems.

28. Also, 54% of public junior secondary schools in the State have PIT toilets. Only 7% of them have bucket system, 26% have water flush and 13% have some other toilet systems.

7.2.2 Discussions

The issue of access to primary education is appreciable with GER and NER of 119% and 104% respectively. However, the number of classrooms are insufficient to cater for the enrolments. The PCR for primary schools is 101, signifying an average class size of 101. This is too much and far above the UNESCO Standard of 40. More classrooms need to be built and dilapidated ones be repaired as a matter of urgency. The number of classrooms should be built to adequately cater for the excess number of pupils in the school. The PTR for primary schools is 73, signifying an average of 73 pupils to one teacher. This is too much and far above the

UNESCO Standard of 40. More teachers need to be employed and unqualified ones be trained/retrained. The number of teachers should also be employed to adequately cater for the excess number of pupils in the schools. By attending to these educational facilities, the quality of learning will be enhanced.

7.2.3 Recommendations

1. There is the need to provide more classrooms to both Primary Schools and JSS in the State in order to bring down the pupil-classroom ratio. This will enhance quality as well as provide conducive learning atmosphere.

2. There is the need to provide more teachers to both Primary Schools and JSS in the State in order to bring down the pupil-teacher ratio. This will enhance quality.

3. There is the urgent need to provide safe sources of water to all Primary Schools and JSS in the State to enhance sanitation and hygiene.

4. There is the urgent need to provide more toilets to all Primary Schools and JSS in the State in order to bring down the pupil-toilet ratio. This will enhance quality, sanitation and hygiene.

With regards to the need to provide more classrooms in both Primary Schools and JSS in the State, SUBEB making efforts in that direction. AGILE is also making tremendous interventions in that regard. In addition, AGILE is in the process of providing water, sanitation and classrooms. A total of 36 new JSS and 26 new SSS schools will be erected in the next 15 months. In addition, there are other sizable interventions as summarized in the following table.

Table 7.1: School Projects and Interventions

Interventions	Small Grants	Large Grants	Total
Classrooms renovated	244	443	687
Offices renovated	-	114	114
Halls renovated	-	9	9
Seat Toilets constructed	1,447	174	1,621
Seat Toilets renovated	466	63	529
Boreholes renovated	58	0	58
Boreholes drilled	122	28	150
Laboratory renovated	-	6	6
Fencing constructed	-	5	5
Furniture constructed	18,713	10,702	29,415

7.3 Out-of-School Children Survey

Kaduna State Government had made tremendous effort to fish out the out-of-school children in the State with a view to getting them back to school and planning for further sustainable interventions for enrolment retention and completion. Hence, it has designed and conducted a robust survey for OOSC. The survey results have informed the actualization of the State's plans and respond to the EFA and SDG global targets. The OOSC survey has adequately

covered the two mutually exclusive and exhaustive categories of out-of-school children-dropout and never attended. It has collected relevant data in each of the 23 LGAs of the State. A structured Computer Aided Personal Interview (CAPI) survey questionnaire was used to collect the relevant data. Consequently, the data were analyzed to determine the actual number of OOSC by age, by sex and their reasons for being out-of-school.

7.3.1 Key Finding

1. At State level, the OOSC survey report shows that the overall percentage of OOSC of Primary School-age in Kaduna State is 31.1%. By gender, the percentage out-of-school girls of Primary School-age is 30.0% while that of boys is 32.3%. Interesting to note that more boys out of school than girls.

2. By LGA, the report shows that Kauru LGA has the highest percentage of OOSC of Primary School-age of 51.8%, followed by Birinin Gwari with 48.3%, among others. On the other hand, Kaura LGA has the least percentage of OOSC of Primary School-age of 0.9%, followed by Zangon Kataf with 2.0%, among others.

3. By Senatorial Zone, the report shows that Zone 1 (Northern Senatorial Zone) has the highest percentage of OOSC of Primary School-age of 36.2%, followed by Zone 2 (Central Senatorial Zone) with 29.0% while Zone 3 (Southern Senatorial Zone) has the least percentage of OOSC of Primary School-age of 18.7%.

4. Furthermore, age specific, the report shows that children of 6 years have the highest percentage of OOSC of 38.1% while children of 11 years have the least with 22.8%.

7.3.2 Discussions

The issue of OOSC for primary school level is alarming, with an overall figure of 31.1%. This figure is the schooling deprived component of Learning Poverty. The database of such OOSC is available with the KDBS. This figure include both dropouts and never attended. World Bank Report has shown that over 20 million children are out-of-school in Nigeria. The bulk of OOSC are in the northern part of the Country. Measures to bring these children back to school are recommended herein. More importantly, their individual reasons for being out of school should be used as a guide for the interventions. Reducing the number of OOSC children is by extension reducing the level of learning poverty.

7.3.3 Recommendations

1. New programmes should be introduced in order to get the OOSC back to school. These may include, but not limited to, Enrolment Drive Campaign (EDC), Conditional Cash Transfer (CCT), Integrated Quranic Schools (IQS), build more schools in communities to reduce child distance to school, and the provision of more school facilities like classroom furniture, books, and white boards to encourage learning through conducive learning environment.

2. New programmes like school feeding programme should be introduced to improve school enrolment, retention, completion and transition. This will also encourage poor parents to send their children to school.

3. Develop psychosocial health and well-being. Ensure that schools are safe and that children are healthy and protected from violence and can access basic services – such as nutrition, counselling, water, sanitation, and hygiene services. This will also encourage most parents to send their children to school.

These are valid recommendations which have been proffered time and time again. They are also significantly expensive and will be difficult to sustain without the prospects of additional loans and the like. More investment needs to be put into increasing parent's and communities value system. There is the need parents and communities to understand, appreciate and value education so that government and projects like AGILE can invest more on infrastructure and teaching/learning rather than advocacy and other efforts. There is also the need for more collaborative efforts by all relevant stakeholders in education in order to reduce the number of OOSC children.

7.4 Assessment of Learning Outcome

The Learning Outcome Assessments were used to measure how children attain a Minimum Proficiency Level (MPL) at the age 10 or at the end of Primary School. Similar assessments were also conducted for the JSS 1 students. The Learning Outcome Assessments were used to determine the proportion of children below the MPL who are said to be learning deficient (LD). The proportions of LD children were obtained in English Language, Hausa Language and Mathematics. However, the proportion of LD children in English Language is one of the components used in calculating the Learning Poverty Indicator. The other component is the schooling deprived which was obtained through the OOSC survey.

7.4.1 Key Finding

1. The overall proficiency level for Primary 4 in English EGRA is 28.8%. By gender, the average proficiency level of male and female Primary 4 children in English EGRA are 28.5% and 29.2% respectively. Similarly, the overall proficiency level for Primary 6 in English EGRA is 40.7%. By gender, the average proficiency level of male and female Primary 6 children in English EGRA are 43.6% and 38.4% respectively. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in English EGRA. Again, the overall proficiency level of JSS 1 students in English EGRA is 49.5%. By gender, the average proficiency level of JSS 1 male and female students in English EGRA are 47.7% and 50.9% respectively. It appears that learners entering class 4 are weak understandably in English but as they progress to class 6 and JSS 1 they improve with girls reaching at least 50% pass mark. This is helpful to us as it tells us that girls entering secondary in September 2023 will be at averaging 50% proficiency level in English which will guide us on the preparedness we will need to have in place over the next few months.

2. The overall proficiency level for Primary 4 in Hausa EGRA is 14.5%. The average proficiency level of male and female Primary 4 children in Hausa EGRA are 13.4% and 15.3% respectively. Similarly, the overall proficiency level for Primary 6 in Hausa EGRA is 24.8%. The average proficiency level of male and female Primary 6 children in Hausa EGRA are 27.3% and 22.9% respectively. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in Hausa EGRA. Again, the overall proficiency level of JSS 1students in Hausa EGRA is 31.8%, The average proficiency level of JSS 1 male and female student in Hausa EGRA are 32.8% and 31.0% respectively.

3. The overall proficiency level for Primary 4 in EGMA is 48.0%. The average proficiency level of male and female Primary 4 children in EGMA are 47.0% and 48.8% respectively. Similarly, the overall proficiency level for Primary 6 in EGMA is 58.9%. The average proficiency level of male and female Primary 6 children in EGMA are 62.5% and 55.1% respectively. This shows that Primary 6 children have better proficiency level than their Primary 4 counterparts in EGMA. Again, the overall proficiency level for JSS 1students in EGMA is 65.2%. The average proficiency level of JSS 1 male and female student in EGMA are 65.5% and 65.1% respectively.

4. Furthermore, 7.0% of Primary 4 children have scored an aggregate of zero in English EGRA. By gender, 5.6% of male and 8.6% of female of Primary 4 children have scored an aggregate of zero in English EGRA. Similarly, overall, 3.0% of Primary 6 children scored an aggregate of zero in English EGRA. By gender, 3.3% of male and 2.7% female of Primary 6 children have scored an aggregate of zero in English EGRA. On the other hand, overall, 1.1% of JSS 1 students have scored an average of zero in English EGRA. By gender, 2.5% of male and 0.0% of female students in JSS 1 have scored an average of zero in English EGRA.

5. Again, 74.3% of Primary 4 children have scored below the MPL in English EGRA. By gender, 73.9% of male and 74.8% of female of Primary 4 children have scored below the MPL in English EGRA. Similarly, overall, 63.3% of Primary 6 children have scored below the MPL in English EGRA. By gender, 59.2% of male and 67.5% female of Primary 6 children have scored below the MPL in English EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in English EGRA than Primary 4 Children. Jema'a LGA has the best combined proficiency level in English EGRA while Ikara and Kauru LGAs have the worst proficiency level.

6. On the other hand, overall, 45.1% of JSS 1 students have scored below the MPL in English EGRA. By gender, 45.7% of male and 44.7% of female students in JSS 1 have scored below the MPL in English EGRA. Birnin Gwari, Chikun, Jema'a, Kachia and Lere LGAs have the best JSS 1 proficiency level in English EGRA while Kagarko, Kauru and Soba LGAs have the worst proficiency level.

7. Again, overall, 39.3% of Primary 4 children have scored an aggregate of zero in Hausa EGRA. By gender, 40.9% of male and 37.4% of female of Primary 4 children have scored an aggregate of zero in Hausa EGRA. Similarly, Overall, 25.1% of Primary 6

children scored an aggregate of zero in Hausa EGRA. By gender, 26.8% of male and 23.2% female of Primary 6 children have scored an aggregate of zero in Hausa EGRA. On the other hand, overall, 13.0% of JSS 1 students have scored an aggregate of zero in Hausa EGRA. By gender, 17.3% of male and 9.7% of female students in JSS 1 have scored an average of zero in Hausa EGRA.

8. Furthermore, Overall, 86.6% of Primary 4 children have scored below the MPL in Hausa EGRA. By gender, 88.6% of male and 84.2% of female of Primary 4 children have scored below the MPL in Hausa EGRA. Similarly, Overall, 72.5% of Primary 6 children have scored below the MPL in Hausa EGRA. By gender, 70.3% of male and 74.9% female of Primary 6 children have scored below the MPL in Hausa EGRA. The summative assessment has revealed that Primary 6 children have better proficiency level in Hausa EGRA than Primary 4 children.

