

# COMMUNITY MOBILIZATION AND **READING PROMOTION**



READING AND  
NUMERACY  
ACTIVITY

DFID/UNICEF/  
FHI 360



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The Reading and Numeracy Activity (RANA) is a Hausa early grade reading programme. The project was implemented by FHI 360 as part of the UNICEF's Girls Education Project Phase 3 (GEP3) funded by the U.K. Department for International Development (DFID) in Nigeria. The project implementation started in 2015 and grew from a pilot in 200 schools in Katsina and Zamfara states to a large-scale education programme reaching thousands of schools in seven additional states of Bauchi, Jigawa, Kaduna, Kano, Kebbi, Niger and Sokoto.

**RANA Learn are series of “how to” that document the implementation strategies of RANA project.**



01

## Background

# Background

The impact of engaging families and communities on educational outcomes are highlighted in various literatures. Evidence demonstrates the potential positive impacts of engaging parent social networks to benefit students through parent empowerment to identify students' needs and designing and implementing programs targeted at addressing the needs.

Community involvement in education has significantly contributed to the success rate of education. Children's education occurs at every facet of their life, both within and outside the school environment, therefore, events that occur both during and after school are very important factors which shapes the outcome of a child's education, therefore community and family engagement is an important aspect of educational process.

RANA organized a conceptualization workshop to synthesize the Community Reading Promotion Strategies during which stakeholders from the six implementing states adopted state-specific strategies to be used in mobilizing communities and engaging local governments to promote reading activities. The adopted community reading promotion strategies aim to address poor reading culture and skills that occur due to inadequate parental and community support to complement the school efforts.

A follow up activity was then held to develop a training manual based on the outcome of the conceptualization workshop after which

RANA consulted with State Technical Working Groups (TWG) in the six GEP states who validated the content of the training manual as guided by the adopted strategies. The same TWG members selected and recruited suitable and qualified candidates from the six states to be trained as Master Trainers (MTs) using the agreed Master Trainers selection and recruitment criteria. The Master Trainers were trained on how to implement innovative and evidence-based reading promotion strategies to mobilize communities to support children.

This document provides a working guidance on how to utilize some of the innovative and evidence-based reading promotion strategies to mobilize communities to support children in adopting a culture of reading and learning reading skills. It contains among others an explanation of the materials (pupils' books, teacher guides and numeracy read aloud stories), scope of the package and modalities for teacher training and support.

## **Specific RANA Community Reading Promotion Strategies**

RANA Community Reading Promotion Strategies comprises of six major activities, however, in this document we will provide guidance on three major activities that we used to effectively mobilize communities to support education initiatives.



