rana
Reading and Numeracy Activity

LITERACY PACKAGE AND TEACHER
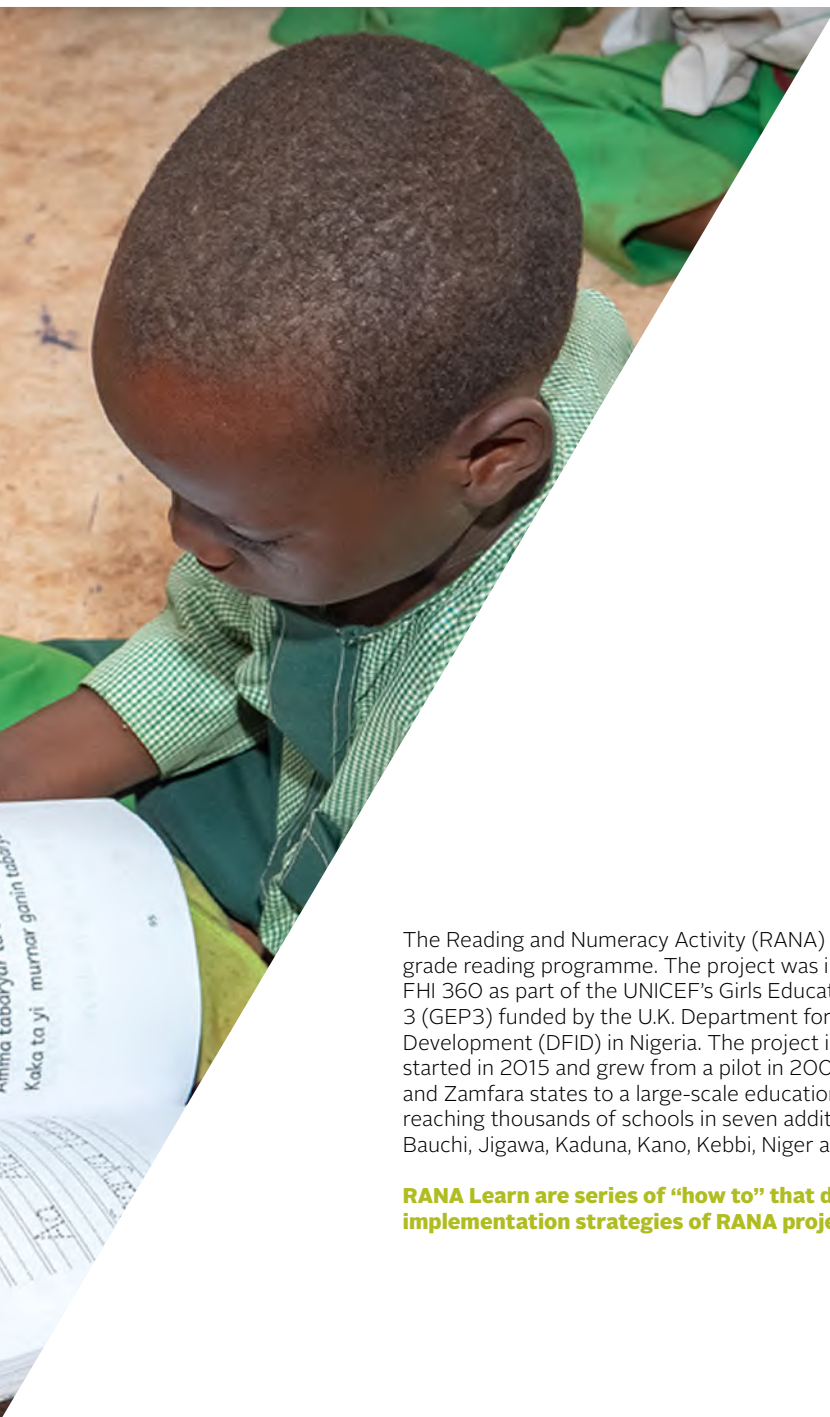# **PROFESSIONAL DEVELOPMENT**

READING AND
NUMERACY
ACTIVITY
DFID/UNICEF/
FHI 360

UKaid

علم طفلاً EDUCATE A CHILD

fhi360
THE SCIENCE OF IMPROVING LIVES

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Content

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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Section 2:
**RANA Literacy
Package**

Section 1: **RANA Literacy Package**

1.0 Background

Materials development and provision is one of the major areas of interventions for the Reading and Numeracy Activity (RANA), a pilot programme funded by UNICEF with support from DFID. RANA developed a set of Hausa early grade reading materials. These materials were later adopted for reading instruction by thousands of schools in in northern Nigeria where Hausa is the language of the immediate environment. Furthermore, RANA put in place a training system that helps teachers to effectively use the materials for instruction. This document provides a working manual for understanding the RANA Literacy Package and accompanying training materials. It contains an explanation of the materials (including pupils' books, teacher guides and numeracy read aloud stories), and an overview of the teacher training and support package.