9. On the other hand, overall, 63.6% of JSS 1 students have scored below the MPL in Hausa EGRA. By gender, 63.0% of male and 64.1% of female students in JSS 1have scored below the MPL in Hausa EGRA. Birnin Gwari and Kachia LGAs have the best JSS 1 proficiency level in Hausa EGRA while Chikun, Kagarko, Kaura, Kauru and Sanga LGAs have the worst proficiency level.

10. Furthermore, overall, 4.4% of Primary 4 children have scored an aggregate of zero in EGMA. By gender, 4.2% of male and 4.7% of female of Primary 4 children have scored an aggregate of zero in EGMA. Similarly, overall, 2.2% of Primary 6 children scored an aggregate of zero in EGMA. By gender, 2.2% of male and 2.2% female of Primary 6 children have scored an aggregate of zero in EGMA. On the other hand, overall, 0.5% of such students have scored an average of zero in EGMA. By gender, 1.2% of male and 0.0% of female students in JSS 1 have scored an average of zero in EGMA.

11. Again, 39.9% of Primary 4 children have scored below the MPL in EGMA. By gender, 41.0% of male and 38.5% of female of Primary 4 children have scored below the MPL in EGMA. Similarly, overall, 24.7% of Primary 6 children have scored below the MPL in EGMA. By gender, 20.0% of male and 29.6% female of Primary 6 children have scored below the MPL in EGMA. The summative assessment has revealed that Primary 6 children have better proficiency level in EGMA.

12. On the other hand, Overall, 15.8% of JSS 1 students have scored below the MPL in EGMA. By gender, 13.6% of male and 17.5% of female students in JSS 1 have scored below the MPL in EGMA. Birnin Gwari LGA and others have the best JSS 1 proficiency level in EGMA while Giwa LGA has the worst proficiency level.

13. The mean proficiency level of children in Hausa EGRA for Primary 4, Primary 6 and JSS 1 are 14.5%, 24.8% and 31.8% respectively. Similarly, the mean proficiency level of children in English EGRA for Primary 4, Primary 6 and JSS 1 are 28.8%, 40.7% and 49.5% respectively. In addition, the mean proficiency level of children in EGMA for Primary 4, Primary 6 and JSS 1 are 48.0%, 58.9% and 65.2% respectively. Comparatively, JSS 1 students have better proficiency levels than Primary 6 children in

English EGRA, Hausa EGRA and EGMA. Furthermore, Primary 6 children have better proficiency levels than Primary 4 children in the three Learning Outcome Assessment. This implies that proficiency levels in learning outcome increases with higher grades. Hence, it is obvious that the proficiency levels improve from Primary 4 through JSS1 in all the three assessments. Hence, the children may be progressing steadily but perhaps slowly in their proficiency levels as they go through the grades.

7.4.2 Discussions

It was established that 63.3% of Primary 6 children have scored below the MPL in English EGRA. This figure is the learning deprived component of Learning Poverty. Some plausible recommendations to improve this have been captured in this report. This signifies learning deficiency which leads to learning crisis. The best possible solution is the need for renewed partnership with Development Partners and all other relevant stakeholder to help in reducing this high percentage of learning deficiency.

7.4.3 Recommendations

1. The Quality Assurance Departments of both MOE and SUBEB should be properly equipped with manpower, vehicles and incentives to be up and doing in their roles of ensuring quality teaching/learning. Absolutely, without consistent and effective monitoring, teachers and school administrations may lag. This is expected to reduce learning deficiency.

2. Government should go into renewed partnership with Development Partners like PLANE, UNICEF and the World Bank for more support in reducing the high rate of Learning deficiency in the State. That is, increase partnership with donors, civil society, the private sector, and other education stakeholders around the target, investment case, and programming support. This has already started (PBC and KADBEAM etc) which needs to be sustained with projects and programmes aligning and harmonizing workplans regularly. These collaborations will improve on the learning outcomes in the schools.

3. Reach every child and keep them in school. Use back-to-school campaigns, family outreach and early warning systems, elimination of school fees, cash transfers, and school feeding programs to keep children in school. These interventions will improve on the learning outcomes and quality.

4. Effective learning taking place in schools needs to be projected via media for parents to see what is going on in schools and how their children are benefitting from school. This will help parents to move away from sending their children to school solely for feeding and CCT.

5. Assess learning levels regularly. Measure children's current learning levels after their return to school, to help teachers target instruction in the classroom to each child's starting point – which will usually be much lower due to the school closures. Absolutely! These will guide educators, relevant MDAs, projects and programmes as to where to focus investment and support.

7.5 Learning Poverty

The Learning Poverty (LP) is usually measured by the Learning Poverty Indicator (LPI). The indicator measures how children attain a Minimum Proficiency Level (MPL) in reading at the end of Primary School. The LPI combines the proportion of primary-aged children that were out-of-school who were schooling deprived (SD) and the proportion of pupils below a MPL in reading, who were learning deprived (LD). The SD was obtained through the OOSC survey while the LD obtained through the Learning Outcome Assessment using English EGRA at 40% MPL threshold.

7.5.1 Key Finding

1. The overall schooling deprived (SD) of Primary School-age stood at 31.1%. By gender, the schooling deprived for male, and female stood at 30.0% and 32.3% respectively. Similarly, the overall learning deprived (LD) stood at 63.3%. By gender, the leaning deprived for male, and female stood at 59.2% and 67.5% respectively.

2. Furthermore, the overall LPI for the State is 74.7%. By gender, Learning Poverty Indicator (LPI) for male and female are 71.4% and 78.0% respectively. Kauru LGA has the highest LPI of 97.5% while Jema'a LGA has the least LPI of 10.1%.

3. These findings have corroborated the proclamation of the UNICEF and the World Bank. In August 2022, the UNICEF noted that no fewer than 70 per cent of children in Nigerian schools are suffering from Learning Poverty (a situation where 10-year-olds cannot read or understand a simple text) while the UNESCO put the number of out-of-school children in the country at 20 million in October 2022. Similarly, according to the World Bank, Nigeria is experiencing Learning Poverty in which 70 percent of 10-year-olds cannot understand a simple sentence or perform basic numeracy task.

4. From the students' questionnaires, it was obtained that 78.0% of the children have eaten before going to school while 22.0% of them did not. Although the quality and quantity of what they have eaten was not measured.

5. Also, 42.6% of the children have Hausa reading books while 57.4% of them did not have such. Again, 48.5% of the children have Maths reading books while 51.5% of them did not have such. Although the type and relevance of the books were not ascertained.

6. Furthermore, 66.3% of the children have seen their parents/siblings reading while 33.7% of them have not seen such. Again, 64.8% of the children said that their parents/siblings had read to them or with them while 35.2% of them said no. Perhaps, the materials the read could be religious books written in other languages.

7. Again, 67.5% of the children said that their parents/siblings help them to study at home while 32.5% of them said no. Again, 71.4% of the children said that someone at home helps them with their homework when they need it while 28.6% of them said none.

Also, 56.6% of the children said that they have other materials for them to read at home while 43.4% of them said none.

8. Furthermore, 79.7% of the children said that they feel safe in their school while 20.3% of them said no. Again, 86.4% of the children said that they feel safe on their way to school while 13.6% of them said no.

9. On the appliances at home, 64.9% of the children said that they have Radio in their home while 35.1% of them said no. Again, 82.7% of the children said that they have Telephone/cellphone in their home while 17.3% of them said no.

10. Furthermore, 49.1% of the children said that they have Electricity in their home while 50.9% of them said no. Also, 47.1% of the children said that they have television in their home while 52.9% of them said no.

11. Again, 39.9% of the children said that they have bicycle in their home while 60.1% of them said no. Also, 18.3% of the children said that they have cars/trucks in their home while 81.7% of them said no. Again, 23.5% of the children said that they have generators in their home while 76.5% of them said no.

It was established that the overall LPI for the State is 74.7%. This is on the high side. Though the UNESCO estimated a whopping 87% for Sub-Saharan African. This report has recommended the Learning recovery efforts. This effort concentrates on both the children and the teachers. For the children is to sustain active learning while for the teachers is to give them training and close supervision.

7.5.2 Discussions

It was established that the overall LPI for the State is 74.7%. This is on the high side. Though the UNESCO estimated a whopping 87% for Sub-Saharan African. This report has recommended the Learning recovery efforts. This effort concentrates on both the children and the teachers. For the children is to sustain active learning while for the teachers is to give them training and close supervision.

7.5.3 Recommendations

1. Set and monitor key targets focusing on foundational learning using any model that fits the State. Also, develop a clear, evidence-backed, and realistic plan on how to reach the targets. There is the need to invite all relevant stakeholders to provide such plans.

2. Prioritize teaching the fundamentals. Learning recovery efforts should focus on essential missed content and prioritize the most foundational skills, particularly literacy and numeracy, that students need for active learning. Help teachers teach these skills by training and motivating them. There is the need to introduce a scheme to enhance teachers skills or to strengthen the existing interventions.

3. Increase the efficiency of instruction. Adopt effective teaching practices that support teachers cost-effectively in their immediate classroom challenges. Practices like

structured pedagogy programs and tools to target instruction to students' current learning levels.

The three points mentioned above are very critical and important, AGILE fully agrees with these 3 points above and a thorough teachers capability analysis will be very helpful in guiding areas for teacher development planning. Need for thorough calibration of teachers to ensure the right number of teachers.

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Appendix A
School-age Population Projection

Table A1: Primary School-age Population Projections by LGA, 2021

LGA	6-11 Years			6 Years			11 Years		
	M	F	Total	M	F	Total	M	F	Total
Birnin Gwari	37,175	36,715	73,890	6,600	6,504	13,104	5,804	5,933	11,737
Chikun	54,137	53,692	107,829	9,609	9,513	19,122	8,453	8,677	17,130
Giwa	41,780	42,098	83,878	7,416	7,457	14,873	6,523	6,803	13,326
Igabi	63,524	62,450	125,974	11,276	11,064	22,340	9,918	10,093	20,011
Ikara	28,059	28,729	56,788	4,980	5,090	10,070	4,381	4,642	9,023
Jaba	23,256	22,226	45,482	4,128	3,937	8,065	3,630	3,592	7,222
Jema'a	42,199	39,393	81,592	7,490	6,979	14,469	6,589	6,366	12,955
Kachia	36,111	35,412	71,523	6,411	6,274	12,685	5,638	5,723	11,361
Kaduna North	53,959	50,748	104,707	9,579	8,991	18,570	8,424	8,201	16,625
Kaduna South	60,981	56,809	117,790	10,825	10,064	20,889	9,520	9,182	18,702
Kagarko	36,922	33,594	70,516	6,555	5,951	12,506	5,765	5,430	11,195
Kajuru	16,138	16,325	32,463	2,865	2,892	5,757	2,520	2,639	5,159
Kaura	33,422	31,737	65,159	5,933	5,622	11,555	5,219	5,129	10,348
Kauru	25,029	24,750	49,779	4,443	4,385	8,828	3,907	4,000	7,907
Kubau	41,323	41,266	82,589	7,336	7,310	14,646	6,451	6,669	13,120
Kudan	20,551	20,139	40,690	3,648	3,568	7,216	3,209	3,254	6,463
Lere	48,493	48,482	96,975	8,608	8,589	17,197	7,571	7,836	15,407
Makarfi	21,608	21,210	42,818	3,836	3,757	7,593	3,373	3,427	6,800
Sabon Gari	43,164	40,814	83,978	7,663	7,231	14,894	6,739	6,596	13,335
Sanga	22,097	21,621	43,718	3,924	3,830	7,754	3,450	3,493	6,943
Soba	43,050	42,824	85,874	7,643	7,586	15,229	6,722	6,922	13,644
Zangon Kataf	46,537	46,098	92,635	8,262	8,167	16,429	7,265	7,450	14,715
Zaria	62,013	57,473	119,486	11,009	10,182	21,191	9,682	9,288	18,970
Total	901,528	874,605	1,776,133	160,039	154,943	314,982	140,753	141,345	282,098

