



Discovery Learning Alliance/Olusola Otori

# NIGERIA



**609**

School communities



**492**

Girls associations established



**2,954**

Community and school leaders trained



**204,031**

Girls reached in project schools (over 348,000 student learners in total)

20,446 girls in remedial classes (35,294 learners in total)



**4,649**

Teachers trained



**75,000,000**

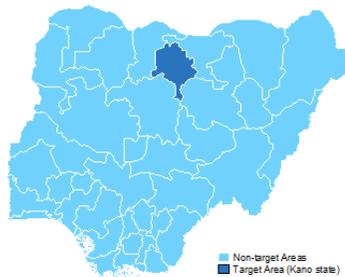
TV audience reach (estimated) through MBW broadcasters

## The Fitila Project

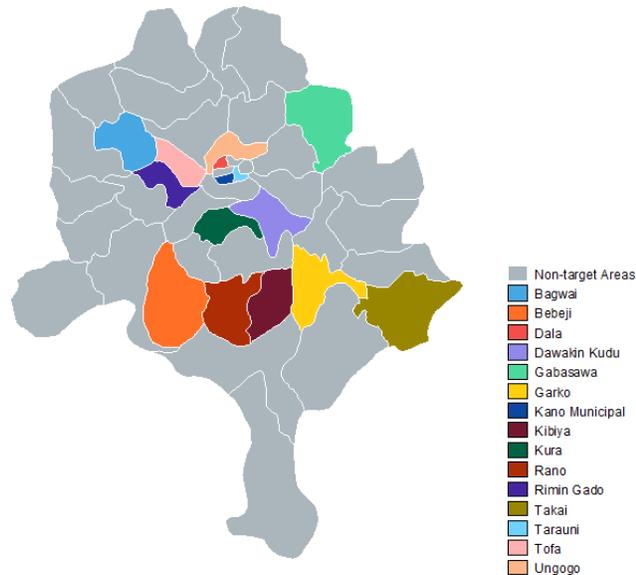
The Fitila Project has worked since 2014 in two phases (from 2014-2017 and from 2017-2020) to improve the quality of education in Kano State, Nigeria, with a special emphasis on increasing girls' access to education and life opportunities. It has provided intensive teacher training and coaching, compelling educational videos, sustainable classroom technology, community mobilisation in support of education for all children, and after-school girls and boys associations to 500 primary and 109 junior secondary school communities. Implemented by Impact(Ed) International with support from UK Aid through the Girls' Education Challenge and in partnership with the Kano State Ministry of Education / Universal Basic Education Board (SUBEB), **the project's goals in the second phase were to sustainably increase students and especially girls':**

- Learning, self-efficacy and life skills; and
- Progression through primary and transition to secondary education.

### Project Map



Source: DP-2 Nigeria: Baseline Survey (2016)



**“Now that [Fitila] has started, all my daughters are in school. A man asked for one of my daughters' hand in marriage. I insisted NO, she must go to school.”**

- Community Member



## Project Activities

In partnership with SUBEB, local government education authorities and participating schools, Fitila undertook the following activities:

- Provided sustainable technology, educational video content, and teacher professional development to improve the quality and gender-inclusiveness of education at the primary and junior secondary levels.
- Conducted primary and junior secondary school leadership and community training to mobilise actions – defined in community action plans (CAPs) – to address barriers to girls’ attendance, learning, and transition.
- Provided intensive teacher training to improve students’ literacy and numeracy outcomes in primary school while reinforcing child-centred and gender-responsive teaching methods.
- Introduced a remedial education program to support low-performing upper primary learners to strengthen foundational literacy and numeracy skills.
- Produced new Impact(Ed) video and open-sourced digital content designed to improve literacy and numeracy outcomes in project schools.
- Provided robust training for association mentors to bring a range of life skills content and support to girls and boys in school-based groups.
- Produced My Better World, a new television and radio life skills series based on themes from CAMFED’s print curriculum, to develop students’ and especially girls’ knowledge, attitudes and skills as well as to shift parent and community norms in support of gender equality and social inclusion. The series was distributed at school and through national and local television and radio.

