

HASKE BASIC EDUCATION FOR **INTEGRATED QUR'ANIC SCHOOLS** | Materials and Training Guide



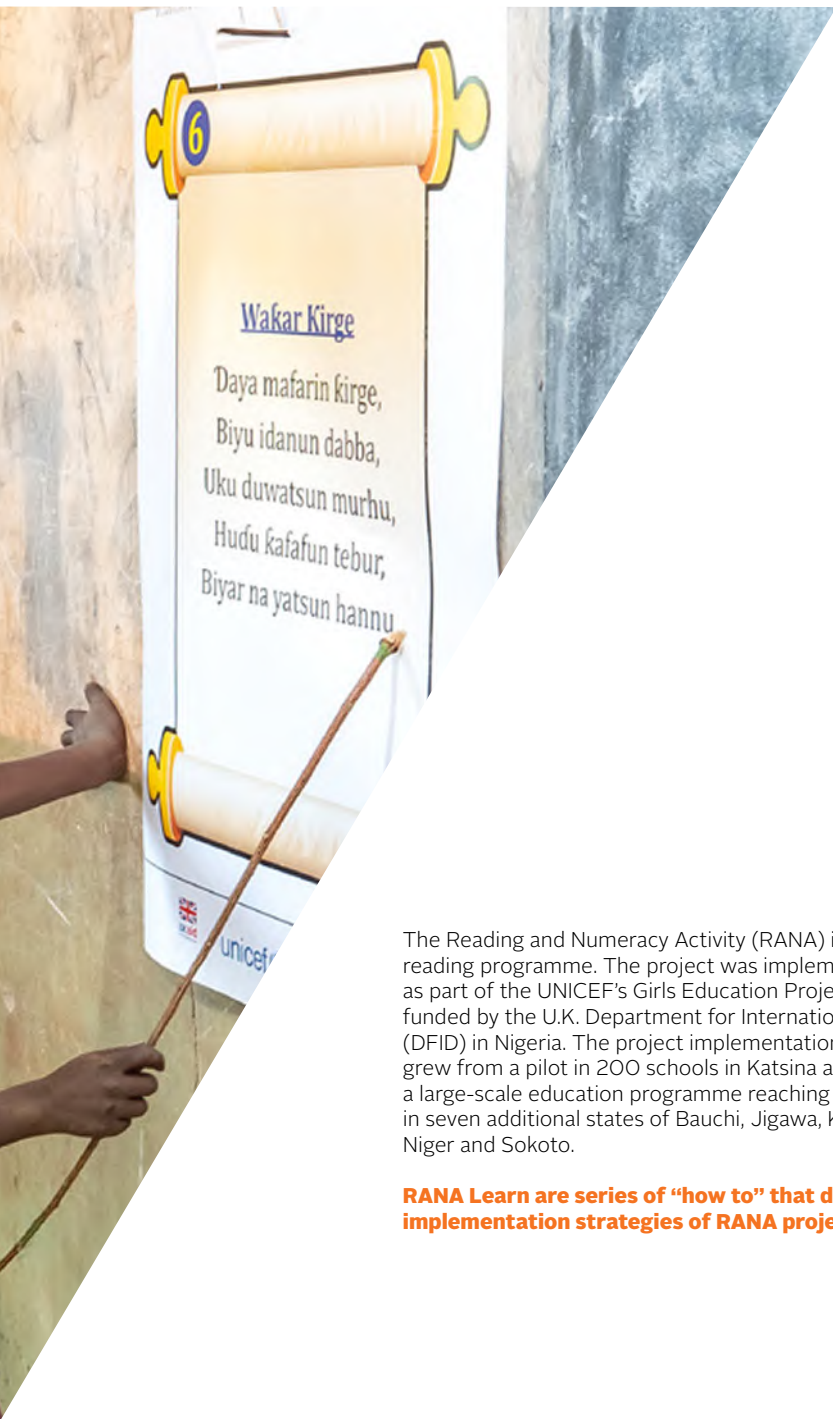
READING AND
NUMERACY
ACTIVITY

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.

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01

Section 1:
**HASKE Basic
Education
Package**

Section 1: Haske Basic Education Package

1.0 Background

Haske¹ Basic Education for Integrated Qur'anic Schools is part of the teaching and learning package developed under the Reading and Numeracy Activity (RANA). The package comprises materials for teaching Literacy, Numeracy, and Basic Science in line with the non-formal education curriculum of the National Commission for Mass Literacy Adult and Non-formal Education (NMEC). The materials were developed and used in collaboration with non-formal education agencies in Bauchi, Katsina, Kebbi, Niger, Sokoto and Zamfara. This document provides a working manual for understanding Haske Basic Education Package, training and facilitator professional development.