1.1 Specific Materials in RANA Literacy Package

The RANA Literacy Package comprises five major categories of materials, outlined below;

PUPIL BOOKS (GRADES 1, 2 AND 3)

Print Titles:

Littafin Karatun Dalibai 1 Littafin Karatun Dalibai 2 Littafin Karatun Dalibai 3

Major features

- They are designed to be used by individual pupils.
- They are considered as core materials. Every pupil and teacher in a grade should have a copy of the pupil book.
- The books include space for both reading and writing practice.
- P1 and P2 pupil books emphasise phonics and decoding while P3 emphasises fluency and comprehension.
- Pupil books are organised into weeks, with the content of each week building on the one before it.
- For each week of P1, the pupil book includes a consonant, a vowel, decodable syllables, and decodable words. Each week also provides handwriting practice and a decodable sentence.

- In P2, pupil books introduce syllable sets (e.g ba bi bo bu be), decodable words associated with those syllable sets, and a short decodable passage. Word writing practice is also included.
- In P3, pupil books emphasise fluency and decoding through levelled reading passages. Each week includes a medium-length passage to read with teacher assistance and a shorter passage to read independently.
- P3 materials incorporate various writing exercises, such as sentence completion, dictation, and creative writing.
- Reading passages in P3 also incorporate important elements of Nigerian history and culture, including folktales, historical leaders (such as the first president of Nigeria) and empowered women (such as Ladi Kwali, a famous potter).

TEACHER GUIDES

Print Titles:

Jangoran Malamai (Aji 1)   Jagoran Malamai (Aji 2)   Littafin Karatun Dalibai 3

Major features

- Teacher guides contain daily lessons for teachers, which align with the content of pupils' books.
- Teacher guides are also core materials. Every teacher should have a copy of the teacher guide.
- They provide simple, step-by-step activities for the teacher to teach the content of the pupil books. They also provide additional activities (such as songs, local proverbs, letter sound movements, and grammar chants) that are designed to keep learning active and fun.
- Teacher guides are built around clear routines that empower the teacher to master the lesson structure and to help children focus on content rather than process.

- Lesson guidance in all three grades focuses on a gradual release of responsibility. This methodology is explicitly manifested in the "I do, We do, You do" structure in P1 and P2, and is more deeply embedded in P3.
- RANA's teacher guides are unique in that they offer scripted lessons, but also "shortcuts" for teachers who may not need scripted lessons or who are uncomfortable with scripting.
- The teacher guide is laid out in a grid, so that the key learning content is listed on the left, while the scripting is laid out on the right. This way, experienced teachers can simply glance at the content on the left without having to read the scripts word for word. This structure is also helpful for teachers with limited literacy, who may struggle to read scripts during the class period.

NUMERACY READ ALOUD STORIES

Print Titles:

Littafin Karatu da Lissafi a Bayyane (Aji 1)

Littafin Karatu da Lissafi a Bayyane (Aji 2)

Littafin Karatu da Lissafi a Bayyane (Aji 3)

Major features

- These are anthologies of stories written with numeracy themes matching the Nigerian Educational Research and Development Council (NERDC) math curriculum for relevant grades.
- Numeracy read aloud stories are required materials. They are provided for teachers only and considered as core materials. It is highly recommended that teachers are provided with the books for their relevant grades and receive training on how to use them.
- Each anthology is organised by grade level (P1, P2 and P3) and contains 24 read aloud stories designed to teach vocabulary and listening comprehension skills.

- Each story also contains a math theme (for example, to learn the concept of "half," pupils hear a story about the sun and moon learning to share the sky for half the day).
- Each read aloud lesson follows a simple format: The teacher introduces the story, asks pupils to predict what the story will be about, teaches relevant vocabulary, reads the story aloud, asks pupils listening comprehension questions, and then leads pupils through math exercises related to the story.