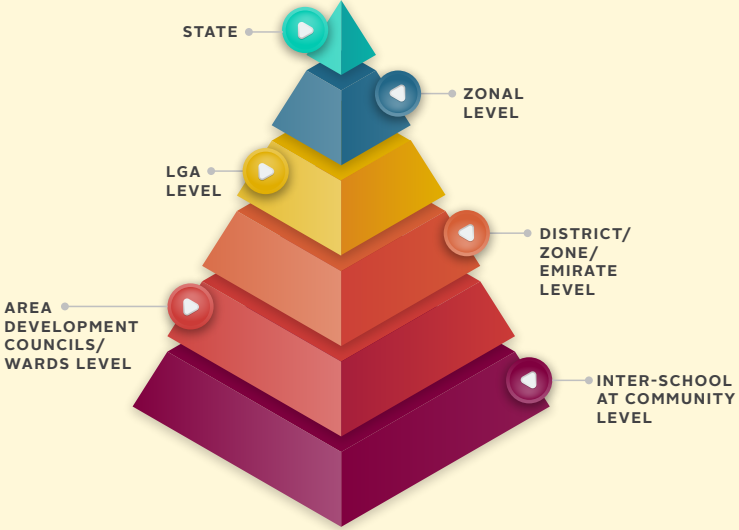
02

Section 1:  
**Reading  
Festival**

## Section 1: Reading Festival

DOMAINS	GUIDANCE
<b>What</b>	<p>Reading festival (translated as ‘Gasar karatu’ in Hausa language) is an innovative strategy to motivate children to read and learn through healthy competition for social recognition and incentives from community, schools, LGA, Zones and State government. Reading festival can either be community-driven or government-driven. It is an activity that aims at addressing poor literacy and numeracy outcomes in children that occurred due to inadequate community support to schools, as well as poor home learning environment.</p>
<b>WHO</b>	<p>There are two broad stakeholders in the reading festival which are: Government and Community Stakeholders.</p> <p><b>The stakeholders in a reading festival include:</b></p> <ul style="list-style-type: none"> <li>• SUBEB (Technical Working Group) <ul style="list-style-type: none"> <li>✓ The role of SUBEB is to initiate and coordinate the entire process when it is government driven.</li> <li>✓ They are responsible in setting up a viable and functional committee that will facilitate key task of the reading festival such as designing the program, communication and coordination among key stakeholders at all level.</li> </ul> </li> <li>• Local Government Official: (Education Secretaries, SMOs, SSOs) <ul style="list-style-type: none"> <li>✓ Ensure coordination among participating schools and resource mobilization to ensure successful conduct of the reading festival</li> </ul> </li> <li>• Community Leaders: <ul style="list-style-type: none"> <li>✓ They are responsible for initiating and coordinating the entire process when it is community-driven</li> <li>✓ Community members have a duty to ensure that the Reading Festival has conducive environment to thrive.</li> <li>✓ They need to give the teachers and school all the support required by ensuring children attend and that community members are actively involved in the process.</li> </ul> </li> <li>• Head Teachers and teachers: The school's head teachers and teachers are one of the key organizers of reading festival</li> <li>• Community Reading Mobilizers</li> <li>• Community based Organizations</li> <li>• Private Organizations and well-meaning individuals</li> </ul>
<b>WHEN</b>	<p>Reading festival is most effective when conducted at the end of a school term or session. School open days commence from school level with inter class to get best amongst the pupils while for community driven it begins with CRHub.</p>



DOMAINS	GUIDANCE
<p><b>WHERE</b></p>	<p>The reading festival can be conducted in a school or community halls or Palaces of community leaders. It is typically conducted at various levels of the state as starting from the community level competition to the State level as enumerated below</p> 
<p><b>HOW</b></p>	<p><b>Steps in Organizing Reading Festival</b></p> <ul style="list-style-type: none"> <li>• Community Reading Mobilizer is to facilitate community stakeholders meeting to share the reading approach, get stakeholders buy-in and commitment.</li> <li>• Representatives of key community stakeholders like School Based Management Committees, CBMC, MAs etc. conduct joint advocacy and mobilization to traditional rulers, religious leaders and influential stakeholders for support (especially the IQS).</li> <li>• The stakeholders would source material and resources to support teachers and pupils to adequately prepare to compete for reading festival.</li> <li>• Community stakeholders to ensure pooled community scholastic materials are also made available for use, to prepare pupils and parents for reading (whichever applicable).</li> <li>• Agree with parents and community on timing and venue for preparing for the reading festival.</li> <li>• Pupils are pulled from both public schools and IQS to compete in a reading competition.</li> </ul>

DOMAINS	GUIDANCE
<b>HOW</b> <i>(Continued)</i>	<ul style="list-style-type: none"> <li>• Community identify and invite guests with the support of schools to attend the inter-school reading competition.</li> <li>• Teachers organize reading competitions between different schools in the same community.</li> <li>• Timing and venue of competition is decided by the parents/community</li> <li>• Teachers and community facilitate reading competition at cluster level. Winners at cluster level moves to the ward level competition.</li> <li>• Winning schools from the ward level moves on to compete at the Area Development Council (ADC) level. Subsequently, winners from ADC level moves upwards to contest at LGA level.</li> <li>• LGA levels winners' contests at annual zonal competition</li> <li>• Winning schools from the different zones compete at the state level where a final winner emerges.</li> <li>• Beyond the community levels of the competition, community stakeholders engage with SUBEB to organize the competition and ensure the event is graced with the presence of high-ranking traditional ruler, prominent members of the states, the media and parents who take pride in watching their children display their reading skills.</li> <li>• The pupils are also motivated with winning prizes, trophies, certificates of participation and words of encouragement from the dignitaries.</li> </ul>