1.1 Materials in Haske Basic Education Package

Haske Basic Education for Integrated Qur'anic Schools comprises lessons that are compiled in two volumes of facilitator guides: one volume for Literacy and Basic Science and another for Numeracy. The key features of each volume are highlighted

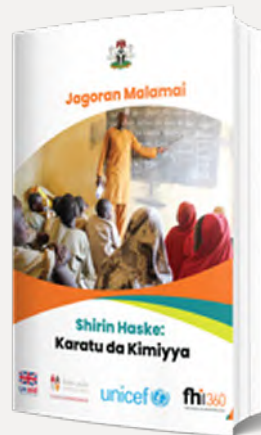


FACILITATOR GUIDE: LITERACY AND BASIC SCIENCE

Print title in Hausa: Jagoran Malamai: Karatu da Kimiyya

General Structure

- ✓ Contains 39 weeks of scripted lessons, with 2 lessons per week.
- ✓ 33 of the weeks (66 lessons) are for Hausa Literacy while 6 weeks (12 lessons) are for Basic Science.
- ✓ The 39 weeks are evenly divided in three sessions (13 weeks per session). In each of the 13 weeks of the session, the first 11 weeks are for Hausa literacy while the last 2 weeks are for Basic Science.
- ✓ The lessons are numbered with whole number position indicating the week and fractional part after the decimal separator indicating lesson 1 or 2 of the week. For example:
Lesson 1.1 (represents Week 1 Lesson 1)
Lesson 1.2 (represents Week 1 Lesson 2)
Lesson 2.1 (represents Week 2 Lesson 1)
Lesson 2.2 (represents Week 2 Lesson 2)



¹Haske is a Hausa word meaning brightness and has the connotations of hope and success.

Scope and Sequence

- ✓ Weekly lessons for Hausa Literacy balance whole language and phonics instruction. Lessons include repeated readings of a short text followed by comprehension questions, dramatization, word puzzles, writing practice, and phonics.
- ✓ Each weekly text emphasises a different letter (or set of letters) of the Hausa alphabet.
- ✓ The first two weeks treat the basic Hausa vowels (Aa Ee Oo Uu Ee) while the remaining weeks treat Hausa consonants in the sequence of Nn, Kk, Mm, Ss, Rr, Dd, Tt, Ts, Bb, Ww, Gg, Yy, Ll, Cc, Hh, Shsh, Ff, Xx, Jj, Zz, Vv, AUau, Alai, Gwkw Kwkw Qwqw.
- ✓ Basic Science includes both science and life skills. It covers the following topics: Classification of living and non-living things, Plants and animals; respiration and nutrition; safety concerns and creating a class charter; Identifying types of hygiene; handwashing; clean water; Types of soil; hygiene.
- ✓ Assessments and reviews are built in the middle and the end of every session: 6.1, 6.2, 13.1 and 13.2 for Session 1; 19.1, 19.2, 26.1 and 26.2 for Session 2; then 31.1, 31.2, 39.1, 39.2; for Session 3.
- ✓ At the end of session 2, the facilitator guide contains a special project designed for learners to demonstrate their learning in real context. Beginning learners are asked to read, copy and interpret billboards, while more advanced learners are asked to record an interview with artisans (tailors, electricians, etc) and present their interview findings to the class.

Target Users and Purpose

- ✓ Lessons for the numeracy facilitator guide cover all the foundational topics in the NMEC curriculum. They are counting 1-100, concept of zero, place value, basic operations (addition, subtraction, multiplication and division), units of time (hours, minutes, seconds) non-standard measurement, Standard measurement of length (meters and centimeters), word problem in operation and fractions.
- ✓ Assessments and reviews are built in the middle and the end of every session: 5.1, 5.2, 11.1 and 11.2 for Session 1; 19.1, 19.2, 24.1 and 24.2 for Session 2; then 30.1, 30.2, 33.1 and 33.2 for Session 3.



FACILITATOR GUIDE: NUMERACY

Print title in Hausa: Jagoran Malamai: Lissafi

General Structure

- ✓ The number of weeks, lessons, distribution and numbering structure is like Hausa literacy mentioned earlier.
- ✓ The first numeracy lesson of each week introduces a concept, while the second lesson of each week reinforces the concept and provides additional practice.
- ✓ Lessons follow a consistent pattern of activities; Lessons 1 and 2 contain the steps of Warm-up, learn, practice, write, assess and summarise. Lessons 2 have additional tasks of a numeracy read aloud story related to the math concept.



Scope and Sequence

- ✓ Lessons for the numeracy facilitator guide cover all the foundational topics in the NMEC curriculum. They are counting 1-100, concept of zero, place value, basic operations (addition, subtraction, multiplication and division), units of time (hours, minutes, seconds) non-standard measurement, Standard measurement of length (meters and centimeters), word problem in operation and fractions.
- ✓ Assessments and reviews are built in the middle and the end of every session: 5.1, 5.2, 11.1 and 11.2 for Session 1; 19.1, 19.2, 24.1 and 24.2 for Session 2; then 30.1, 30.2, 33.1 and 33.2 for Session 3.

Target Users and Purpose

- ✓ Facilitators in Integrated Qur'anic School are the target users of the Facilitator Guide. At least 2 copies to every learning centre.
- ✓ The Facilitator Guide should be used to guide daily lessons.

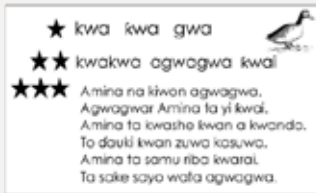


LEVELLED READER BOOKLET

Print title in Hausa: Littafin karatu Dai-dai da Matakin Dalibai

General Structure

- ✓ Contain 32 units of leveled texts.
- ✓ The texts are levelled with stars to indicate their levels



Scope and Sequence

- ✓ Texts in the cards were designed to match the sequence of alphabets in Hausa Literacy Facilitator Guides: (Aa Ee Oo Uu Ee), Nn, Kk, Mm, Ss, Rr, Dd, Tt, Ts, Bb, Ww, Gg, Yy, Ll, Cc, Hh, Shsh, Ff, Xx, Jj, Zz, Vv, AU au, Al ai, Gw gw Kw kw Qw qw
- ✓ The first level texts (one star) are syllables; the second level texts (two stars) are words and the third level (three stars) are simple passages. Most of the texts are decodable.