Table A2: JSS School-age Population Projections by LGA, 2021

LGA	12-14 Years			12 Years			14 Years		
	M	F	Total	M	F	Total	M	F	Total
Birnin Gwari	15,848	15,556	31,404	5,599	5,540	11,139	4,808	9,755	14,563
Chikun	23,075	22,751	45,826	8,152	8,101	16,253	7,032	14,237	21,269
Giwa	17,808	17,838	35,646	6,291	6,352	12,643	5,513	11,073	16,586
Igabi	27,077	26,463	53,540	9,567	9,424	18,991	8,178	16,632	24,810
Ikara	11,961	12,173	24,134	4,226	4,336	8,562	3,762	7,496	11,258
Jaba	9,913	9,419	19,332	3,502	3,354	6,856	2,911	6,005	8,916
Jema'a	17,988	16,692	34,680	6,356	5,944	12,300	5,158	10,775	15,933
Kachia	15,392	15,004	30,396	5,437	5,342	10,779	4,638	9,442	14,080
Kaduna North	23,001	21,505	44,506	8,125	7,657	15,782	6,647	13,827	20,474
Kaduna South	25,993	24,072	50,065	9,182	8,571	17,753	7,439	15,554	22,993
Kagarko	15,737	14,235	29,972	5,559	5,069	10,628	4,399	9,313	13,712
Kajuru	6,879	6,918	13,797	2,431	2,464	4,895	2,138	4,285	6,423
Kaura	14,246	13,449	27,695	5,032	4,789	9,821	4,157	8,604	12,761
Kauru	10,667	10,485	21,152	3,768	3,734	7,502	3,240	6,572	9,812
Kubau	17,613	17,488	35,101	6,223	6,227	12,450	5,404	10,903	16,307
Kudan	8,759	8,534	17,293	3,094	3,038	6,132	2,637	5,372	8,009
Lere	20,672	20,544	41,216	7,303	7,316	14,619	6,349	12,804	19,153
Makarfi	9,211	8,988	18,199	3,255	3,200	6,455	2,778	5,654	8,432
Sabon Gari	18,399	17,293	35,692	6,500	6,158	12,658	5,345	11,090	16,435
Sanga	9,420	9,162	18,582	3,328	3,262	6,590	2,832	5,774	8,606
Soba	18,349	18,147	36,496	6,482	6,462	12,944	5,609	11,337	16,946
Zangon Kataf	19,838	19,533	39,371	7,008	6,955	13,963	6,037	12,231	18,268
Zaria	26,435	24,354	50,789	9,339	8,671	18,010	7,527	15,781	23,308
Total	384,281	370,603	754,884	135,759	131,966	267,725	114,538	234,516	349,054

Appendix B
English EGRA Results by Subtasks

Table B1: English EGRA Oral Vocabulary Subtask Percentage Scores

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	81.3	13.8	77.5	18.8	80.0	16.3	88.8	20.0	85.0	22.5	87.5	21.3	100.0	0.0	75.3	10.2	87.6	14.8
Chikun	78.8	31.3	87.5	21.3	85.0	25.0	91.3	16.3	82.5	27.5	86.3	25.0	97.0	6.0	97.0	6.0	97.0	5.6
Giwa	45.0	35.0	45.0	31.3	45.0	33.8	48.8	31.3	60.0	32.5	53.8	32.5	56.5	9.2	60.7	31.1	59.6	26.6
Igabi	68.8	32.5	67.5	37.5	67.5	35.0	80.0	26.3	75.0	25.0	77.5	26.3	94.0	6.9	81.5	21.7	87.8	16.4
Ikara	41.3	28.8	37.5	35.0	40.0	32.5	60.0	23.8	58.8	31.3	58.8	27.5	55.4	27.4	87.7	21.4	67.5	29.0
Jaba	80.0	21.3	78.8	20.0	80.0	20.0	90.0	17.5	91.3	16.3	90.0	16.3	84.5	18.6	87.5	14.4	86.0	15.5
Jema'a	87.5	13.8	87.5	23.8	87.5	17.5	96.3	7.5	95.0	10.0	96.3	8.8	94.0	8.5	96.0	6.2	95.5	6.2
Kachia	72.5	27.5	73.8	27.5	72.5	27.5	78.8	26.3	80.0	26.3	78.8	26.3	96.0	6.9	97.6	5.4	97.0	5.6
Kaduna North	85.0	21.3	78.8	26.3	81.3	23.8	85.0	23.8	87.5	17.5	86.3	21.3	87.5	17.7	93.8	10.4	92.3	11.4
Kaduna South	77.5	22.5	81.3	23.8	78.8	22.5	90.0	15.0	82.5	27.5	85.0	22.5	-	-	98.5	4.2	98.5	4.2
Kagarko	75.0	26.3	66.3	31.3	70.0	30.0	80.0	28.8	82.5	23.8	81.3	26.3	59.8	41.5	78.5	27.6	69.1	34.1
Kajuru	71.3	30.0	66.3	33.8	68.8	31.3	83.8	23.8	83.8	21.3	83.8	22.5	71.0	25.9	80.2	25.8	76.8	24.4
Kaura	83.8	21.3	88.8	20.0	86.3	20.0	91.3	13.8	96.3	8.8	93.8	11.3	93.8	10.4	94.0	8.5	93.9	9.4
Kauru	42.5	37.5	45.0	37.5	43.8	37.5	47.5	37.5	60.0	32.5	53.8	35.0	53.3	38.8	62.8	10.2	58.0	26.8
Kubau	62.5	40.0	65.0	40.0	63.8	40.0	73.8	35.0	83.8	31.3	77.5	33.8	93.8	12.5	100.0	0.0	96.9	8.8
Kudan	52.5	27.5	50.0	27.5	52.5	27.5	61.3	30.0	70.0	23.8	65.0	27.5	87.5	14.4	53.3	25.7	70.4	26.6
Lere	77.5	23.8	66.3	37.5	72.5	31.3	83.8	21.3	68.8	36.3	77.5	28.8	100.0	0.0	87.8	17.4	93.9	13.2
Makarfi	27.5	28.8	61.3	31.3	42.5	33.8	63.8	27.5	41.3	27.5	55.0	30.0	83.3	28.9	77.8	26.9	79.9	25.7
Sabon Gari	60.0	27.5	48.8	30.0	55.0	30.0	71.3	21.3	62.5	22.5	66.3	22.5	72.6	28.6	75.3	21.4	73.6	24.5
Sanga	71.3	30.0	62.5	31.3	67.5	30.0	82.5	22.5	82.5	22.5	82.5	22.5	72.0	15.9	84.5	12.0	78.3	14.7
Soba	37.5	36.3	41.3	33.8	38.8	35.0	65.0	33.8	62.5	31.3	63.8	32.5	62.8	26.8	50.0	20.4	56.4	23.1
Zangon Kataf	82.5	22.5	78.8	22.5	81.3	22.5	86.3	20.0	86.3	17.5	86.3	18.8	96.0	6.9	80.0	32.6	86.0	26.3
Zaria	57.5	26.3	61.3	26.3	60.0	26.3	88.8	20.0	85.0	22.5	87.5	21.3	62.7	54.6	82.8	14.2	75.3	32.8
Total	65.0	27.5	65.0	30.0	65.0	30.0	91.3	16.3	82.5	27.5	86.3	25.0	80.5	25.6	82.4	21.8	81.6	23.5

Table B2: English EGRA Letters Sounds Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	51.0	17.4	59.5	17.3	53.8	17.8	71.6	16.6	65.5	14.3	68.9	15.9	64.8	16.8	71.5	14.8	68.1	15.1
Chikun	50.9	24.4	47.8	29.3	48.9	27.6	44.2	27.6	46.3	31.0	45.5	29.7	88.5	8.1	83.0	8.6	85.8	8.3
Giwa	20.2	27.4	20.2	25.6	20.2	26.5	28.5	27.5	30.9	24.4	29.5	26.2	23.0	21.2	32.5	23.4	30.1	21.8
Igabi	22.1	23.3	30.3	30.6	25.4	26.7	34.6	29.1	31.0	24.9	32.6	26.9	85.3	9.3	66.8	26.8	76.0	21.0
Ikara	7.6	11.4	6.4	12.5	7.1	11.8	18.4	18.7	14.4	16.4	16.7	17.8	27.6	22.8	42.3	25.8	33.1	23.4
Jaba	31.5	21.5	34.8	20.0	33.1	20.5	48.3	25.8	52.3	24.2	50.2	24.7	39.3	21.5	47.8	25.1	43.5	22.1
Jema'a	50.4	24.4	53.0	23.1	51.3	23.8	58.0	23.7	66.3	17.0	62.1	20.9	83.5	21.9	73.7	15.5	76.1	16.2
Kachia	22.4	20.9	28.6	23.6	25.1	22.2	35.0	25.2	35.6	23.7	35.3	24.2	80.7	16.9	72.8	27.0	75.8	22.7
Kaduna North	38.0	28.3	46.1	25.1	42.0	26.9	56.8	22.9	62.2	24.0	59.4	23.5	76.5	27.6	70.0	27.4	71.6	25.6
Kaduna South	34.5	22.9	39.0	27.1	36.9	25.2	49.1	26.1	53.9	27.4	51.9	26.9	-	-	69.1	10.6	69.1	10.6
Kagarko	14.2	17.5	16.7	17.1	15.5	17.1	23.4	25.4	33.6	25.5	27.5	25.7	22.0	15.7	23.3	21.4	22.6	17.4
Kajuru	15.9	17.1	8.8	14.0	12.5	15.9	29.9	20.3	27.6	22.7	29.0	21.0	12.3	18.8	19.6	23.3	16.9	20.6
Kaura	25.7	19.1	29.3	20.8	27.3	19.6	42.9	21.5	48.1	21.2	45.9	21.1	54.3	40.3	68.0	15.6	57.8	35.2
Kauru	14.7	21.9	9.6	17.4	11.9	19.6	17.1	23.3	22.3	24.2	19.6	23.8	35.8	28.5	47.8	16.8	41.8	22.6
Kubau	20.4	27.1	23.3	33.5	21.8	30.4	37.0	38.6	31.3	35.0	35.1	37.4	80.5	8.2	45.3	14.2	62.9	21.7
Kudan	22.0	21.6	24.1	21.6	22.7	21.4	31.9	27.1	38.7	27.1	34.9	27.1	65.3	46.0	51.3	41.2	58.3	41.1
Lere	39.2	30.2	32.2	30.9	36.3	30.5	67.1	32.5	39.5	36.6	57.0	36.4	81.8	17.6	73.3	15.0	77.5	15.8
Makarfi	8.6	10.6	31.1	21.4	18.7	19.7	27.9	24.0	16.5	17.3	23.3	22.2	46.3	43.2	34.0	18.9	38.6	27.9
Sabon Gari	34.6	20.9	30.1	21.2	32.3	21.1	44.5	25.0	38.9	20.7	41.6	23.0	34.2	19.7	49.0	24.9	39.8	21.4
Sanga	39.6	23.7	35.0	23.3	37.6	23.3	38.0	24.2	45.5	22.0	41.7	23.1	44.0	36.8	61.5	3.3	52.8	26.0
Soba	17.0	17.4	19.6	21.6	18.2	19.3	35.1	28.8	41.8	33.6	38.4	31.4	36.5	4.1	18.8	16.1	27.6	14.5
Zangon Kataf	29.0	21.4	29.2	26.5	29.1	23.7	35.8	26.6	45.8	24.3	40.8	25.7	64.3	21.2	70.8	14.4	68.4	16.1
Zaria	25.6	22.9	41.1	22.6	33.5	24.0	42.5	30.4	44.4	24.4	43.5	27.4	23.7	26.3	35.6	21.9	31.1	22.6
Total	27.7	21.9	32.0	24.7	29.6	23.6	40.9	26.9	40.0	24.8	40.4	26.1	52.6	32.1	53.8	26.8	53.3	29.2