03

Section 2:  
**School  
Open Day**

## Section 2: School Open Day

DOMAINS	GUIDANCE
<b>What</b>	<p>School Open Day is an innovation in public schools to strengthen school communities with a goal to improve the learning outcome of learners. The school open day is an event where parents and the community members come to school to observe the performance of their children. During the visit on The school open day, the parent is given the books of the child and the teacher talks with the parent about the strengths and weaknesses of the pupil.</p> <p>The parent and teachers discuss ways possible to promote the academic performance of the child. The school open day activities involve parents observing lessons, interacting with teachers and pupils, observing school environment {facilities, safety and hygiene issues} and celebrate academic performance of their children both in the curricular and non-curricular aspects.</p> <p>The School open day is common in private schools in all the states in Nigeria. It is not common in public schools especially in rural communities. The school open day is one of the communities reading promotion initiatives to be introduced in public schools</p> <p>The program activities start with identifying stakeholders made up of teachers, parents and other relevant partners from within the community. The school improvement teams like SBMCs/CBMCs/PTA/Mas/CRC having a clear focus on promoting successful learning experiences for pupils</p> <p><b>School Open Day is important because the following reasons:</b></p> <ul style="list-style-type: none"> <li>• Parenting – School Open Day assists families with parenting skills, family support, understanding the child and adolescent development, and setting up a conducive atmosphere at home to support learning at each stage of development and educational progression. This in turn will assist schools to better understand the children’s family backgrounds, cultures, and goals for children.</li> <li>• Communicating – School Open Day help teachers communicate with families about school programs and the educational development of pupils. This creates a two-way communication channel between school and home for effective feedback and responses to identified issues.</li> <li>• Volunteering - Improve and strategize the criteria for volunteer recruitment exercises, training activities, and schedules to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students and the school.</li> </ul>

DOMAINS	GUIDANCE
<p><b>WHAT</b> (Continued)</p>	<ul style="list-style-type: none"> <li>• Learning at Home - Involve families in the learning activities of their children at home. This includes homework, goal setting, and other curriculum-related activities. This encourages teachers to design homework that enables students to share and discuss interesting tasks and experiences.</li> <li>• Decision Making - Include families as major contributors in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.</li> <li>• Collaborating with the Community -Coordinate resources and services for the improvement of teaching and learning through community groups and encourage a wider stakeholder participation in school improvement by introducing a Public, Private Partnership (PPP) involving private businesses, agencies, cultural and civic organizations, and colleges or universities.</li> </ul>
<p><b>WHO</b></p>	<p>All key stakeholders in the community and school are involved in organizing a school open day. These include Head Teacher, School Based Management Committee, Parents Teachers Association, Mothers Association,</p>
<p><b>WHEN</b></p>	<p>The School Open Day is usually organized in the middle of a school term because pupils would have learned new skills and their performance should have improved.</p>
<p><b>WHERE</b></p>	<ul style="list-style-type: none"> <li>• Venue or location is required which the school has already provided</li> <li>• Directives on how the open day will be conducted including time of commencement and closure, items to bring for the child and code of conduct when engaging with teachers to avoid confrontation and conflict.</li> <li>• Comments book and writing materials where parents and stakeholders will make their comments and observations</li> <li>• Sending reminders for the Open day through social media or letters – this can be voluntarily provided by any of the groups or message passed through the traditional leaders in council's town crier.</li> <li>• Light refreshment [should not be compulsory- water, soft drink} which should if necessary be donated by any of the groups or individual. There should be no budget/fund from the school purse on this.</li> </ul>