Target Users and Purpose

- ✓ IQS Learners are the target users. Every IQS needs 40 copies of the levelled reader booklet such that two learners can share one.
- ✓ They are used during the second Hausa Literacy Lesson each week for **“Independent Reading.”** These texts reinforce both phonics and fluency.

1.2 Printing specifications

The following are the specifications for the printing of Haske Materials:

Haske Literacy Facilitator's Guide (Science)	
Size:	A4
Total Pages + cover:	190
Format:	Vertical
Paper (Cover):	Matte card 300gms uncoated
Paper (Inner):	100gsm –white bond-uncoated
Colour (Cover):	CMYK + Pantone (spot colors)
Colour (Inner Pages):	One
Binding:	Spiral Binding
Printing:	Offset
Finishing:	Matte lamination (cover)
Quantity:	-----
Unit Cost (Estimate):	-----
Haske Numeracy Facilitator's Guide (Mathematics)	
Size:	A4
Total Pages + cover:	207
Format:	Vertical
Paper (Cover):	Matte card 300gms uncoated
Paper (Inner):	100gsm –white bond-uncoated
Colour (Cover):	CMYK + Pantone (spot colors)
Colour (Inner Pages):	One
Binding:	Spiral Binding
Printing:	Offset
Finishing:	Matte lamination (cover)
Quantity:	-----
Unit Cost (Estimate):	-----
Levelled Reader Booklets	
Size:	A4
Total Pages + cover:	18
Format:	Portrait
Paper (Cover page):	Black and white
Paper (Inner):	100gsm –white bond-uncoated
Colour (Cover):	CMYK + Pantone (spot colors)
Colour (Inner Pages):	Full colour
Binding:	Spiral
Printing:	Offset Computer to plate
Finishing:	Matte lamination (cover page)
Quantity:	-----
Unit Cost (Estimate):	-----

In its four years of working on materials development, RANA learnt lessons around printing and distribution of teaching and learning materials. Key lessons are listed below in relation to Haske materials printing:

- Most printers struggle with **adherence to specification**, especially with large printing. To ensure quality, it is advised to engage someone with printing experience (graphic designer preferably) for periodic inspection throughout the printing procurement process. Discovering printing defects after completion or delivery is counter productive to both printers and the reading programme.
- Most printers struggle with **delivery time**. Depending on the procurement policies guiding the reading intervention, a period of three months will be required to complete materials printing and delivery cycle to schools.
- For Haske, it is highly recommended that **every two children should be provided with a levelled reader booklet**.
- Alignment of **book distribution with facilitator training** is efficient in terms of logistics and cost. After training, teachers and head teachers can carry the books to their school, thereby saving huge cost of distribution, time and logistics.
- UNICEF Nigeria provides the right for using Haske materials.

1.3 Evidence and principles supporting Haske materials

Haske materials were developed with key principles in mind. Key evidence around the materials are highlighted below:

- Importance of an integrated approach to reading instruction that brings whole language and phonics together in a meaningful and reinforcing way².
- Activities that emphasise recognised components of reading (phonemic awareness, phonics, fluency, comprehension) from the report of National Reading Panel (2000)³ and other reading best practices comprising oral language, vocabulary and writing.
- Use of syllabic instruction (ba bi bo bu be) as responsive to the language structure of Hausa. Preliminary evidence indicates that syllabic instruction may be highly effective for particular African languages. (Asfaha, Kurvers, and Kroon, 2008)⁴.
- Methodological considerations such as the 6 Ts for effective literacy instruction (Allington, 2002)⁵.
- Broad cultural base recognizing local history and tradition to meet the requirements of culturally responsive instruction (Wlodkowski and Ginsberg, 1995)⁶ and its potential to bring intrinsic motivation.

²Leigh, J. E. (1980). Whole-language approaches: Premises and possibilities. *Learning Disability Quarterly*, 3 (4), 62-69.

³National Reading Panel (US), National Institute of Child Health and Human Development (US), 2000. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, National Institutes of Health.

⁴Asfaha, Y.M., Kurvers, J. and Kroon, S., 2008. Literacy and script attitudes in multilingual Eritrea. *Journal of Sociolinguistics*, 12(2), pp.223-240.

⁵Allington, Richard. (2002). What I've Learned about Effective Reading Instruction: From a Decade of Studying Exemplary Elementary Classroom Teachers. *Phi Delta Kappan* 740-747.

⁶Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

- For each math topic, lessons promote a combination of conceptual understanding procedural fluency (Kilpatrick, Swafford and Findell, 2001)⁷
- Math instruction uses multiple representations, including concrete objects, drawing, and numerical representation (Sitabkhan and Platas, 2018)⁸
- Informal mathematics is integrated to support understanding of formal mathematics. (Sitabkhan and Platas, 2018).⁹
- Equity consideration that is sensitive to positive representation of gender and disability.
- Compliance with the Nigeria's curriculum for basic non-formal education provided by the National Commission for Adult and Non-formal Education (NMEC).