Table B3: English EGRA Oral Reading Fluency Subtask Percentage Scores

| | Primary 4 | | | | | | Primary 6 | | | | | | JSS 1 | | | | | |
| | Male | | Female | | Total | | Male | | Female | | Total | | Male | | Female | | Total | |
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	61.0	37.1	60.4	36.5	60.8	36.9	89.0	20.4	70.2	34.1	80.8	28.6	99.5	1.0	99.5	1.0	99.5	0.9
Chikun	32.2	37.3	32.9	37.8	32.7	37.5	31.4	38.2	32.9	42.4	32.4	40.8	50.3	35.6	90.5	9.3	70.4	32.3
Giwa	10.8	24.1	2.9	4.9	7.5	18.6	13.3	21.2	16.1	25.3	14.5	23.1	11.0	15.6	17.5	20.3	15.9	18.4
Igabi	2.2	10.2	16.1	31.8	7.6	22.5	22.2	34.7	15.9	30.4	18.6	32.5	90.0	9.4	51.8	42.2	70.9	34.9
Ikara	2.7	11.4	1.8	7.8	2.4	10.0	7.6	17.5	12.4	17.1	9.6	17.5	22.4	24.8	26.3	38.9	23.9	28.1
Jaba	3.5	12.5	7.8	19.4	5.7	16.1	29.8	40.8	32.2	41.8	31.0	40.6	40.8	49.4	79.5	38.4	60.1	45.9
Jema'a	38.8	42.7	68.0	37.3	48.8	42.9	60.2	47.5	81.6	32.5	71.0	41.8	48.0	7.1	86.2	26.5	76.6	28.6
Kachia	2.9	9.0	6.3	19.0	4.5	14.3	13.9	24.3	12.4	21.8	12.9	22.7	78.0	20.7	77.6	31.6	77.8	26.3
Kaduna North	20.0	33.5	26.3	36.3	23.1	34.9	25.9	35.1	48.6	41.4	37.1	39.8	9.0	12.7	33.7	48.5	27.5	42.8
Kaduna South	9.8	26.7	16.1	31.2	13.1	29.2	38.2	44.1	37.3	42.2	37.6	42.7	-	-	54.4	47.7	54.4	47.7
Kagarko	0.4	1.4	0.6	2.5	0.6	2.2	11.0	31.8	6.9	19.2	9.2	27.3	5.0	5.8	2.5	5.0	3.8	5.2
Kajuru	1.8	6.7	2.0	9.4	2.0	8.0	11.4	21.4	10.8	27.3	11.2	23.5	21.7	37.5	29.8	44.6	26.8	39.5
Kaura	2.2	12.0	2.7	12.7	2.4	12.2	23.1	33.1	23.3	37.1	23.1	34.9	25.7	37.5	45.0	63.6	30.5	40.8
Kauru	4.1	13.9	3.5	14.9	3.7	14.3	5.5	17.3	3.9	11.2	4.7	14.5	2.0	4.0	0.0	0.0	1.0	2.8
Kubau	10.6	26.1	17.3	34.7	13.9	30.8	40.4	41.0	20.2	36.9	33.5	40.8	73.5	49.1	0.0	0.0	36.8	50.8
Kudan	17.5	27.1	21.2	29.8	18.6	27.8	26.7	33.3	22.7	25.9	24.9	30.0	70.0	40.7	3.0	3.5	36.5	44.7
Lere	30.2	32.9	20.4	31.2	26.3	32.4	52.7	36.7	19.4	35.5	40.6	39.6	70.5	21.1	76.3	21.9	73.4	20.2
Makarfi	2.0	6.5	19.2	29.6	9.8	22.2	14.3	22.4	11.2	27.3	13.1	24.3	35.3	56.1	21.6	21.1	26.8	34.7
Sabon Gari	12.7	27.6	4.9	14.1	8.8	22.2	37.8	39.6	17.3	24.7	27.3	34.1	8.2	11.1	32.7	33.9	17.4	23.6
Sanga	5.7	17.6	8.6	22.0	7.1	19.4	7.6	18.6	11.6	23.7	9.6	21.2	35.8	43.1	12.3	20.7	24.0	33.7
Soba	2.2	8.8	3.5	8.8	2.7	8.8	27.3	38.8	29.6	40.4	28.4	39.4	16.8	25.7	8.0	9.4	12.4	18.5
Zangon Kataf	0.6	4.5	8.6	24.3	4.3	17.1	13.9	27.5	18.4	30.8	16.3	29.0	64.7	35.5	61.2	52.3	62.5	43.9
Zaria	6.1	18.0	9.6	18.8	7.8	18.4	35.7	41.2	22.0	30.6	28.6	36.5	30.0	28.6	40.4	45.7	36.5	38.2
Total	13.9	20.4	16.9	24.9	15.3	23.7	31.8	32.5	25.7	31.6	28.8	32.7	41.3	39.6	42.4	42.7	42.0	41.2

Table B4: English EGRA Reading Comprehension Subtask Percentage Scores

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	48.0	40.0	38.0	28.0	44.0	36.0	76.0	30.0	60.0	36.0	70.0	34.0	100.0	0.0	100.0	0.0	100.0	0.0
Chikun	14.0	28.0	24.0	34.0	20.0	32.0	22.0	38.0	24.0	36.0	24.0	36.0	25.0	37.9	65.0	30.0	45.0	38.2
Giwa	0.0	2.0	2.0	6.0	0.0	4.0	2.0	6.0	2.0	6.0	2.0	6.0	0.0	0.0	3.3	8.2	2.5	7.1
Igabi	0.0	6.0	6.0	16.0	2.0	12.0	12.0	30.0	10.0	26.0	10.0	28.0	30.0	38.3	15.0	19.1	22.5	29.2
Ikara	2.0	10.0	2.0	6.0	2.0	8.0	2.0	12.0	4.0	10.0	2.0	10.0	0.0	0.0	6.7	11.5	2.5	7.1
Jaba	4.0	10.0	4.0	16.0	4.0	14.0	22.0	36.0	26.0	38.0	24.0	36.0	30.0	38.3	60.0	40.0	45.0	39.6
Jema'a	30.0	40.0	48.0	44.0	36.0	42.0	52.0	44.0	62.0	38.0	58.0	40.0	20.0	0.0	66.7	39.3	55.0	39.6
Kachia	2.0	8.0	4.0	14.0	2.0	10.0	10.0	24.0	8.0	18.0	8.0	20.0	73.3	30.6	76.0	26.1	75.0	25.6
Kaduna North	12.0	24.0	12.0	24.0	12.0	24.0	12.0	24.0	26.0	34.0	18.0	30.0	0.0	0.0	23.3	36.7	17.5	32.8
Kaduna South	4.0	18.0	8.0	26.0	6.0	22.0	22.0	34.0	20.0	32.0	20.0	32.0	-	-	50.0	53.5	50.0	53.5
Kagarko	0.0	0.0	0.0	0.0	0.0	0.0	8.0	24.0	4.0	18.0	6.0	22.0	0.0	0.0	0.0	0.0	0.0	0.0
Kajuru	0.0	4.0	0.0	6.0	0.0	6.0	4.0	12.0	4.0	14.0	4.0	12.0	20.0	34.6	16.0	35.8	17.5	32.8
Kaura	2.0	8.0	2.0	14.0	2.0	10.0	14.0	28.0	18.0	34.0	16.0	32.0	16.7	40.8	40.0	56.6	22.5	42.0
Kauru	2.0	8.0	2.0	12.0	2.0	10.0	2.0	10.0	2.0	10.0	2.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0
Kubau	2.0	4.0	2.0	10.0	2.0	8.0	10.0	24.0	6.0	16.0	8.0	22.0	60.0	43.2	0.0	0.0	30.0	42.8
Kudan	6.0	16.0	6.0	12.0	6.0	14.0	10.0	18.0	6.0	18.0	8.0	18.0	20.0	16.3	0.0	0.0	10.0	15.1
Lere	22.0	32.0	14.0	30.0	20.0	32.0	44.0	40.0	10.0	22.0	32.0	38.0	40.0	36.5	65.0	41.2	52.5	38.5
Makarfi	0.0	0.0	2.0	4.0	0.0	4.0	4.0	14.0	2.0	10.0	4.0	12.0	33.3	57.7	8.0	11.0	17.5	34.5
Sabon Gari	4.0	18.0	2.0	10.0	4.0	14.0	10.0	26.0	2.0	10.0	6.0	20.0	4.0	8.9	0.0	0.0	2.5	7.1
Sanga	4.0	16.0	4.0	16.0	4.0	16.0	2.0	8.0	10.0	24.0	6.0	18.0	25.0	37.9	0.0	0.0	12.5	28.2
Soba	0.0	4.0	0.0	0.0	0.0	2.0	8.0	16.0	16.0	30.0	12.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0
Zangon Kataf	0.0	2.0	4.0	16.0	2.0	10.0	10.0	22.0	14.0	28.0	12.0	26.0	46.7	11.5	56.0	51.8	52.5	39.9
Zaria	0.0	6.0	2.0	10.0	2.0	8.0	12.0	24.0	6.0	18.0	8.0	22.0	0.0	0.0	16.0	21.9	10.0	18.5
Total	8.0	14.0	8.0	16.0	8.0	16.0	18.0	24.0	16.0	24.0	16.0	24.0	24.7	35.8	30.5	40.5	27.9	38.5