1. Posters and charts

PRINT TITLES AND PURPOSE:

WAKOKIN RANA (RANA SONGS POSTERS)

RANA P1 and P2 lessons start with songs as energisers. Teachers point to the words on the song poster while singing with the pupils. This serves the dual purpose of creating excitement around learning while teaching concepts about print (reading from left to right and learning some words on sight). The songs are also provided as posters to save writing time and to ensure that learners are reading from clear writing examples. The songs are put together in one roll of 9 sheets.

MANYAN TAKARDUN KARATUN LABARI (P3 PASSAGES POSTERS):

Levelled passages for RANA P3 are longer than in the decodable texts in P2, with a range of 45 words to 90 words. Like RANA songs, these texts are provided on posters to serve as teaching aids to save teachers' preparation time as well as provide high quality examples of text. The passages are in one poster roll with 16 sheets.
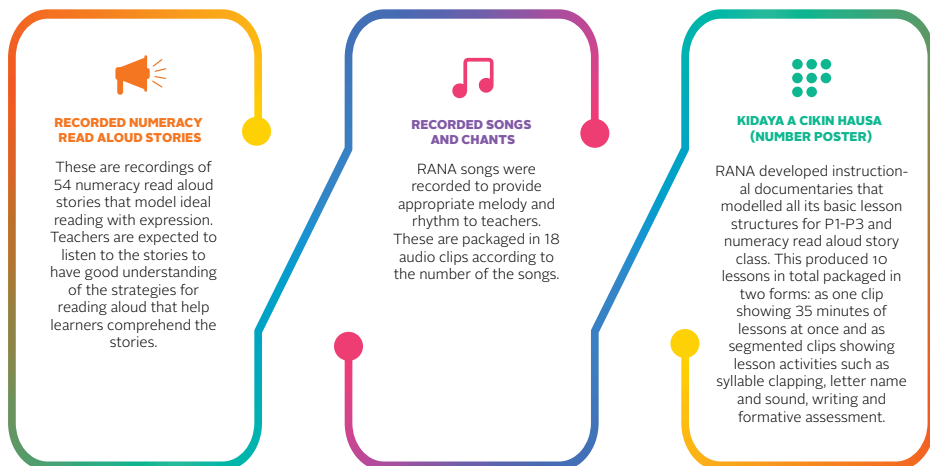
KIDAYA A CIKIN HAUSA (NUMBER POSTER)

RANA numeracy read aloud stories (NRAS) contain activities that require writing numbers from 1-100. One sheet of poster was designed to serve as a teaching aid for the purpose.

2. Audio Visual Material

PRINT TITLES AND PURPOSE:

RECORDED NUMERACY READ ALOUD STORIES

These are recordings of 54 numeracy read aloud stories that model ideal reading with expression. Teachers are expected to listen to the stories to have good understanding of the strategies for reading aloud that help learners comprehend the stories.

RECORDED SONGS AND CHANTS

RANA songs were recorded to provide appropriate melody and rhythm to teachers. These are packaged in 18 audio clips according to the number of the songs.

KIDAYA A CIKIN HAUSA (NUMBER POSTER)

RANA developed instructional documentaries that modelled all its basic lesson structures for P1-P3 and numeracy read aloud story class. This produced 10 lessons in total packaged in two forms: as one clip showing 35 minutes of lessons at once and as segmented clips showing lesson activities such as syllable clapping, letter name and sound, writing and formative assessment.

1.2 Printing, Distribution and utilization of Materials

In four years materials development experience, RANA learnt lessons around printing and distribution of teaching and learning materials. Key among those lessons are listed below:

- Most printers struggle with adherence to specification especially with large printing. The best way forward to this is to engage someone with printing experience (preferably a graphic designer) for periodic inspection during printing. 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.
- Unless perfect binding is accompanied with stitch, it is better to work with saddle stitch meaning stapling using the right size of pin.
- It is highly recommended that every child should be provided with a pupil book and be allowed to carry the books home. To do this effectively, printing should be guided by enrolment data and teachers must be oriented to allow pupils carry their books home.
- Alignment of book distribution with teacher training is logistically effective and cost efficient. Teachers and head teachers can carry the books to their school, thereby saving huge cost of distribution, time and logistics.
- RANA materials are licensed under Creative Commons attributions 4.0, which makes them free for re-print and adaption with acknowledgment.