Essential Supplies

Some basic supplies are required for effective implementation of Haske programme in each IQS as follows:



Exercise Books
for pupils



Sharpeners



Pencils



Cardboard papers (for
sentence strips, word puzzle
and mask) - different colours



Pack of Markers
(for word puzzles,
flash cards, masks)



Ream of printer A4
paper (for flash cards,
number cards, masks)



Masking tape



Stapler



Stapler pin (box)



Ruler (60 cm)



Scissors



Roll of string for masks



Bag of rubber bands



Optional (recommended):
Box to store mathematics
manipulatives

⁷Kilpatrick, J., Swafford, J., & Findell, B. (2001). Adding It Up: Helping Children Learn Mathematics. Washington, DC: National Academy Press.

⁸Sitabkhan, Y., Platas, L., and Ketterlin-Geller, L. (2018). Capturing Children's Mathematical Knowledge: An assessment framework. Global Education Review. 5(3)

⁹Sitabkhan, Y. A., & Platas, L. (2018). Early mathematics counts: Promising instructional strategies from low- and middle-income countries. Research Triangle Park, NC: RTI Press. RTI Press Publication No. OP-0055-1807 <https://doi.org/10.3768/rti-press.2018.OP0055.1807>

DARASIN MU AYAU LISSA

(1) $1 + 2 = 3$ (6) $6 + 7 =$

(2) $2 + 3 = 5$ (7) $7 + 8 =$

(3) $3 + 4 = 7$ (8) $8 + 9 =$

(4) $4 + 5 = 9$ (9) $9 + 10 =$

(5) $5 + 6 = 11$ (10) $10 + 11 =$





02

Section 2:
**HASKE Training, Roll out and
Continuous Professional
Development**

Section 2: Haske Training, Roll out and Continuous Professional Development

Haske materials are accompanied with a comprehensive training package, rollout plan and continuous professional development characterised by the following:

2.1 Training sessions and phases

The training for the entire Haske Basic Education programme is delivered in 3 Sessions of 12 days total. The daily training duration is 9 hours from 8:30am to 5:30pm, with one and half hours break for tea and lunch. The details of the training sessions are given below.

TRAINING	NO OF DAYS	CONTENT AND PARTICIPATION AND DELIVERY
Session 1 Training	5 days	<p>Training Content: this is the first training session in the series and covers the following:</p> <ul style="list-style-type: none"> • Minimum quality indicators for IQS learning environment and the role of Centre Based Management Committees (CBMCs) in creating one. • Creating a print rich environment and classroom management. • Simulation of literacy lessons, followed by discussion on demonstrated activities (songs, story reading, drama, sentence building, letter reading and writing) • Simulation of science lessons • Simulation of numeracy lessons, highlighting the lesson structure of Learn, Practice, Write Assess. • Making instructional materials (masks, creating word cards, number cards, hundreds charts. • Formative assessment and helping struggling learners. • Lesson demonstration in IQS, lesson observation, assessment and feedback. <p>Participation and delivery:</p> <ul style="list-style-type: none"> • IQS facilitators are the main participants in the training. • IQS proprietors are invited on the first day of the training
Session 2 Training	4 days	<ul style="list-style-type: none"> • Training Content: this is the second training session in the series. It comes as a refresher three months after the initial training. The training covers the following:

TRAINING

NO OF DAYS

CONTENT AND PARTICIPATION AND DELIVERY

- Reflection on initial implementation successes and challenges.
- Handwriting with alphabet charts
- Pointing at the board while reading
- Helping struggling learners
- Making word cards
- Simulation of literacy, science and livelihood (hygiene, security) and numeracy lessons
- Child Safeguarding and Facilitator Code of Conduct
- Special projects for literacy
- Lesson practice and feedback in IQS
- Formative assessment and community of practice

Participation and delivery

- IQS facilitators are the main participants.

Session 3 Training

3 days

Training Content: this is the third training session in the series. It comes as a refresher six months after the initial training. The training covers the following:

- Reflection on implementation successes and challenges.
- Creating masks and word cards and a reminder demonstration of how to use them
- Practice handwriting
- Feedback strategies
- Material creation and use
- Classroom management
- Literacy and numeracy lesson practice

2.2 Training materials, techniques and trainers

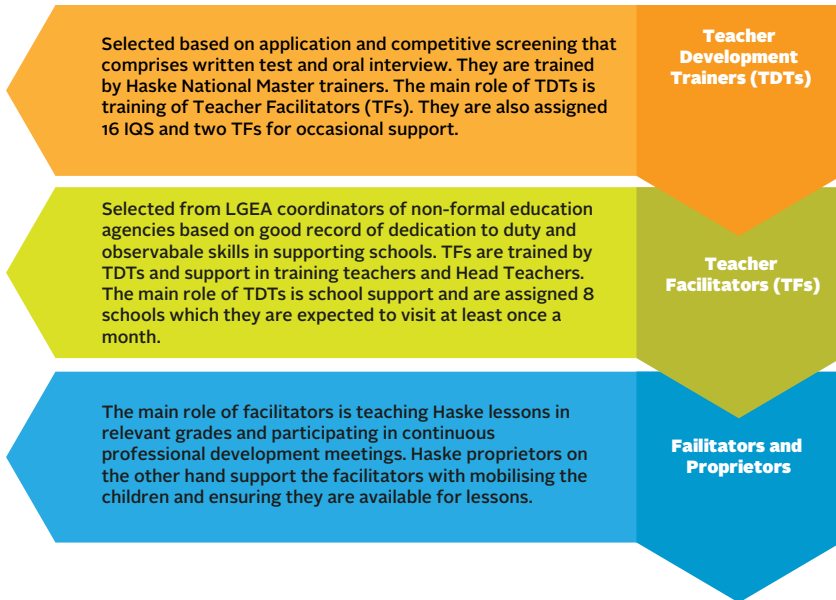
Haske Basic Education training is delivered using detailed manuals. There are three training manuals--one for each of the training sessions. All activities in the manuals includes main objectives, step-by-step instructions, time allotted, and materials required (handouts, charts, markers, flip charts). The major training techniques include discussion, small group lesson demonstrations, large group lesson demonstrations, development of instructional materials, and lesson practice. The training manuals are accompanied with handouts that provide additional information to participants.