Table B5: English EGRA Listening Comprehension Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	82.0	32.0	56.0	30.0	72.0	34.0	92.0	18.0	80.0	24.0	86.0	22.0	100.0	0.0	100.0	0.0	100.0	0.0
Chikun	42.0	44.0	46.0	40.0	46.0	42.0	50.0	42.0	46.0	44.0	48.0	44.0	50.0	47.6	75.0	50.0	62.5	47.1
Giwa	0.0	6.0	4.0	12.0	2.0	10.0	4.0	12.0	2.0	6.0	4.0	10.0	0.0	0.0	3.3	8.2	2.5	7.1
Igabi	38.0	46.0	38.0	48.0	38.0	46.0	54.0	48.0	26.0	38.0	38.0	44.0	40.0	49.0	25.0	37.9	32.5	41.3
Ikara	6.0	18.0	6.0	18.0	6.0	18.0	10.0	20.0	10.0	20.0	10.0	20.0	0.0	0.0	6.7	11.5	2.5	7.1
Jaba	36.0	32.0	26.0	32.0	30.0	32.0	50.0	36.0	58.0	30.0	54.0	34.0	55.0	41.2	85.0	19.1	70.0	33.8
Jema'a	78.0	26.0	84.0	20.0	80.0	24.0	84.0	26.0	92.0	16.0	88.0	22.0	70.0	42.4	76.7	23.4	75.0	25.6
Kachia	40.0	40.0	42.0	36.0	42.0	38.0	42.0	40.0	46.0	42.0	44.0	42.0	100.0	0.0	84.0	16.7	90.0	15.1
Kaduna North	16.0	26.0	14.0	24.0	14.0	24.0	8.0	20.0	20.0	34.0	14.0	28.0	10.0	14.1	63.3	36.7	50.0	40.0
Kaduna South	28.0	36.0	34.0	36.0	32.0	36.0	42.0	40.0	40.0	38.0	40.0	38.0	-	-	57.5	48.3	57.5	48.3
Kagarko	12.0	22.0	6.0	18.0	10.0	20.0	30.0	34.0	20.0	30.0	26.0	32.0	5.0	10.0	5.0	10.0	5.0	9.3
Kajuru	6.0	20.0	6.0	20.0	6.0	20.0	18.0	32.0	10.0	24.0	14.0	30.0	20.0	34.6	40.0	54.8	32.5	46.5
Kaura	36.0	38.0	52.0	40.0	44.0	40.0	50.0	40.0	62.0	36.0	58.0	38.0	46.7	39.3	10.0	14.1	37.5	37.7
Kauru	4.0	12.0	6.0	18.0	4.0	16.0	10.0	22.0	6.0	20.0	8.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
Kubau	4.0	12.0	2.0	8.0	4.0	10.0	12.0	26.0	12.0	28.0	12.0	26.0	50.0	20.0	45.0	10.0	47.5	14.9
Kudan	48.0	36.0	48.0	38.0	48.0	36.0	52.0	38.0	42.0	42.0	48.0	40.0	85.0	19.1	65.0	34.2	75.0	27.8
Lere	46.0	34.0	40.0	38.0	42.0	36.0	60.0	36.0	38.0	36.0	52.0	38.0	70.0	25.8	95.0	10.0	82.5	22.5
Makarfi	0.0	4.0	10.0	30.0	6.0	22.0	6.0	18.0	2.0	10.0	4.0	16.0	33.3	57.7	8.0	11.0	17.5	34.5
Sabon Gari	12.0	22.0	16.0	24.0	14.0	24.0	20.0	28.0	16.0	20.0	18.0	24.0	20.0	34.6	0.0	0.0	12.5	28.2
Sanga	18.0	32.0	8.0	22.0	14.0	28.0	18.0	28.0	20.0	28.0	18.0	28.0	45.0	52.6	95.0	10.0	70.0	44.1
Soba	20.0	38.0	24.0	38.0	22.0	38.0	28.0	40.0	26.0	36.0	28.0	38.0	0.0	0.0	0.0	0.0	0.0	0.0
Zangon Kataf	16.0	30.0	22.0	30.0	18.0	30.0	38.0	38.0	42.0	40.0	40.0	38.0	46.7	30.6	60.0	46.9	55.0	39.6
Zaria	2.0	6.0	2.0	8.0	2.0	6.0	12.0	22.0	4.0	12.0	8.0	18.0	13.3	23.1	4.0	8.9	7.5	14.9
Total	28.0	28.0	24.0	28.0	26.0	28.0	36.0	30.0	28.0	30.0	32.0	30.0	39.3	41.2	45.6	43.3	42.8	42.4

Appendix C
Hausa EGRA Results by Subtasks

Table C1: Hausa EGRA Letters and Sounds Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	43.2	23.1	55.4	22.8	47.2	23.7	55.4	20.5	57.6	19.4	56.4	20.0	63.8	21.0	69.8	23.5	66.8	20.9
Chikun	20.6	24.6	20.6	24.5	20.6	24.4	24.3	24.6	21.9	18.0	22.8	20.7	19.8	13.8	24.3	10.9	22.0	11.8
Giwa	11.1	13.1	13.9	15.4	12.3	14.2	19.6	19.0	19.3	21.1	19.4	19.8	6.5	7.8	17.5	18.5	14.8	16.7
Igabi	7.0	11.7	12.4	15.6	9.2	13.7	19.0	18.9	16.0	14.7	17.3	16.7	41.8	15.0	32.8	19.1	37.3	16.6
Ikara	12.2	13.4	9.6	13.5	11.1	13.5	17.8	16.0	23.0	18.3	20.1	17.2	26.0	14.6	26.7	17.2	26.3	14.4
Jaba	7.5	11.9	12.2	14.9	9.8	13.4	19.7	17.8	22.5	16.3	21.1	16.9	27.8	19.3	37.0	5.0	32.4	13.9
Jema'a	28.0	17.0	36.4	21.9	30.9	19.0	37.1	22.0	46.8	22.9	41.9	22.8	45.0	5.7	43.3	14.2	43.8	12.2
Kachia	8.2	13.6	10.4	15.2	9.2	14.3	18.8	18.6	15.3	16.5	16.9	17.4	57.7	18.4	54.6	21.4	55.8	19.0
Kaduna North	22.0	30.2	14.3	17.0	18.1	24.8	24.7	24.2	34.1	20.7	29.3	22.9	29.5	7.8	32.7	31.9	31.9	27.2
Kaduna South	8.1	11.2	9.2	10.7	8.7	10.9	19.6	20.6	16.3	16.3	17.6	18.2	-	-	30.5	14.2	30.5	14.2
Kagarko	4.1	8.5	2.4	5.6	3.2	7.0	7.7	14.4	11.3	14.2	9.2	14.3	4.5	6.6	2.3	4.5	3.4	5.4
Kajuru	5.9	10.5	6.3	12.8	6.1	11.4	12.6	15.6	12.3	15.6	12.4	15.4	31.7	1.2	27.8	8.9	29.3	7.0
Kaura	3.7	11.1	5.7	11.9	4.6	11.3	14.8	15.8	16.9	18.5	16.0	17.1	25.3	21.4	40.5	4.9	29.1	19.5
Kauru	3.7	9.7	3.8	9.1	3.8	9.3	8.0	17.4	7.9	15.6	7.9	16.4	17.8	20.5	18.0	20.8	17.9	19.1
Kubau	12.4	29.5	22.3	33.7	17.3	31.9	18.6	32.3	35.6	40.2	24.3	35.9	45.0	33.3	2.5	5.0	23.8	31.6
Kudan	19.2	22.0	17.1	19.5	18.5	21.1	27.6	22.0	30.9	21.7	29.0	21.7	44.8	21.4	12.3	13.4	28.5	24.0
Lere	32.8	30.5	23.7	31.4	29.1	31.0	56.6	34.5	20.8	33.2	43.6	38.0	78.3	26.4	70.8	22.0	74.5	22.8
Makarfi	5.7	10.6	24.9	20.6	14.3	18.5	14.3	16.9	7.8	10.5	11.7	15.0	37.7	17.0	25.6	20.1	30.1	18.8
Sabon Gari	14.2	14.6	16.6	15.8	15.4	15.2	30.7	19.8	22.3	15.8	26.3	18.3	11.8	12.8	0.0	0.0	7.4	11.4
Sanga	13.0	17.7	17.6	16.5	15.0	17.1	19.4	18.3	18.1	13.7	18.8	15.9	15.3	13.0	20.5	7.9	17.9	10.3
Soba	8.8	14.3	11.6	15.8	10.0	15.0	20.4	18.9	20.4	21.0	20.4	19.9	4.8	2.9	20.8	11.1	12.8	11.4
Zangon Kataf	7.8	10.0	13.6	18.9	10.4	14.9	15.5	18.2	20.3	17.6	17.9	17.9	42.0	4.4	47.2	26.2	45.3	20.2
Zaria	19.3	22.0	23.1	19.4	21.2	20.8	29.3	26.2	27.7	20.7	28.5	23.4	15.0	13.5	13.6	12.8	14.1	12.1
Total	15.2	17.2	17.7	18.4	16.4	18.1	24.9	21.7	23.4	18.9	24.2	20.6	31.0	24.5	29.6	23.7	30.2	24.0

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Table C2: Hausa EGRA Syllables Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	40.7	25.7	51.2	25.4	44.2	26.0	59.4	18.6	55.1	19.7	57.5	19.1	62.8	27.1	69.5	24.8	66.1	24.3
Chikun	11.8	25.1	16.7	27.9	15.0	27.0	15.0	19.6	15.8	23.0	15.5	21.7	10.3	10.3	10.5	5.2	10.4	7.6
Giwa	10.5	17.9	6.2	9.9	8.6	15.0	15.0	18.5	17.1	21.9	15.9	20.0	11.5	16.3	17.5	21.7	16.0	19.5
Igabi	6.0	11.3	9.9	15.0	7.6	13.0	19.1	21.8	12.2	18.8	15.2	20.5	46.0	24.9	37.8	25.4	41.9	23.7
Ikara	6.6	10.6	5.7	10.8	6.2	10.6	14.2	17.6	15.1	14.5	14.6	16.2	28.8	20.0	30.7	26.1	29.5	20.6
Jaba	2.9	6.6	3.7	7.3	3.3	6.8	14.8	20.6	15.0	17.9	14.9	19.0	20.0	23.8	32.8	7.1	26.4	17.6
Jema'a	28.6	17.8	36.0	20.7	31.1	19.0	32.4	22.6	42.2	20.7	37.3	22.1	36.0	1.4	40.8	26.4	39.6	22.4
Kachia	4.2	11.1	6.3	13.8	5.1	12.3	13.5	17.9	8.6	12.1	10.8	15.0	53.0	16.5	52.6	18.7	52.8	16.7
Kaduna North	19.9	26.2	17.2	22.1	18.6	24.2	20.0	26.1	33.1	25.8	26.4	26.7	10.0	14.1	20.3	30.3	17.8	26.6
Kaduna South	7.9	16.7	5.2	10.9	6.4	13.9	20.0	26.0	16.2	20.2	17.8	22.7	-	-	18.0	19.4	18.0	19.4
Kagarko	1.7	4.3	0.6	1.4	1.1	3.1	6.3	17.4	5.8	11.2	6.1	15.1	1.8	2.1	0.3	0.5	1.0	1.6
Kajuru	1.7	5.5	2.6	8.5	2.1	7.0	8.3	13.4	6.9	13.7	7.7	13.4	7.7	13.3	19.0	24.8	14.8	20.9
Kaura	2.7	10.6	2.7	7.1	2.7	9.1	11.8	13.7	14.4	18.2	13.3	16.2	14.5	15.3	21.0	29.7	16.1	17.4
Kauru	1.5	5.2	4.0	11.5	2.9	9.2	4.6	11.1	7.5	13.2	6.0	12.2	12.5	15.0	8.3	16.5	10.4	14.8
Kubau	13.6	24.6	13.4	25.3	13.5	24.9	28.3	34.1	31.9	38.4	29.5	35.6	65.5	14.4	17.3	17.6	41.4	29.8
Kudan	13.2	18.0	11.4	15.2	12.6	17.0	22.0	22.0	22.5	23.0	22.2	22.2	53.5	30.9	10.8	12.9	32.1	31.7
Lere	25.2	30.5	20.3	28.8	23.2	29.7	50.5	32.8	17.8	29.2	38.6	35.1	81.0	16.0	78.3	22.4	79.6	18.1
Makarfi	3.1	8.0	20.8	19.6	11.1	16.9	16.6	18.6	9.1	16.4	13.6	18.1	27.3	32.6	26.4	22.5	26.8	24.3
Sabon Gari	9.9	14.9	7.1	12.5	8.5	13.8	31.2	28.8	18.1	18.4	24.4	24.8	5.0	6.7	19.7	29.0	10.5	18.0
Sanga	3.8	9.8	6.0	11.0	4.7	10.2	10.6	15.8	10.3	13.7	10.4	14.6	21.3	16.5	10.8	12.2	16.0	14.5
Soba	7.0	11.4	10.2	13.8	8.4	12.5	25.2	26.3	27.0	28.4	26.1	27.3	12.8	17.6	10.3	11.5	11.5	13.8
Zangon Kataf	3.9	7.9	5.3	13.6	4.6	10.8	10.4	16.6	14.2	14.8	12.3	15.7	30.3	13.8	37.6	28.2	34.9	22.9
Zaria	6.6	14.8	12.6	19.2	9.6	17.4	28.5	27.4	20.1	23.7	24.1	25.8	26.7	23.4	25.0	34.5	25.6	29.0
Total	12.1	16.0	13.0	17.0	12.5	16.8	24.4	23.0	20.0	20.9	22.2	22.4	29.1	27.6	26.8	26.9	27.8	27.1