DOMAINS	GUIDANCE
<b>HOW</b>	<ul style="list-style-type: none"> <li>• How to Organize School Open Day</li> <li>• School Open Day is mainly organized by the school in collaboration with SBMC/CBMCs/PTA/MAs/CRC to present parents and stakeholder's opportunity to see their children in their learning environment.</li> <li>• The head teacher takes the lead since he/she is the head of the school and Secretary of the SBMC</li> <li>• The modalities for organizing school open day can be discussed in the first annual SBMC/CBMC/PTA/MAs/CRC meeting to agree on suitable date. This is to ensure that the School Open day does not coincide with community ceremonial days like religious ceremonies, market days, weddings or burials. The date should be specified in the school calendar and school development plan.</li> <li>• School Open days should normally take place in a school premises to give stakeholders opportunity to assess the school environment</li> <li>• As the date gets closer, the head teachers and executives of SBMCs send invitation through pupils, social media or town crier to remind parents and stakeholders of the event.</li> <li>• School Open day are usually done once a term preferably at mid-term.</li> <li>• Through community resource mobilization, refreshments can be provided for participants at the School Open Day but this is not compulsory and its' availability or otherwise should not be the determinant for holding the activity</li> </ul>



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Section 3:  
**Adopt a  
School**

## Section 3: Adopt a School

DOMAINS	GUIDANCE
WHAT	<p>Adopt a school means when someone decides to choose a school and provide identified needs the learners and teachers in the school. The services provided may be in cash or kind aimed at improving school management and pupils' learning outcomes.</p> <p>Adopt a school offers disadvantaged schools in RANA some financial support from Community members or Government to improve their facilities, equipment and teaching practices.</p>
WHO	Well meaning members of the community are identified as individual or groups who are willing to adopt schools and serve as Ambassadors who facilitate or cater for the needs of learners, teachers and the learning environment.
WHEN	This is a continuous process until all schools and all challenges affecting school enrolment, retention, and improvement of learning outcomes are resolved.
WHERE	People can adopt schools close to their homes and work places to ensure easy monitoring and participation in relevant activities where they can contribute meaningfully to the school and wellbeing of the pupils.
HOW	<p>The concept of Adopt a School is entirely based on volunteerism, it is however necessary for prospective school Mentor/Guardian to affirm willingness to commit to support the school for a specific period of time, by accepting and signing the terms of reference (TOR).</p> <p><b>The school adopter has the following roles and responsibilities:</b></p> <ul style="list-style-type: none"> <li>Facilitate the provision or provide critical materials needed in the school e.g. chalk, pencils, books, desks etc.</li> <li>Support teacher's skills improving opportunities to better deliver quality learning to children.</li> <li>Improve school environment to promote children's love for learning through pledged incentives for reading, sports and arts (music, poetry, drama, crafts and drawings).</li> <li>Source support for school renovation and provision of basic needs like water, toilets and ramps through his /her goodwill.</li> <li>Support the annual speech and prize giving day with presence and resource</li> <li>Support and serve the school for at least 2 years or more.</li> <li>Visit school as once every month as needful to offer morale support to both pupils and teachers.</li> <li>Liaise with Local government SBMC chair to organize annual meetings to share achievements and lesson learnt.</li> <li>Attend meetings with the Education Secretary and other stakeholders.</li> <li>Relate with District Head or Emirs to solicit their support to address</li> <li>The school keeps the names of those who adopt them stating adoption period with highlight of their contributions</li> </ul>