Key sources of resource persons for Haske training are as follows:

- RANA project technical staff who served as Literacy Coordinators, Technical Education Officers and Field Coordinators. They participated in Haske materials development, training of trainers and coaching. FHI 360 and AHNi are points of contacts for those trainers.
- “Teacher Development Trainers (TDTs)” and “Teacher Facilitators (TFs)” trained through the scale-up phase in Kaduna, Kano, Katsina, Kebbi, Niger and Jigawa.

2.3 Haske Cascade and Selection Process for trainers and coaches

RANA adopted a three-level cascade for the implementation of Haske Basic Education package comprising Level 1 for Teacher Development Trainers (TDTs), Level 2 for Teacher Facilitators (TFs) and Level 3 for Facilitators/IQS proprietors.



The Haske programme depends on effective selection of Teacher Development Trainers (TDTs). A competitive selection of TDTs has been a major requirement for determining project success. Key selection process are as follows:



NOTE: It is important to train key government officials in the State Agency for Mass Education (SAME), Ministry of Education and SAME Local Government Education Officials on Haske for effective oversight. These include SAME Directors of Programme, SAME Directors of Literacy, SAME Area Coordinators and Education Secretaries among others.

2.3 Implementation requirements

Haske needs the following provisions and conditions for implementation:

- A cohort of IQS learners (from 30 to 50 learners).
- Provision of 2 contacts of 2 hours each on the IQS time-table every week (4 hours per week). The first hour is used for literacy/basic science lesson and the second for numeracy.
- Provision of two copies of two facilitator guides for basic education.
- Trained facilitators on Haske Basic Education package.
- The content is expected to be delivered in 9 months within 12 months of a year calendar with flexibility in lesson days and period.
- It is important for an IQS to keep enrolment register and attendance.

2.4 Centre support and communities of practice

Haske facilitators professional development does not end with facilitator training. Haske works with framework for facilitator support through the following:

- Lesson observation and feedback session by Teacher Facilitators (at least once a month)
- Weekly continuous professional development meetings between the facilitators for lesson preparation and discussion of learning challenges.
- Facilitators are expected to observe lessons and mentor one another at least once every month
- Termly cluster meeting by a group of 5-7 IQS led by Teacher Development Trainer and teacher Facilitators to rapidly address gaps identified from monitoring reports.

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03

Appendices

Paper-based Tool

Lesson Observation form for TDTs and TFs							
PURPOSE OF THE LESSON OBSERVATION							
Is to learn about progress in application of effective teaching and learning practices by teachers. The observation will help in identifying areas for teacher facilitators to discuss with their teachers during their Professional Development Meetings, while teacher facilitators can also discuss with individual teachers just after lesson observations.							
WHO SHOULD USE THIS TOOL?							
Teacher Facilitators							
During the Observation							
1. Observe the entire lesson (do not interrupt the lesson). 2. Record your observations in Part 1: Lesson Observation Checklist. 3. Only mark 'Yes' for a numbered row if both 'a' and 'b' that section is marked 'Yes'. Otherwise mark 'No'.							
Part 1: Lesson Observation Check-List							
Effective Lesson	During the Lesson- Tick Yes if observed at least once or NO if not observed						
	Teacher used appropriate teaching and learning resources					YES	NO
	1. Did the teacher use praise throughout the lesson?						
	a	Teacher used both general praise to a larger class (ex. 'Well done', 'Good job', 'Very Good') as well as specific praise to individual students (ex. Fatima, good effort!)					
	b	Teacher used praise more than reprimand/reprove/criticise.					
	2. Did the teacher use relevant/appropriate teaching aids?						
	a	Teaching aids used by both teacher & pupils					
	b	Teaching aids are relevant to the topic taught					
	3. Did the teacher use different ways of grouping the children?						
	a	Teacher used at least two of the following: group, pair, individual, whole class.					
	b	Teacher went around to support pupils while working in group, pair, individual or whole class.					
	4. Did the teacher use activities to help pupils achieve the learning outcomes?						
	a	Teacher introduced the learning outcomes to the pupils					
	b	Teacher asked questions to students relating to the learning outcomes					
	5. Is the teacher clear on what the pupils should be learning in this academic year?						
a	Teacher demonstrated understanding of curriculum content for the grade						
b	Pupils' work reflects curriculum content for the grade						
Effective lesson: Highest possible score is 5. A score of 5 means MET; a score of 4 means PARTIALLY MET, and a score of 0-3 means NOT MET		Score: 2		Circle which applies	MET	Partially Met	Not Met
Inclusive Lesson	During the Lesson- Tick Yes if observed or NO if not observed						
	Assessed learning					YES	NO
	6. Did the teacher encourage all pupils to participate during the lesson?						
	a	Teacher gave attention to all categories of pupils					
	b	Teacher was able to identify pupils who were not participating in lesson and called on them					
	7. Does the teacher use more than one method to assess learning?						
	a	Teacher asked pupils to respond to questions in more than one form, including orally, writing answers on blackboards/notebooks?					
	b	Teacher went around to assess pupils' work during individual work and provide necessary support for those who are not able to work as expected.					
Inclusive lesson: Highest possible score is 7. A score of 7 means MET; a score of 6 means PARTIALLY MET, and a score of 0-5 means NOT MET		Score: 3		Circle which applies	MET	Partially Met	Not Met
Remark: Inclusive lesson include "Effective Lesson" criteria/items							
Lesson Fidelity	After the lesson: Tick Yes if observed or NO if not observed						
						Yes	No
	8. Did the teacher use the correct lesson plan?						
	9. Did the teacher follow and complete all activities in the lesson plan?						
	10. Were learners able to correctly follow instructions given by the teacher?						
	11. Were the correct learning resources available (pupil books, teacher's guide, exercise books, flashcards, posters, locally sourced materials, etc)?						
	12. Did pupils write in their books or exercise books during class?						
	13. Is there evidence of pupil writing from previous lessons?						
	14. Did the teacher assign homework?						
Lesson Fidelity: Highest possible score is 7. A score of 6 or 7 means MET; a score of 5 means PARTIALLY MET, and a score of 0-4 means NOT MET		Score:3		Circle which applies	MET	Partially Met	Not Met
Remark: Lesson fidelity only includes "Lesson Fidelity" criteria/items							