1.3 Evidence and principles supporting RANA materials

RANA materials were developed in line with evidence from global best practices and through research conducted during project implementation. The following evidence supports RANA materials:

- Focus on the components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) from the report of National Reading Panel (2000) and other reading best practices comprising oral language, concepts of print, and writing.
- Use of syllabic instruction (ba bi bo bu be) in Primary 2 as a response to the regular consonant-vowel structure of many African languages, (Asfaha, Kurvers, and Kroon, 2008) including Hausa.
- RANA internal monitoring data showed that during the 2017-2018 school year, student letter sound recognition had improved by 47%, oral reading fluency scores had doubled, and 72% of teachers followed the program with high fidelity
- A RANA randomised control trial found 17% higher scores in math word problems for learners who participated in numeracy read aloud lessons over those participating in regular read aloud lessons.
- Methodological considerations such as the 6 Ts for effective literacy instruction (Allington, 2002) .
- Broad cultural base recognizing local history and tradition to meet the requirements of culturally responsive instruction (Wlodkowski and Ginsberg, 1995) and its potential to bring intrinsic motivation.
- Equity consideration that is sensitive to positive representation of gender and disability.
- Compliance with the Nigeria's curriculum for Hausa.

THE FRAMEWORK FOR RANA EGR MATERIALS
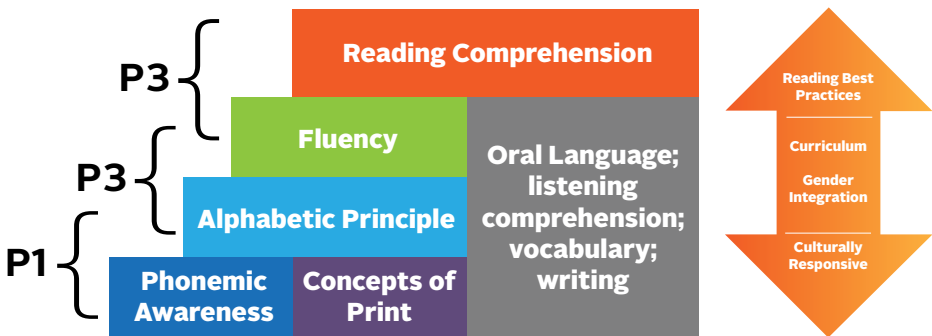
[1] National Reading Panel (US), National Institute of Child Health and Human Development (US), 2000. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development, National Institutes of Health.
[2] Asfaha, Y.M., Kurvers, J. and Kroon, S., 2008. Literacy and script attitudes in multilingual Eritrea. Journal of Sociolinguistics, 12(2), pp.223-240.
[3] Allington, Richard. (2002). What I've Learned about Effective Reading Instruction: From a Decade of Studying Exemplary Elementary Classroom Teachers. Phi Delta Kappan 740-747.
[4] Wlodkowski, R. J., and M. B. Ginsberg. (1995). Diversity and Motivation: Culturally Responsive Teaching. San Francisco: Jossey-Bass.

02

Section 2:
**RANA Training, roll out
and continuous professional
development**

Section 2: **RANA Training, roll out and continuous professional development**

RANA materials are accompanied with a comprehensive training package, roll out strategies and continuous professional development characterised by the following:

2.1 Training sessions and phases

RANA developed two forms of training: grade specific literacy training and thematic training. The grade specific training uses a hands-on approach to ensure that teachers can deliver RANA scripted lessons for Primary 1, Primary 2 and Primary 3. Thematic training is also hands-on but focuses on aspects of the project with general application across grades: teaching numeracy read aloud stories and cross-cutting issues that comprise formative assessment, gender sensitivity, community of practice, numeracy read aloud lessons, and classroom management. The full RANA training package is delivered in 12 days. The daily training duration is 9 hours from 8:30am to 5:30pm with one and half hours break for tea and lunch. The distribution of the training with recommended phasing is as follows:
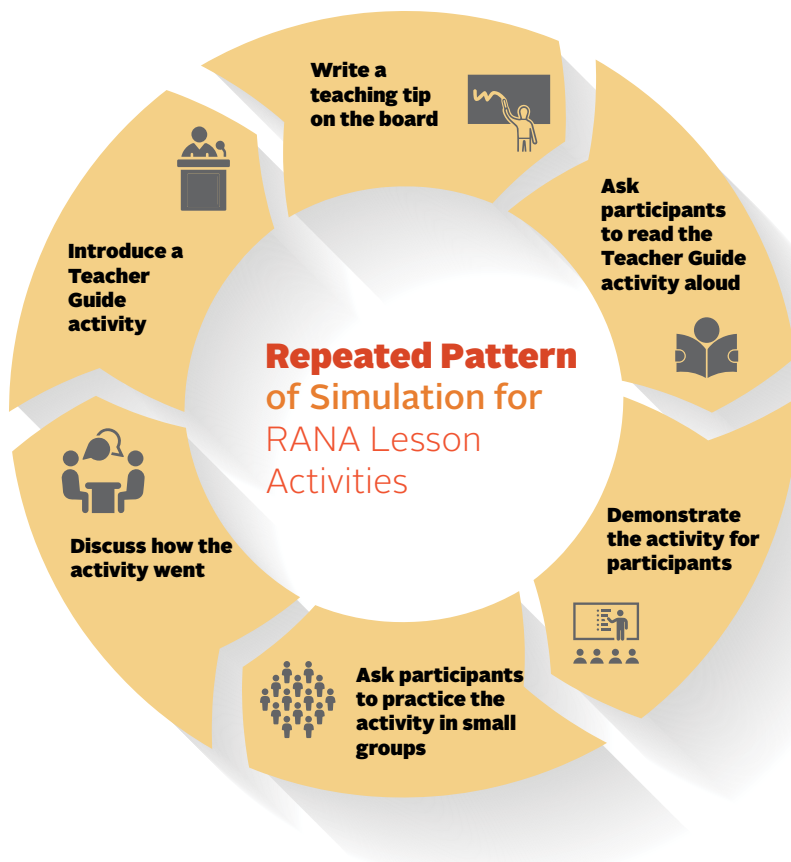
TRAINING	NO OF DAYS	RECOMMENDED PERIOD OF DELIVERY
RANA P1 Training	**3 days**	• The training is preferably presented during the long vacation in August so that newly enrolled P1 Pupils can start learning with the package in September at the beginning of academic session.
RANA P2 Training	**3 days**	• This training is conducted one year after the introduction of RANA in a school. This way, P1 pupils who learnt with RANA continue with P2 content. This training should also be conducted in August. • Alternatively, this training can be conducted in the first year of introducing RANA. This way, pupils who learnt in P1 with non-RANA approach can start their P2 with RANA content. P2 materials contain foundational activities that can serve remedial purpose for pupils with weak P1 background
RANA P3 Training	**3 days**	• P3 training is conducted two years after the introduction of RANA for pupils who started their P1 with the programme. • It can also be introduced one year after the introduction of RANA in situations where P2 content was introduced in the first year.

TRAINING	NO OF DAYS	RECOMMENDED PERIOD OF DELIVERY
NRAS Training	**1 day per grade**	• Numeracy Read Aloud Stories (NRAS) training is conducted alongside each grade training. For example, in the first year of introducing RANA, teachers should be trained on RANA P1 training (3 days) and NRAS training (1 day).
Formative assessment and classroom management	**2 days**	• Training on formative assessment should come after one term of the introduction of RANA to every grade teacher.
Refresher training	**2 days**	• RANA conducts refresher training for teachers once in an academic session after at least one term of implementation. It can be conducted together with the training on formative assessment and classroom management. The refresher content is guided by feedback from school visits and monitoring and evaluation data. For this reason, it does not have a fixed training manual. It is recommended that refresher trainings involve reflection on teaching practice, as well as simulation and feedback of RANA lessons.

2.2 Training materials, strategy and trainers

RANA trainings are delivered using manuals. The manuals include step-by-step instructions for each activity, as well as activity objectives, timing and material requirements. Overall, RANA has five training manuals: P1, P2, P3, Numeracy Read Alouds, and Formative Assessment & Classroom Management.

To enable trainers to quickly learn the training structure, manuals employ a repetitive training structure. Each day begins with a demonstration lesson. Participants are asked to analyze the lesson. Then the facilitator provides theoretical explanation of each lesson component, followed by practice teaching and feedback for each component. The demonstration of individual lesson activities also follows a repeated pattern of instruction comprising the following:

Repeated Pattern of Simulation for RANA Lesson Activities

- Write a teaching tip on the board
- Ask participants to read the Teacher Guide activity aloud
- Demonstrate the activity for participants
- Ask participants to practice the activity in small groups
- Discuss how the activity went
- Introduce a Teacher Guide activity