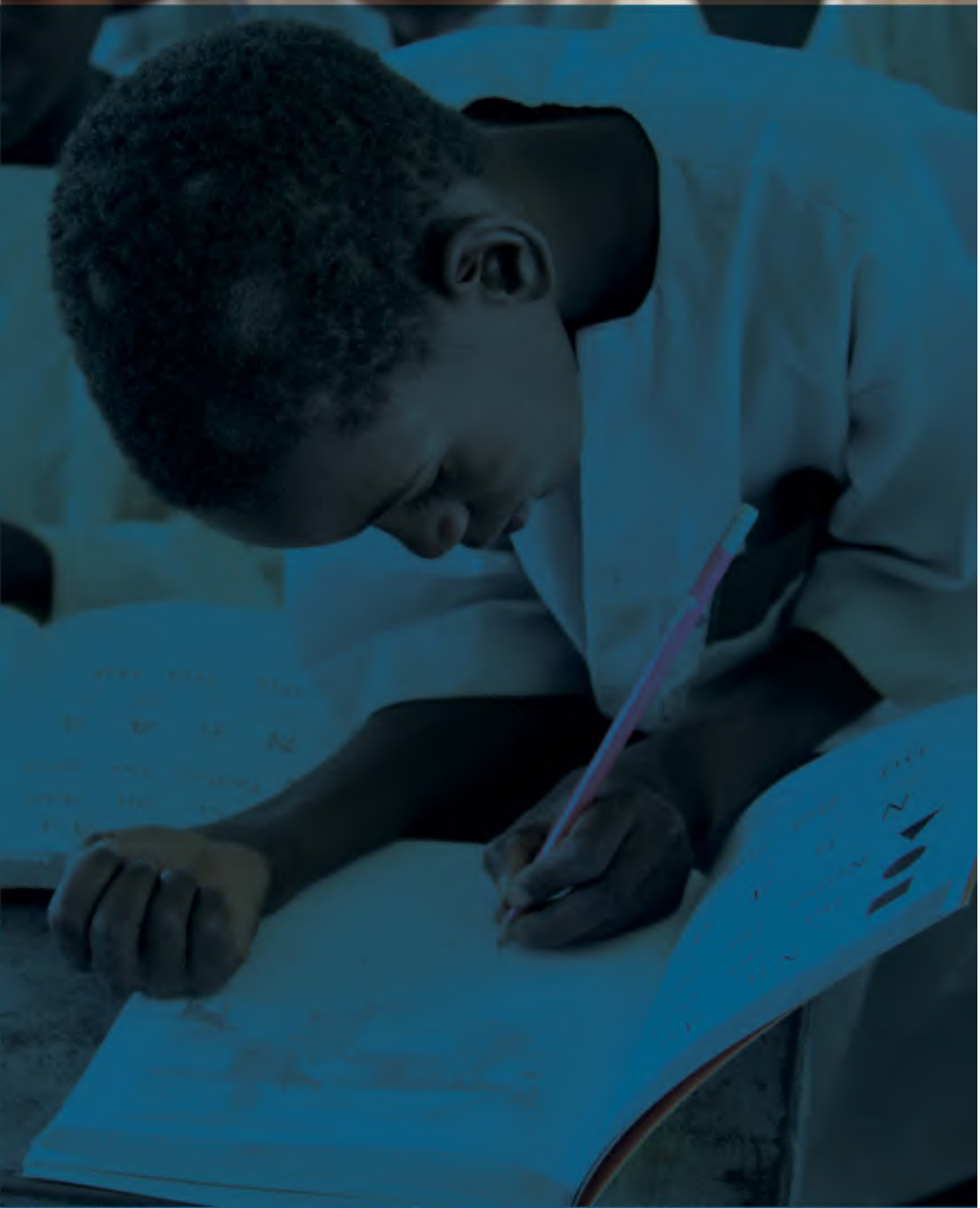


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Section 4:  
**Community  
Reading  
Mobilizer**

## Section 4: Community Reading Mobilizer

DOMAINS	GUIDANCE
<b>WHAT</b>	<p>The Community Reading Mobilizer (CRM) is responsible for sensitizing, mobilizing and providing feedback to community stakeholders on improving literacy and learning outcomes. The CRM IS responsible for implementing the Reading Festival, School Open Day, and Adopt a School strategies. The CRM also works with SBMC/CBMC to include literacy issues into the school Development Plans and support its implementation. The report and documentation of the impact of the community reading promotion activities, monitoring progress and providing feedback to stakeholders is done by the CRM.</p>
<b>WHO</b>	<p>Community Reading Mobilizer (CRM) are community members nominated by SBMC/CBMC to take the lead in the implementation of the Community Reading Promotion strategies.</p>
<b>WHEN</b>	<ul style="list-style-type: none"> <li>• The Community Reading Mobilizers are selected by the School Management Committees {SBMCs} and Centre-Based Management Committee {CBMCs}. Membership is drawn from the host communities.</li> <li>• They are trained and mentored by the Master Trainers. CRMs are expected to serve as a link between larger communities and government to include existing community structures working to improve learning outcome amongst pupil; hence, they are expected to be literate, who could read and write; be resident of the community they serve; Willing to volunteer time and resources; be of good character that is worth emulating and with a proven passion and track record of contribution to the community.</li> </ul>



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