Paper-based Tool

Part 2: Lesson Overview		
2.1 Pupils enrolled in the class observed: Male: __ __ Female: __ __ Total : __ __		
2.2 Pupils present in the class observed on the day of the observation: Male: __ __ Female: __ __ Total: __ __		
2.3 Is the class multi-grades? YES <input type="checkbox"/> NO <input type="checkbox"/>		
2.4 Time lesson started: [-----:-----]	2.5 Expected lesson duration __ __ min	2.6 Time lesson ended: [-----]
2.7 Lesson learning topic:	2.8 Learning Outcomes:	
After the Lesson Observation <ol style="list-style-type: none"> Fill in Part 3: Summative observation Have a short meeting with teacher where appropriate. Discuss with the teacher other actions to be taken to address identified gaps After the teacher meeting, fill in Part 4: General Information, and ask the Teacher to sign at the bottom of the form 		
Part 3: Summative Observation		
What two things did the teacher do very well in this lesson?		
Stars for the teacher	Examples	
3.1 <input type="radio"/>		
3.2 <input type="radio"/>		
What would you have done differently if you were the teacher?		
3.3 A wish for the Teacher	3.4 What actions will help the Teacher to achieve the wish?	
		
Part 4: General Information – Primary school		
4.1 Date : __ _ _ _ _ _ _ _ DD/MM/YYYY	4.2 STATE:	
4.3 LGEA	4.4 ADC:	4.5 Location: Urban <input type="checkbox"/> Rural <input type="checkbox"/>
4.6 School Name:		4.7 Class (Grade) observed:
4.8 Subject observed:	4.9 Name of Teacher:	4.10 Teacher Gender: M <input type="checkbox"/> F <input type="checkbox"/>
4.11 Teacher qualification:	4.12 Years of teaching experience:	4.13 School year/term:
After the Teacher Meeting <ol style="list-style-type: none"> Fill in Part 5: Community of Practice Monitoring Have a short meeting with the Head Teacher of the school. Ask to see records of the Weekly Meeting Logs and Lesson Observation forms from the past 4 weeks. The target for each Head Teacher is to complete 4 Weekly Meetings and observe 4 lessons, every 4 weeks. Finally, ask the Head Teacher to sign the form. 		
Part 5: Community of Practice Monitoring		
5.1 How many Weekly Meeting Logs were filled out in the past 4 weeks? :		__ __
5.2 How many lesson Observation forms were filled out in the past 4 weeks? :		__ __
General Comments:		
Enumerator's Name:		Enumerator's Signature:
Teacher's Name:		Teacher's Signature:
Head Teacher's Name:		Head Teacher's Signature:
Head Teacher's Phone Number:		Date : ---/---/---

Sample Qualification Scoring

Qualification Scoring Sheet				
Scoring Guide				
Qualification	Relevant (Education, Hausa, language Art)	Others		
B.A/B.Sc		5		4
PGD		6		5
MA/MSc		7		6
PhD		10		8