Table C3: Hausa EGRA Oral Reading Subtask Percentage Scores

| | Primary 4 | | | | | | Primary 6 | | | | | | JSS 1 | | | | | |
| | Male | | Female | | Total | | Male | | Female | | Total | | Male | | Female | | Total | |
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	60.0	35.7	66.3	35.5	62.1	35.7	87.7	25.4	81.8	21.6	85.2	23.9	100.0	0.0	100.0	0.0	100.0	0.0
Chikun	12.3	26.6	27.9	34.1	22.5	32.5	23.0	29.8	22.3	32.7	22.5	31.6	13.8	13.1	15.3	11.8	14.5	11.6
Giwa	12.7	22.0	6.6	10.0	10.0	17.9	22.5	28.4	27.9	34.1	24.8	30.9	19.5	27.6	38.2	42.1	33.5	38.1
Igabi	5.5	15.9	23.0	37.3	12.5	27.9	26.3	37.1	16.1	27.7	20.5	32.5	77.3	35.4	57.3	40.2	67.3	36.6
Ikara	11.3	16.8	5.7	12.3	8.9	15.4	21.1	26.6	24.5	26.3	22.7	26.3	40.2	32.2	45.3	40.5	42.1	32.7
Jaba	4.6	13.8	5.5	14.3	5.0	13.8	19.8	30.0	20.2	29.8	20.0	29.5	36.3	45.7	47.8	11.3	42.0	31.4
Jema'a	40.5	30.7	48.4	34.5	43.4	32.0	48.9	46.3	69.6	34.6	59.3	41.8	53.0	1.4	59.5	46.3	57.9	39.3
Kachia	6.6	18.0	8.2	19.5	7.3	18.6	18.6	24.5	8.6	15.5	13.0	20.4	70.3	25.9	83.2	24.8	78.4	24.2
Kaduna North	19.5	31.6	19.6	32.0	19.6	31.8	24.1	33.2	48.8	38.2	36.3	37.7	13.5	6.4	22.3	39.7	20.1	33.9
Kaduna South	9.6	21.4	7.5	16.6	8.6	18.9	30.0	38.2	23.9	30.4	26.4	33.9	-	-	26.0	37.2	26.0	37.2
Kagarko	2.1	5.9	0.2	1.3	1.1	4.1	11.1	31.3	7.5	19.8	9.6	27.0	0.5	1.0	0.0	0.0	0.3	0.7
Kajuru	2.9	8.0	4.1	13.2	3.4	10.7	12.3	20.7	12.0	26.4	12.1	22.9	9.0	15.6	28.2	40.1	21.0	33.0
Kaura	2.0	11.6	0.7	3.4	1.4	8.8	16.4	22.7	13.4	23.4	14.6	22.7	14.7	21.8	35.5	50.2	19.9	28.2
Kauru	2.1	7.5	3.9	14.1	3.0	11.6	7.9	19.6	9.1	19.5	8.4	19.5	11.3	22.5	0.0	0.0	5.6	15.9
Kubau	18.8	31.3	12.0	23.4	15.5	27.9	36.8	36.8	31.8	41.8	35.0	38.4	86.8	19.3	12.0	15.3	49.4	43.1
Kudan	24.1	34.3	21.1	32.9	23.2	33.6	35.0	36.4	33.0	33.0	34.1	34.8	75.0	38.4	19.3	22.5	47.1	41.7
Lere	32.7	34.3	25.4	35.7	29.6	34.8	58.2	36.6	23.9	38.2	45.7	40.5	75.8	21.4	80.5	16.2	78.1	17.7
Makarfi	3.9	11.6	35.2	34.3	18.0	28.9	26.8	30.2	15.7	28.0	22.3	29.6	37.7	42.4	36.4	37.2	36.9	36.1
Sabon Gari	13.0	23.8	7.3	16.1	10.2	20.4	37.9	35.2	24.8	23.9	31.1	30.5	3.2	3.8	31.7	44.1	13.9	27.9
Sanga	5.4	16.1	5.0	12.5	5.2	14.5	11.1	19.1	13.2	20.4	12.1	19.5	28.5	26.1	0.0	0.0	14.3	22.9
Soba	10.5	20.5	13.4	24.3	11.8	22.3	36.8	38.4	38.9	41.3	37.9	39.6	25.0	34.0	24.3	21.3	24.6	26.3
Zangon Kataf	2.1	9.1	6.8	20.4	4.3	15.4	10.4	20.5	14.5	24.5	12.5	22.5	54.0	19.5	50.0	40.4	51.5	32.3
Zaria	9.3	22.3	16.3	22.1	12.9	22.5	39.1	38.6	30.5	35.0	34.6	37.0	41.7	36.1	43.6	51.7	42.9	43.6
Total	16.1	22.1	18.4	25.0	17.1	24.6	33.8	32.7	28.0	29.8	30.9	31.8	39.9	37.5	37.5	38.9	38.6	38.2

Table C4: Hausa EGRA Reading Comprehension Subtask Percentage Scores

LGA	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	48.0	34.0	56.0	30.0	50.0	32.0	80.0	26.0	74.0	26.0	78.0	26.0	100.0	0.0	100.0	0.0	100.0	0.0
Chikun	6.0	20.0	10.0	20.0	8.0	20.0	14.0	26.0	16.0	28.0	14.0	28.0	0.0	0.0	0.0	0.0	0.0	0.0
Giwa	6.0	14.0	4.0	8.0	6.0	12.0	16.0	24.0	16.0	26.0	16.0	26.0	10.0	14.1	23.3	36.7	20.0	32.1
Igabi	2.0	10.0	20.0	36.0	10.0	26.0	20.0	32.0	12.0	24.0	16.0	28.0	60.0	49.0	50.0	34.6	55.0	39.6
Ikara	6.0	16.0	2.0	6.0	4.0	12.0	10.0	20.0	18.0	24.0	14.0	22.0	24.0	35.8	40.0	40.0	30.0	35.5
Jaba	2.0	10.0	2.0	8.0	2.0	8.0	10.0	24.0	12.0	24.0	10.0	24.0	20.0	40.0	10.0	20.0	15.0	29.8
Jema'a	20.0	28.0	28.0	34.0	22.0	30.0	38.0	40.0	62.0	36.0	50.0	40.0	30.0	14.1	46.7	37.2	42.5	32.8
Kachia	4.0	14.0	6.0	16.0	4.0	14.0	12.0	20.0	4.0	10.0	8.0	16.0	66.7	30.6	76.0	26.1	72.5	26.0
Kaduna North	12.0	26.0	12.0	24.0	12.0	26.0	16.0	30.0	36.0	36.0	26.0	34.0	0.0	0.0	16.7	40.8	12.5	35.4
Kaduna South	4.0	18.0	2.0	10.0	4.0	14.0	22.0	32.0	14.0	24.0	16.0	28.0	-	-	22.5	37.7	22.5	37.7
Kagarko	0.0	0.0	0.0	0.0	0.0	0.0	10.0	26.0	4.0	18.0	8.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0
Kajuru	0.0	4.0	0.0	6.0	0.0	4.0	4.0	8.0	4.0	18.0	4.0	12.0	0.0	0.0	24.0	35.8	15.0	29.8
Kaura	0.0	4.0	0.0	0.0	0.0	4.0	8.0	18.0	8.0	18.0	8.0	18.0	0.0	0.0	0.0	0.0	0.0	0.0
Kauru	0.0	0.0	2.0	10.0	0.0	8.0	2.0	12.0	6.0	14.0	4.0	14.0	10.0	20.0	0.0	0.0	5.0	14.1
Kubau	12.0	24.0	8.0	20.0	10.0	22.0	22.0	34.0	10.0	28.0	18.0	32.0	85.0	19.1	5.0	10.0	45.0	45.0
Kudan	18.0	28.0	12.0	20.0	16.0	26.0	26.0	34.0	20.0	26.0	24.0	30.0	65.0	44.3	10.0	20.0	37.5	43.3
Lere	26.0	36.0	22.0	32.0	24.0	34.0	52.0	42.0	18.0	34.0	40.0	42.0	55.0	41.2	75.0	37.9	65.0	38.2
Makarfi	2.0	8.0	20.0	22.0	10.0	18.0	20.0	28.0	10.0	26.0	16.0	28.0	53.3	30.6	32.0	33.5	40.0	32.1
Sabon Gari	8.0	20.0	4.0	8.0	6.0	16.0	26.0	32.0	14.0	18.0	20.0	26.0	0.0	0.0	20.0	34.6	7.5	21.2
Sanga	4.0	14.0	2.0	6.0	2.0	10.0	8.0	16.0	10.0	20.0	8.0	18.0	10.0	11.5	0.0	0.0	5.0	9.3
Soba	4.0	16.0	10.0	24.0	6.0	20.0	28.0	38.0	36.0	42.0	32.0	40.0	15.0	30.0	5.0	10.0	10.0	21.4
Zangon Kataf	0.0	4.0	4.0	14.0	2.0	10.0	8.0	18.0	10.0	22.0	8.0	20.0	46.7	23.1	48.0	36.3	47.5	30.1
Zaria	6.0	16.0	6.0	14.0	6.0	16.0	30.0	38.0	18.0	30.0	24.0	34.0	33.3	30.6	48.0	50.2	42.5	42.0
Total	10.0	18.0	12.0	20.0	12.0	20.0	26.0	30.0	20.0	26.0	22.0	28.0	30.6	38.2	29.5	38.1	30.0	38.0