From pilot to scale-up phases of the project, RANA has trained cohorts of trainers on its literacy package in different states. These trainers are called with different names depending on the location, level of engagement and implementation phase (pilot or scale-up). The following provide a guide to accessing RANA trainers:

- RANA project technical staff who served as Literacy Coordinators, Technical Education Officers and Field Coordinators. They participated in materials development, training of trainers and coaching through the pilot and inception phases of the project. FHI 360 and AHNi are points of contacts for those trainers.
- Trainers of the inception phase called "Master Trainers", "School Support Officers (SSOs)" in Katsina and Zamfara States. They were selected from Colleges of Education, Ministries of Education and parastatals. The Department of Quality Assurance SUBEB provides them with engagement letters and serves as a point of contact for their services. They are 28 in Katsina and 27 in Zamfara. The Master Trainers and SSOs had three-year intensive engagement with RANA literacy package and were certified by Colleges of Education on reading

instruction through rigorous assessment. Some trainers in this category also served as RANA staff and consultants during project implementation.

- "Teacher Development Trainers (TDTs)" and "Teacher Facilitators (TFs)" trained through the scale-up phase in Kebbi, Niger, Kaduna, Kano and Jigawa. Although their engagement with the project is for the period of one year, some of them have demonstrated high level of mastery in the training that they serve reliable training resource.

2.2 RANA Cascade and Selection Process for trainers and coaches

In its scale-up phase to Kebbi, Niger, Kaduna, Kano and Jigawa, RANA adopted a three-level cascade comprising Teacher Development Trainers (TDTs), Teacher Facilitators (TFs) and Teachers/Head Teachers.

Selected based on application and competitive screening that comprises a written test and oral interview. They are trained by RANA National Master trainers from Katsina and Zamfara. The main role of TDTs is training of Teacher Facilitators (TFs). They also assist with data collection on learning assessment and fidelity of implementation. They are also assigned 16 schools and two TFs for occasional support.

Teacher Development Trainers (TDTs)

Selected from LGEA Quality Assurance Officers based on good record of dedication to duty and observabale skills in supporting schools. TFs are trained by TDTs and support in training teachers and Head Teachers. The main role of TFs is school support and data collection on learning assessment. TFs are assigned 8 schools which they are expected to visit at least once a month.

Teacher Facilitators (TFs)

Selected from Hausa and language (English) Teachers in P1-P3. Generalist teachers (teaching all subjects in a class) for P1-P3 are also selected. They are trained jointly by TFs and TDTs. The main role of teachers is teaching RANA lessons in relevant grades and participating in continuous professional development meetings.

Teachers and Head Teachers

RANA places high premium on effective selection of Teacher Development Trainers (TDTs) as a requirement for the success of the programme. Throughout the project implementation phases, competitive selection of TDTs or building a similar process conducted by previous projects (ESSPIN and TDP SSITs in Kano, Kaduna and Jigawa) has been a major requirement for determining project success. There are 3 key steps to the TDT selection process.

1 SHORT LISTING	Based on the balance of qualification, work experience and relevant engagement
2 WRITTEN TEST	On lesson plan and basic principles of classroom management, reading instruction, development of instructional materials and assessment.
3 ORAL INTERVIEW	Understanding the vision of a good school, school management, team work, mentoring skills and communication.

NOTE: It is important to train key government officials in State Universal basic Education Boards, Ministry of Education and Local Government Education Authorities on RANA for effective oversight. These include Directors of Quality Assurance, Directors of Schools and Education Secretaries among others

2.3 Implementation requirements

RANA needs the following provisions for implementation:

- Provision of four periods on the school time-table for every grade. Note that RANA lessons are a replacement of Hausa lessons in the implementation schools.
- Provision of core materials -pupils books, teacher guides and numeracy read aloud stories.
- Trained teachers on RANA methodology.

2.4 School support and communities of practice

RANA teacher professional development does not end with teacher training. RANA works with a framework for teacher support through the following:

- Lesson observations and feedback sessions between the head teacher and RANA teacher at least once a week (The lesson observation form is included in the appendix).
- Lesson observation and feedback session by Teacher Facilitators (at least once a month)
- Weekly continuous professional development meetings led by the head teacher and RANA teachers for lesson preparation and discussion of learning challenges.
- Termly cluster meeting by a group of 5-7 schools led by the Teacher Development Trainer and Teacher Facilitators to rapidly address gaps identified from monitoring reports.