Name	Institution	Qualifications	Score base on Scoring Guide	Outcome in Percentage (Maximum 10%)
Muktar Zainab	Unemployed Graduate	B.Ed	5	5
Ahmad Zinatu Abubakar	Unemployed Graduate	BA	4	4
Usman Hadiza Unbule	LGEA Katsina	NCE, B.Ed	5	5
Idris Ismaila Bindawa	LGEA Bindawa	B.Ed Hausa	5	5
Hamza Babangida	Isa Kaita CoE	NCE, B.Ed	5	5
Umar Shafiu	CoE Daura	LLB	4	4
Tijjani Aliyu	Unemployed Graduate	NCE, B.Ed	5	5
Hassan Sani	Isa Kaita CoE	NCE, B.A	5	5
Abdullahi Haruna Dangani	LGEA Katsina	B.Ed, M.Ed	6	6
Muhammad Suleiman Bakori	SUBEB	NCE, HND, PGD.PA	5	5
Mukhtar Mustapha	SUBEB	NCE, B.Ed	5	5
Sadiq Salim Danjuma	UMY University	B.Ed	5	5
Umar Suleiman	UMY University	NCE, B.Ed	5	5
Babba Yunus Rafindadi	Unemployed Graduate	NCE, B.Ed	5	5
Suleiman Huda Isah	Unemployed Graduate	B.Ed Hausa	5	5

Sample Experience Scoring Sheet

Experience Scoring Sheet							
Scoring Guide							
1. For every one year in education sector, award a score 0.5 up to the maximum score of 10 awardable							
2. For every one year in non-education sector, award a score 0.25 up to the maximum score of 10 awardable							
Name	Institution	Post Graduation (minimum NCE) Education Experience (Years) Max-20yrs	Score base on Scoring Guide	Post Graduation (minimum NCE) Non Education (Years) Max-20yrs	Score base on Scoring Guide	Total Score	Outcome in Percentage (Maximum 10%)
Muktar Zainab	Unemployed Graduate	1	0.5	0	0	0.5	0.5
Ahmad Zinatu Abubakar	Unemployed Graduate	0	0	2	0.5	0.5	0.5
Usman Hadiza Unbule	LGEA Katsina	4	2	0	0	2	2
Idris Ismaila Bindawa	LGEA Bindawa	20	10	0	0	10	10
Hamza Babangida	Isa Kaita CoE	20	10	0	0	10	10
Umar Shafiu	CoE Daura	2	1	3	0.75	1.75	1.75
Tijjani Aliyu	Unemployed Graduate	2	1	0	0	1	1
Hassan Sani	Isa Kaita CoE	10	5	0	0	5	5
Abdullahi Haruna Dangani	LGEA Katsina	10	5	0	0	5	5
Muhammad Suleiman Bakori	SUBEB	0	0	10	2.5	2.5	2.5
Mukhtar Mustapha	SUBEB	11	5.5	0	0	5.5	5.5
Sadiq Salim Danjuma	UMY University	4	2	0	0	2	2
Umar Suleiman	UMY University	4	2	0	0	2	2
Babba Yunus Rafindadi	Unemployed Graduate	2	1	0	0	1	1
Suleiman Huda Isah	Unemployed Graduate	2	1	2	0.5	1.5	1.5

Sample Written Test Scoring

Written Test Scoring Sheet								
Scoring Guide								
1. Section A has 11 questions with maximum obtainable score of 1 per question								
2. Section B has 1 task with 2 open ended responses and maximum obtainable score of 2								
3. Section C-E has 3 questions with maximum obtainable score of 1 per question								
4. Section F has 1 task with 2 open ended responses and maximum obtainable score of 2								
5. Lesson Plan is graded based on A-Clear objectives maximum score of 5; B-systematic stages with maximum score of 8; C-organization with maximum score of 2; D-expression and mechanical accuracy with maximum score of 3. Total obtainable score for lesson plan is 18								
Name	Institution	Section A (maximum Score-11)	Section B (maximum Score-2)	Section C-E (maximum Score-3)	Section F (maximum Score-2)	Lesson Plan (maximum Score-18)	Total Score (Maximum score-36)	Outcome in Percentage (Maximum 60%)
Mukhtar Zainab	Unemployed Graduate	11	1	1	2	12	27	45
Ahmad Zinatul Abubakar	Unemployed Graduate	7	2	1	1	11	22	37
Usman Hadiza Umbule	LGEA Katsina	4	0	1	0	9	14	23
Idris Ismailia Bindawa	LGEA Bindawa	4	1	1	1	10	17	28
Hamza Babangida	Isa Kaita CoE	6	2	2	2	13	25	42
Umar Shafiu	CoE Daura	7	2	2	2	11	24	40
Tijjani Aliyu	Unemployed Graduate	5	2	1	1	9	18	30
Hassan Sani	Isa Kaita CoE	9	2	2	2	14	29	48
Abdullahi Haruna Dangani	LGEA Katsina	5	1	1	1	10	18	30
Muhammad Suleiman Bakori	SUBEB	5	2	2	1	10	20	33
Mukhtar Mustapha	SUBEB	8	2	0	1	8	19	32
Sadiq Salim Danjuma	UMY University	6	1	2	1	9	19	32
Umar Suleiman	UMY University	3	1	0	1	10	15	25
Babba Yunus Raffindadi	Unemployed Graduate	2	1	0	1	7	11	18
Suleiman Huda Isah	Unemployed Graduate	3	1	1	1	8	14	23