Appendix D
EGMA Results by Subtasks

Table D1: EGMA Number Identification Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	93.0	10.0	90.5	8.5	92.0	9.5	97.5	9.0	92.0	8.0	95.0	9.0	96.3	2.5	96.3	4.8	96.3	3.5
Chikun	92.5	14.5	88.0	24.0	89.5	21.0	94.0	15.0	78.0	32.0	84.5	28.0	100.0	0.0	91.3	10.3	95.6	8.2
Giwa	39.5	32.5	44.5	34.0	42.0	33.0	60.0	34.0	60.5	35.0	60.5	34.5	65.0	7.1	55.0	30.7	57.5	26.5
Igabi	62.5	32.0	66.5	38.5	64.0	34.5	83.0	25.5	71.0	26.5	76.0	27.0	97.5	5.0	66.3	28.7	81.9	25.3
Ikara	38.0	27.5	29.0	30.5	34.5	29.0	58.5	34.0	49.5	29.5	54.5	32.5	84.0	13.4	91.7	10.4	86.9	12.2
Jaba	69.5	30.5	69.0	31.5	69.5	30.5	86.0	20.0	89.0	15.5	87.5	18.0	92.5	11.9	98.8	2.5	95.6	8.6
Jema'a	84.0	20.5	85.5	20.5	84.5	20.5	91.0	11.5	95.5	9.5	93.5	10.5	97.5	3.5	92.5	9.4	93.8	8.3
Kachia	63.5	31.0	67.0	27.0	65.0	29.0	80.0	22.5	75.5	28.0	77.5	25.5	100.0	0.0	96.0	8.9	97.5	7.1
Kaduna North	70.5	26.0	75.0	19.0	73.0	23.0	85.0	19.0	86.0	16.5	85.5	17.5	95.0	0.0	93.3	11.7	93.8	9.9
Kaduna South	84.0	22.5	85.0	17.0	84.5	20.0	93.0	14.0	89.5	16.0	91.0	15.0	-	-	96.3	5.8	96.3	5.8
Kagarko	45.0	34.5	43.0	35.0	44.0	34.5	54.0	33.5	62.0	36.5	57.0	34.5	56.3	35.0	56.3	31.2	56.3	30.7
Kajuru	47.5	30.5	29.0	26.5	38.5	30.0	71.0	29.5	75.0	27.0	72.5	28.5	90.0	8.7	89.0	8.9	89.4	8.2
Kaura	65.0	35.0	67.0	32.0	65.5	33.0	91.0	19.0	91.5	14.5	91.5	16.5	80.0	36.3	95.0	7.1	83.8	31.6
Kauru	35.5	32.5	28.5	31.0	32.0	32.0	52.0	35.0	57.0	32.5	54.5	33.5	80.0	13.5	77.5	2.9	78.8	9.2
Kubau	67.5	38.0	56.0	41.0	62.0	40.0	70.0	38.5	69.0	39.0	70.0	38.5	98.8	2.5	86.3	15.5	92.5	12.2
Kudan	56.0	36.0	53.5	32.5	55.5	34.5	68.0	35.0	67.5	33.0	67.5	33.5	73.8	23.6	68.8	27.2	71.3	23.7
Lere	71.0	22.5	66.0	30.5	69.0	26.0	79.5	21.5	65.0	33.5	74.0	27.0	82.5	18.9	82.5	15.0	82.5	15.8
Makarfi	39.0	35.0	78.0	33.0	56.5	39.0	77.0	25.0	46.0	35.5	64.5	33.5	85.0	21.8	78.0	16.8	80.6	17.6
Sabon Gari	75.0	27.5	51.5	36.0	63.0	34.0	88.5	19.5	86.0	20.0	87.0	20.0	81.0	11.4	85.0	15.0	82.5	12.0
Sanga	64.5	35.0	56.0	31.5	61.0	33.5	71.0	33.0	76.5	27.5	74.0	30.0	78.8	35.9	66.3	34.7	72.5	33.4
Soba	47.0	39.0	54.5	31.0	50.5	35.5	76.5	27.5	72.5	33.5	74.5	30.5	77.5	15.5	70.0	9.1	73.8	12.5
Zangon Kataf	72.5	30.0	66.5	30.5	69.5	30.0	81.0	23.0	91.5	15.0	86.5	20.0	96.7	2.9	97.0	4.5	96.9	3.7
Zaria	70.0	31.0	74.5	27.5	72.0	29.5	81.5	27.0	74.5	27.0	78.0	27.5	66.7	57.7	79.0	13.9	74.4	33.2
Total	65.0	28.5	64.5	30.0	65.0	29.5	79.0	25.0	74.5	25.5	77.0	26.0						

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Table D2: EGMA Number Discrimination Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	84.0	19.0	81.0	16.0	83.0	18.0	89.0	12.0	86.0	19.0	88.0	16.0	95.0	5.8	87.5	18.9	91.3	13.6
Chikun	73.0	29.0	75.0	32.0	75.0	31.0	85.0	26.0	78.0	24.0	80.0	25.0	100.0	0.0	92.5	15.0	96.3	10.6
Giwa	44.0	27.0	54.0	23.0	49.0	26.0	66.0	30.0	67.0	28.0	66.0	29.0	60.0	0.0	66.7	26.6	65.0	22.7
Igabi	46.0	32.0	64.0	36.0	53.0	35.0	78.0	26.0	57.0	28.0	66.0	29.0	90.0	8.2	57.5	25.0	73.8	24.5
Ikara	34.0	27.0	31.0	32.0	33.0	30.0	44.0	32.0	49.0	30.0	46.0	31.0	52.0	32.7	96.7	5.8	68.8	34.0
Jaba	53.0	33.0	52.0	30.0	52.0	31.0	65.0	36.0	66.0	32.0	65.0	34.0	97.5	5.0	90.0	8.2	93.8	7.4
Jema'a	81.0	21.0	78.0	28.0	80.0	23.0	87.0	21.0	92.0	16.0	89.0	19.0	100.0	0.0	98.3	4.1	98.8	3.5
Kachia	47.0	36.0	50.0	31.0	49.0	34.0	64.0	32.0	59.0	33.0	61.0	32.0	100.0	0.0	98.0	4.5	98.8	3.5
Kaduna North	62.0	24.0	66.0	26.0	64.0	25.0	79.0	24.0	79.0	20.0	79.0	22.0	85.0	7.1	88.3	16.0	87.5	13.9
Kaduna South	79.0	21.0	81.0	25.0	80.0	23.0	89.0	19.0	81.0	24.0	85.0	22.0	-	-	91.3	21.0	91.3	21.0
Kagarko	30.0	37.0	26.0	32.0	28.0	35.0	34.0	37.0	43.0	38.0	38.0	37.0	52.5	35.0	42.5	29.9	47.5	30.6
Kajuru	46.0	24.0	32.0	29.0	39.0	27.0	70.0	28.0	64.0	29.0	68.0	28.0	76.7	15.3	84.0	19.5	81.3	17.3
Kaura	52.0	34.0	48.0	36.0	50.0	34.0	81.0	21.0	77.0	25.0	78.0	23.0	88.3	20.4	70.0	14.1	83.8	20.0
Kauru	21.0	24.0	18.0	27.0	19.0	26.0	43.0	38.0	31.0	33.0	37.0	36.0	67.5	15.0	60.0	8.2	63.8	11.9
Kubau	59.0	38.0	39.0	37.0	49.0	39.0	65.0	35.0	63.0	32.0	64.0	34.0	97.5	5.0	90.0	11.5	93.8	9.2
Kudan	54.0	32.0	54.0	33.0	54.0	32.0	62.0	35.0	61.0	34.0	62.0	34.0	67.5	26.3	75.0	10.0	71.3	18.9
Lere	60.0	26.0	46.0	35.0	54.0	31.0	66.0	27.0	52.0	36.0	61.0	31.0	77.5	22.2	62.5	25.0	70.0	23.3
Makarfi	42.0	28.0	73.0	26.0	56.0	31.0	70.0	21.0	55.0	30.0	64.0	26.0	70.0	30.0	66.0	24.1	67.5	24.3
Sabon Gari	66.0	20.0	61.0	28.0	64.0	24.0	88.0	16.0	78.0	22.0	83.0	20.0	72.0	25.9	63.3	37.9	68.8	28.5
Sanga	50.0	37.0	50.0	29.0	50.0	33.0	63.0	32.0	60.0	36.0	62.0	34.0	65.0	47.3	60.0	38.3	62.5	39.9
Soba	45.0	32.0	47.0	28.0	46.0	30.0	73.0	25.0	60.0	35.0	66.0	31.0	72.5	22.2	85.0	17.3	78.8	19.6
Zangon Kataf	56.0	27.0	53.0	31.0	54.0	29.0	72.0	24.0	77.0	24.0	74.0	24.0	86.7	15.3	98.0	4.5	93.8	10.6
Zaria	56.0	38.0	63.0	33.0	59.0	36.0	79.0	28.0	62.0	35.0	70.0	33.0	63.3	55.1	72.0	29.5	68.8	37.2
Total	55.0	29.0	58.0	30.0	57.0	30.0	73.0	26.0	66.0	28.0	69.0	28.0						

Table D3: EGMA Addition Subtask Percentage Scores

	Primary 4						Primary 6						JSS 1					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
LGA	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Birnin Gwari	59.0	21.0	67.5	21.0	61.5	21.5	75.5	20.5	61.5	18.5	69.5	21.0	77.5	20.6	81.3	31.2	79.4	24.6
Chikun	62.5	26.0	55.5	33.0	58.0	31.0	64.0	32.5	63.5	31.0	63.5	31.5	92.5	11.9	76.3	13.8	84.4	14.7
Giwa	31.5	23.0	29.5	23.5	30.5	23.0	47.0	26.5	36.5	27.0	42.5	27.0	17.5	3.5	31.7	26.6	28.1	23.4
Igabi	34.0	28.0	46.5	35.0	39.0	31.5	54.0	30.0	33.5	27.0	42.5	30.0	75.0	17.8	46.3	21.4	60.6	23.8
Ikara	20.5	18.0	16.5	21.0	19.0	19.5	27.0	27.5	29.5	23.5	28.0	25.5	45.0	26.9	61.7	10.4	51.3	22.8
Jaba	27.0	21.5	24.5	22.0	25.5	21.5	45.0	23.5	41.0	26.0	43.0	24.0	53.8	25.3	73.8	21.0	63.8	24.0
Jema'a	59.0	27.5	63.5	30.5	60.5	28.5	64.0	30.5	68.0	25.0	66.0	27.5	77.5	17.7	65.8	33.5	68.8	29.6
Kachia	33.0	24.5	33.0	24.0	33.0	24.0	43.0	22.5	38.0	25.0	40.0	24.0	80.0	8.7	62.0	18.6	68.8	17.5
Kaduna North	52.0	25.5	48.0	24.0	50.0	25.0	50.5	30.0	55.0	29.0	52.5	29.5	67.5	10.6	61.7	18.3	63.1	16.2
Kaduna South	42.5	20.5	43.5	22.0	43.0	21.5	54.0	27.0	57.0	22.5	56.0	24.5	-	-	81.9	24.3	81.9	24.3
Kagarko	14.5	22.0	13.5	19.0	14.0	20.0	24.0	31.5	24.0	27.5	24.0	29.5	22.5	15.5	25.0	20.4	23.8	16.9
Kajuru	25.5	23.5	15.5	20.0	20.5	22.0	45.5	24.5	38.5	26.5	42.5	25.0	41.7	11.5	54.0	11.4	49.4	12.4
Kaura	31.5	23.5	25.5	23.0	28.5	23.0	48.5	21.5	42.0	23.0	44.5	22.0	41.7	32.4	60.0	7.1	46.3	28.8
Kauru	11.5	25.0	13.5	22.5	12.5	23.5	32.5	32.5	32.5	30.0	32.5	31.0	43.8	7.5	26.3	30.9	35.0	22.8
Kubau	54.0	40.5	43.5	37.5	48.5	39.5	60.5	34.5	57.0	38.5	59.5	35.5	76.3	10.3	56.3	4.8	66.3	13.0
Kudan	41.0	29.0	39.5	24.5	40.5	27.5	49.5	28.5	47.5	29.0	48.5	28.5	65.0	33.9	28.8	33.3	46.9	36.6
Lere	52.0	23.0	44.5	33.5	49.0	28.0	66.5	21.0	47.0	34.5	59.5	28.0	68.8	24.3	75.0	17.8	71.9	20.0
Makarfi	21.0	20.5	46.5	24.0	32.5	25.5	45.0	23.0	30.0	23.5	39.0	24.5	60.0	17.3	39.0	32.5	46.9	28.4
Sabon Gari	40.5	20.5	33.0	27.0	37.0	24.5	59.5	22.0	53.5	25.5	56.5	24.0	47.0	21.7	41.7	25.2	45.0	21.4
Sanga	36.0	27.5	26.0	28.5	31.5	28.0	40.0	25.5	41.5	27.5	41.0	26.0	46.3	36.4	43.8	12.5	45.0	25.2
Soba	26.0	24.5	26.5	24.0	26.0	24.0	47.0	24.5	47.5	26.0	47.0	25.0	33.8	23.6	63.8	16.5	48.8	24.7
Zangon Kataf	33.0	22.5	32.0	24.0	32.5	23.0	46.5	23.0	52.5	21.5	49.5	22.5	61.7	2.9	79.0	22.2	72.5	19.1
Zaria	34.0	26.0	39.0	22.5	36.5	24.0	55.5	24.5	40.5	29.0	47.5	28.0	46.7	45.1	47.0	38.8	46.9	38.0
Total	39.0	25.0	40.0	27.5	39.5	26.5	53.5	27.0	45.5	27.0	49.5	27.5						