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		YES	NO
	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**   Remark: Inclusive lesson include "Effective Lesson" criteria/items   Score: 3   Circle which applies   **MET**   **Partially Met**   **Not Met**

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**   Remark: Lesson fidelity only includes "Lesson Fidelity" criteria/items   Score:3   Circle which applies   **MET**   **Partially Met**   **Not Met**

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☐   NO ☐
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
1. Fill in Part 3: **Summative observation**
2. Have a short meeting with teacher where appropriate.
3. Discuss with the teacher other actions to be taken to address identified gaps
4. 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◐	
3.2◐	
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☐ Rural☐
4.6 School Name:		4.7 Class (Grade) observed:
4.8 Subject observed:	4.9 Name of Teacher:	4.10 Teacher Gender: M☐F☐
4.11 Teacher qualification:	4.12 Years of teaching experience:	4.13 School year/term:

After the Teacher Meeting
1. Fill in Part 5: **Community of Practice Monitoring**
2. Have a short meeting with the Head Teacher of the school.
3. Ask to see records of the Weekly Meeting Logs and Lesson Observation forms from the past 4 weeks.
4. The target for each Head Teacher is to complete 4 Weekly Meetings and observer 4 lessons, every 4 weeks.
5. 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%)
Muktar Zainab	Unemployed Graduate	11	1	1	2	12	27	45
Ahmad Zinatu Abubakar	Unemployed Graduate	7	2	1	1	11	22	37
Usman Hadiza Unbule	LGEA Katsina	4	0	1	0	9	14	23
Idris Ismaila 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 Rafindadi	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	Insitution	Interviewer	Question 1 (vision) 5marks	Question 2 (Role) 5marks	Question 3 (Observation) 5marks	Question 4 (Challenges) 5marks	Question 5 (Team work) 5marks	Question 6 (Communication) 5marks	Total	Average
Muktar Zainab	F	Unemployed Graduate	Badaru Ado B	3	2	3	3	3	4	18	
			NuraddeenDahiru Ahmad	2	3	2	2	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	
			Bala Abdullahi	3	4	3	4	3	4	21	17.8
Ahmad Zinatu Abubakar	F	Unemployed Graduate	Badaru Ado B	3	2	2	2	3	3	15	
			NuraddeenDahiru Ahmad	3	3	2	2	2	3	15	
			PM II	2	2	3	2	2	3	14	
			Murtala Mohammed	3	2.5	3	3	2.5	3	17	
			Adama Sule Bakori	2.5	3	3	3	3	3	17.5	
			Bala Abdullahi	3	3	3	2	3	3	17	15.9
Usman Hadiza Unbule	F	LGEA Katsina	Badaru Ado B	3	2	3	2	3	4	17	
			NuraddeenDahiru Ahmad	3	2	3	3	3	3	17	
			PM II	3	3	3	3	2	3	17	
			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	
			Bala Abdullahi	3	2	2	3	3	4	17	16.4
Idris Ismaila Bindawa	M	LGEA Bindawa	Badaru Ado B	4	3	4	3	2	3	19	
			NuraddeenDahiru Ahmad	4	3	3	3	3	3	19	
			PM II	3	3	3	2	2	2	15	
			Dr Shehu Suleiman	3	3	3	3	1	4	16	
			Murtala Mohammed	2.5	3	2.5	3	3	4	18	
			Adama Sule Bakori	3	3	3	3	4	4	20	
			Bala Abdullahi	3	4	4	3	2	3	19	18.0
Hamza Babangida	M	Isa Kaita COE	Badaru Ado B	4	3	3	3	4	3	20	
			NuraddeenDahiru 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	
			Murtala Mohammed	4	3.5	2.5	4	3	3	20	
			Adama Sule Bakori	4	4	3	3	3	4	21	
			Bala Abdullahi	4	3	3	3	4	3	20	19.4

S/N	NAME	SEX	Qualifications	Post Graduation (minimum NCE) Experience (Years) Max-20yrs	INSTITUTION	WRITTEN TEST (60%)	INTERVIEW (20%)	QUALIFICATION (10%)	EXPERIENCE (10%)	TOTAL (100%)	REMARK
					Master Trainers Selection Aggregate Scoring Sheet						
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	Muktar 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 Ismaila Bindawa	M	B.Ed Hausa	20	LGEA Bindawa	26.3	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 Zinatu 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 Unbule	F	NCE, B.Ed	4	LGEA Katsina	23.3	16.4	5	2	46.7	
15	Babba Yunus Rafindadi	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)