Sample Oral Interview Collation Sheet

Name	Sex	Institution	Interviewer	Question 1 (Mission) Smarks	Question 2 (Role) Smarks	Question 3 (Observation) Smarks	Question 4 (Challenges) Smarks	Question 5 (Team work) Smarks	Question 6 (Communication) Smarks	Total	Average
Mukhtar Zainab	F	Unemployed Graduate	Badaru Ado B	3	2	3	3	3	3	4	18
			Nuradddeen/Dahiru Ahmad	2	3	2	2	3	3	3	15
			PM II	3	2	3	3	3	3	17	
			Murtala Mohammed	3	3	2.5	4	3	3	18.5	
			Adama Sule Bakori	3	3	3	2	3	3	17	
Ahmad Zinatul Abubakar	F	Unemployed Graduate	Balo Abdullahi	3	4	3	4	3	4	21	17.8
			Badaru Ado B	3	2	2	2	3	3	15	
			Nuradddeen/Dahiru Ahmad	3	3	2	2	2	3	15	
			PM II	2	2	3	2	2	2	14	
			Murtala Mohammed	3	2.5	3	3	2.5	3	17	
Usman Hadiza Umbule	F	LGEA Katsina	Adama Sule Bakori	2.5	3	3	3	3	3	17.5	
			Balo Abdullahi	3	3	3	2	3	3	17	
			Badaru Ado B	3	2	3	2	3	4	17	
			Nuradddeen/Dahiru Ahmad	3	2	3	3	3	3	17	
			PM II	3	3	3	3	2	3	17	
Idris Ismailia Bindawa	M	LGEA Bindawa	Dr Shehu Suleiman	4	3	3	3	4	3	20	
			Murtala Mohammed	4	2	0	2	3	3	14	
			Adama Sule Bakori	3	3	0	2	2	3	13	
			Balo Abdullahi	3	2	2	3	3	4	17	
			Badaru Ado B	4	3	4	3	2	3	19	
Hamza Babangida	M	Isa Kaita CoE	Nuradddeen/Dahiru Ahmad	4	3	3	3	3	3	19	
			PM II	3	3	3	2	2	2	15	
			Dr Shehu Suleiman	3	3	3	1	3	3	16	
			Murtala Mohammed	2.5	3	2.5	3	3	4	16	
			Adama Sule Bakori	3	3	3	3	4	4	20	
Usman Hadiza Umbule	F	LGEA Bindawa	Balo Abdullahi	3	4	4	3	2	3	19	
			Badaru Ado B	4	3	3	3	4	3	20	
			Nuradddeen/Dahiru Ahmad	3	2	2	3	2	4	16	
			PM II	4	3	3	3	3	3	19	
			Dr Shehu Suleiman	4	4	3	3	3	3	20	
Hamza Babangida	M	Isa Kaita CoE	Murtala Mohammed	4	3.5	2.5	4	3	3	20	
			Adama Sule Bakori	4	4	3	3	3	4	21	
			Balo Abdullahi	4	3	3	3	4	3	20	
			Badaru Ado B	4	3	3	3	4	3	20	
			Nuradddeen/Dahiru Ahmad	3	2	3	2	3	3	17	

Master Trainers Selection Aggregate Scoring Sheet

S/N	NAME	SEX	Qualifications	Post Graduation (minimum NCE) Experience (Years) Max: 20yrs	INSTITUTION	INTERVIEW TEST (60%)	INTERVIEW (20%)	QUALIFICATION (10%)	EXPERIENCE (10%)	TOTAL (100%)	REMARK
1	Hassan Sani	M	NCE, B.A	10	Isa Kaita CoE	48.3	21.4	5	5	79.7	
2	Hamza Babangida	M	NCE, B.Ed	20	Isa Kaita CoE	41.7	19.4	5	10	76.1	
3	Mukhtar Zainab	F	B.Ed	1	Unemployed Graduate	45.0	17.8	5	0.5	68.3	
4	Umar Shafiu	M	LLB	2	CoE Daura	40.0	17.3	4	1.75	63.1	
5	Mukhtar Mustapha	M	NCE, B.Ed	11	SUBEB	31.7	20.1	5	5.5	62.3	
6	Idris Ismailia Bindawa	M	B.Ed, Hausa	20	LGEA Bindawa	28.1	18	5	10	61.3	
7	Abdullahi Haruna Dangani	M	B.Ed, M.Ed	10	LGEA Katsina	30.0	20.2	6	5	61.2	
8	Muhammad Suleiman Bakori	M	NCE, HND, PGD-PA	10	SUBEB	33.3	19.3	5	2.5	60.1	
9	Ahmad Zinatul Abubakar	F	BA History	2	Unemployed Graduate	36.7	15.9	4	0.5	57.1	
10	Sadiq Salim Danjuma	M	B.Ed	4	UMY University	31.7	16.8	5	2	55.5	
11	Umar Suleiman	M	NCE, B.Ed	4	UMY University	25.0	18.8	5	2	50.8	
12	Tijjani Aliyu	M	NCE, B.Ed	2	Unemployed Graduate	30.0	13.4	5	1	49.4	
13	Suleiman Huda Isah	F	B.Ed Hausa	4	Unemployed Graduate	23.3	17	5	1.5	46.8	
14	Usman Hadiza Umbule	F	NCE, B.Ed	4	LGEA Katsina	21.3	16.4	5	2	46.7	
15	Babba Yunus Raffindadi	M	NCE, B.Ed	2	Unemployed Graduate	18.3	14.3	5	1	38.6	

Key

Written Test Score is below 30% (half of the obtainable score)



@darussanrana



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