Table D4: EGMA Subtraction Subtask Percentage Scores

LGA	Primary 4 Male Mean	SD	Female Mean	SD	Total Mean	SD	Primary 6 Male Mean	SD	Female Mean	SD	Total Mean	SD	JSS 1 Male Mean	SD	Female Mean	SD	Total Mean	SD
Birnin Gwari	53.5	19.5	69.5	21.5	59.0	21.5	79.0	15.0	63.0	20.0	72.0	19.0	77.5	19.4	73.8	23.9	75.6	20.3
Chikun	57.5	36.0	54.0	35.0	55.0	35.5	56.5	32.5	57.0	29.5	57.0	30.5	63.8	12.5	62.5	9.6	63.1	10.3
Giwa	26.5	24.5	22.5	26.0	24.5	25.0	42.5	27.5	39.5	23.5	41.0	26.0	10.0	14.1	21.7	26.6	18.8	23.7
Igabi	20.5	23.0	41.5	31.0	29.0	28.5	49.5	29.5	21.5	27.5	34.0	31.5	80.0	12.9	38.8	27.8	59.4	29.8
Ikara	10.5	16.0	9.0	17.0	10.0	16.5	25.0	27.5	18.5	23.5	22.0	26.0	40.0	28.1	50.0	15.0	43.8	23.3
Jaba	14.5	18.5	15.0	18.5	14.5	18.0	29.0	27.0	28.5	28.5	28.5	27.0	27.5	32.8	55.0	18.7	41.3	28.8
Jema'a	48.0	27.5	54.5	26.0	50.0	27.0	45.0	37.0	57.5	26.5	51.5	32.5	75.0	7.1	45.0	36.6	52.5	34.0
Kachia	19.0	20.5	20.5	23.0	19.5	21.5	30.0	22.5	27.0	21.5	28.5	22.0	70.0	13.2	52.0	17.9	58.8	17.9
Kaduna North	36.0	33.5	28.0	32.5	32.0	33.0	41.5	32.0	51.0	23.5	46.5	28.5	32.5	46.0	35.0	21.9	34.4	25.4
Kaduna South	28.0	22.5	24.0	23.5	26.0	23.0	39.0	31.5	41.5	22.0	40.5	26.5	-	-	69.4	30.6	69.4	30.6
Kagarko	10.5	16.5	6.5	15.0	8.5	15.5	17.5	28.0	15.5	19.0	17.0	24.5	11.3	14.4	7.5	8.7	9.4	11.2
Kajuru	18.5	22.5	5.0	15.0	12.0	20.0	29.0	25.0	25.5	27.0	27.5	25.5	15.0	18.0	31.0	29.2	25.0	25.5
Kaura	19.0	22.5	13.5	22.0	16.5	22.0	28.0	27.0	28.5	24.5	28.0	25.0	24.2	26.9	32.5	46.0	26.3	28.9
Kauru	9.0	20.0	9.5	21.0	9.0	20.5	24.5	30.5	17.5	28.5	21.0	29.5	23.8	27.5	8.8	17.5	16.3	22.8
Kubau	33.0	37.5	37.5	37.5	35.0	37.5	50.5	38.5	46.0	40.5	49.0	39.5	63.8	16.0	21.3	25.0	42.5	29.9
Kudan	34.5	29.5	30.0	25.5	33.0	28.0	45.5	29.0	34.5	33.5	40.5	31.5	57.5	39.7	15.0	30.0	36.3	39.7
Lere	47.5	24.5	42.0	32.5	45.5	28.0	61.0	22.0	44.5	35.0	55.0	28.5	52.5	38.0	63.8	37.3	58.1	35.3
Makarfi	15.5	21.5	38.0	23.5	25.5	25.0	33.5	25.5	13.5	21.5	25.5	25.5	48.3	12.6	42.0	20.8	44.4	17.4
Sabon Gari	34.5	23.5	28.0	24.5	31.0	24.0	41.0	25.0	37.5	25.5	39.0	25.5	26.0	24.8	40.0	37.7	31.3	28.5
Sanga	25.0	25.0	15.0	19.5	20.5	23.0	30.5	26.0	29.5	24.0	30.0	24.5	32.5	34.3	13.8	16.0	23.1	26.7
Soba	17.5	22.0	13.5	20.0	16.0	21.0	34.0	29.0	30.5	27.5	32.0	28.0	31.3	24.6	25.0	28.0	28.1	24.6
Zangon Kataf	23.5	21.0	22.0	21.0	22.5	21.0	32.5	23.5	39.5	22.0	36.0	23.0	43.3	12.6	72.0	33.3	61.3	30.0
Zaria	25.5	27.0	30.5	24.0	28.0	25.5	37.0	30.0	24.0	30.0	30.0	30.5	31.7	30.1	36.0	32.9	34.4	29.7
Total	29.0	24.5	32.5	26.5	30.5	26.0	44.5	28.5	34.5	26.5	40.0	28.5						

S/no	Name	Position
1	Dr Bukar Baba Alhaji	COORDINATOR
2	Iyiegbu Tochukwu I	Project Manager
3	Justus Jona Yusuf	Zonal Controller
4	Gauji Patricia	Zonal Controller
5	Musa Hassan	Zonal Controller
6	Salisu Baba	Monitor
7	Maimuna Haliru Yahaya	Monitor
8	Nuraddeen Muhammed	Monitor
9	Musa Audu	Monitor
10	Munkaila Usman	Monitor
11	Josphine Micheal	Monitor
12	Yakubub Bulus	Monitor
13	Mathew Alkali	Monitor
14	Joseph Jatau	Monitor
15	Fatima Ibraim	Monitor
16	Abubakar Salisu	Monitor
17	Amina Lami Aliyu	Data Manager
18	Yusuf Lawal Dauda	GIS
19	Usman Danjuma Muhammad	Data Auditor
20	Ahmed Aminu	Data Auditor
21	Abdulkadir Ibrahim	Data Auditor
22	Bashir L Dauda	Assessor
23	Abba Isa Umar	Assessor
24	Abdullahi Isah	Assessor
25	Abubakar Abdullahi	Assessor

S/no	Name	Position
26	Abubakar Musa	Assessor
27	Abubakar Nasir	Assessor
28	Adamu Muhammad	Assessor
29	Adamu Usman	Assessor
30	Aishat Muktar Danmusa	Assessor
31	Alhassan Mahmud Idris	Assessor
32	Aloysious Sani	Assessor
33	Amina Junaidu	Assessor
34	Aminu Ibrahim	Assessor
35	Aminu Zararaddeen Dikko	Assessor
36	Amos Ishaya	Assessor
37	Ashiru Ubangida	Assessor
38	Bambale Umar	Assessor
39	Barau Daniel	Assessor
40	Bello Aminu	Assessor
41	Blessing Yahaya	Assessor
42	Christiana Buzun	Assessor
43	Christiana Mallam	Assessor
44	Dahiru Yahaya Yari	Assessor
45	Dennis Anthony	Assessor
46	Dorcas Iliya Mutum	Assessor
47	Emmanuel Kuzaman	Assessor
48	Farida Lawal Sambo	Assessor
49	Farida Musa Muhammad	Assessor
50	Fatima Musa Usman	Assessor
51	Gazali Muhammad Adamu	Assessor
52	Habibu Usman	Assessor

S/no	Name	Position	S/no	Name	Position	S/no	Name	Position
53	Hafsat Abdulwahab	Assessor	79	Murtala Shittu	Assessor	106	Victor Bruno	Assessor
54	Hafsat Muhammad Haske	Assessor	80	Musa Eleazar Shekoaga	Assessor	107	Vimagh Solomon Danladi	Assessor
55	Hauwa Abubakar	Assessor	81	Musa Isa	Assessor	108	Yahuza Suleiman	Assessor
56	Hussaini Alhaji Aliyu	Assessor	82	Mustapha Musa	Assessor	109	Yakubu Muh'D Yakubu	Assessor
57	Hussaini Haruna Labi	Assessor	83	Mustapha Shuaibu	Assessor	110	Yusuf Yusuf	Assessor
58	Ibrahim Dabo	Assessor	84	Nafiu Aliyu	Assessor	111	Zainab Ahmad Garba	Assessor
59	Ibrahim Idris Baba	Assessor	85	Nasiba Aminu	Assessor	112	Maryam Usman	Assessor
60	Ibrahim Muazam	Assessor	86	Nasir Sani	Assessor	113	Zainab Mustapha	Assessor
61	Ibrahim Sani	Assessor	87	Nuraddeen Jibril	Assessor			
62	Ibrahim Suleiman	Assessor	88	Preciou Ihejirikah	Assessor			
63	Ibrahim Yahaya	Assessor	89	Rahma Mohammed Tukuma	Assessor			
64	Ibrahim Zakari	Assessor	90	Ridwan Musa	Assessor			
65	Ismail Adamu	Assessor	91	Rita Iliya Mutum	Assessor			
66	Ismail Sanusi	Assessor	92	Rukayya Yusuf	Assessor			
67	Jamil Auwal Babajo	Assessor	93	Safiya Hussaini	Assessor			
68	Jessi S Gauji	Assessor	94	Safiyanu Yusuf	Assessor			
69	John Zechariah	Assessor	95	Salisu Umar	Assessor			
70	Katuka Jerry	Assessor	96	Samaila Lawal Kurfi	Assessor			
71	Lawal Muhammed	Assessor	97	Sani Abbas Kona	Assessor			
72	Magdaline Markus	Assessor	98	Seth Adamu	Assessor			
73	Maimuna Yusuf	Assessor	99	Shehu Bashari	Assessor			
74	Manasseh Glory	Assessor	100	Sofiyat Muhammad	Assessor			
75	Muhammad Bairaje Abdullahi	Assessor	101	Solomon Bagaiya	Assessor			
76	Muhammad Salisu Abubakar	Assessor	102	Sulaiman Abubakar	Assessor			
77	Muhammad Yahaya	Assessor	103	Suleiman Usman	Assessor			
78	Muhammad Zannah	Assessor	104	Talatu A. Ayuba	Assessor			
			105	Tukur Muhammad Musa	Assessor			

Report