In response to the global pandemic and resulting school closures in March 2020, the Fitila Project shifted its activities in line with government COVID-19 response priorities in Kano to meet the new imperatives of keeping girls safe and learning. Activities since March have included:

- Raising COVID-19 awareness through mobile phone calls, SMS, and WhatsApp groups and mobilising communities to take appropriate public health and child protection precautions during the pandemic, including prioritising continued learning for children. These efforts **reached at least 25,000 households** across project areas in Kano State.
- Supporting Kano State MoE’s distance learning initiatives over television (ARTV) and radio through providing Impact(Ed)’s educational video library, training of teacher presenters, content development, and technical support during production. **ARTV broadcasts are estimated to reach approximately 800,000 primary and JSS children.**
- Broadcasting our animated life skills series, *My Better World*, on Arewa24 (beginning in July 2020) and on AIT (beginning September 2020), **making the show available to tens of millions of learners and their families** in both Hausa and English.
- Re-Producing *My Better World* as a radio series. The series is now airing on Radio Kano, extending its reach **to millions more young people, especially in remote, rural areas where** television ownership rates are low.
- Providing mobile phone-based support to **over 4,000 teachers** comprising refresher training and check-ins on teachers’ well-being, including recognition of their stresses and challenges and shared problem solving on how best to support girls and boys during closures.
- Providing a school readiness package designed to support all 609 Fitila schools in developing school-community action plans that address the wide range of new or exacerbated barriers to education stemming from COVID-19 and associated school closures and seek to ensure the most vulnerable and struggling learners re-enrol and get extra support upon re-entry.

**“Through the equipment in the learning centre, the students visualise what they are being taught and hence ideas are no longer seen in abstract form.”**

**- Head Teacher**

## Project Impact

Independent evaluations showed the following project impacts:

**Girls' Learning:** Fitila had a strong and positive impact on both literacy and numeracy, far exceeding targets in both cases. After just one year of implementation, girls in project schools saw a 3.8% improvement over girls in control schools in literacy and an even greater 9.3% improvement over control in numeracy. Fitila remedial classes and teacher training were found to be highly supportive of improving learning outcomes.

**“How I know that my performance has increased compared to before in English and maths is because even though they have added so much to our studies in secondary school, I still understand what they are teaching me like I did in my previous school.”**

- *Female junior secondary school learner reflecting on her experience with remedial classes*

**Teaching Practice:** All Fitila teaching quality targets were met. Teachers in project schools implemented effective literacy and numeracy approaches successfully 54% and 64% of the time, respectively. This was 33% above teachers in control schools for literacy and 11% above control for numeracy. Teachers in treatment schools were also 17% more likely to provide a safe and inclusive space than their counterparts in control schools and 21% more likely to demonstrate effective formative assessment strategies.

**Girls' Transition and Attendance:** Fitila has generated a 5% improvement in successful transition of girls, i.e. progression from one grade to the next, over the control in Nigeria. This is over and above increases in girls' attendance relative to control schools in phase 1 of the project. In phase 2, community action plans were found to encourage attendance by influencing attitudes, e.g. sensitisation through announcements in local mosques and working closely with parents to ease constraints around the payment of school fees.

"I was taught how to teach letter sounds, word formation. Before this training, I could only confidently teach letter names. After the training, I understood letter sounds better. When I am coming to class, I arouse the interest of the students by singing a popular song such that they all join me. Sometimes the song is on letter sounds, and all students immediately join me in this. This way, I'm able to start my class with happy students."

- Teacher of remedial classes

**Girls' Life Skills, Aspirations and Self-Efficacy:** Fitila has had a large, positive impact on girls' aspirations to complete and continue their education. In fact, girls in project schools saw a 9.2% improvement over girls in control schools in aspiration to complete secondary education and an even higher 11.4% improvement in their aspiration to complete university. *My Better World's* use of role models was found to be particularly supportive in helping girls realise that their aspirations were real and achievable. The 2019 evaluation also found that girls in project schools participating in the girls associations developed their life skills significantly more than girls in control schools.

**“The training taught us how to . . . do our work. We support the girls on how to be an ally [to each other] and fulfil their dreams.”**

-*Girls Association mentor*

**“What interests me the most is Rosa's attitude because she wants to assist people. She wants to study science so that she can help the sick. Through this, I have also decided that I will study science because I also like to help.”**

-*Girls Association member, commenting on My Better World episodes*

**Community Engagement:** Parents and community members, including women, were involved in the development of the project-facilitated Community Action Plans. Participants in the CAP process were found to have sensitised parents around the value of education and taken concrete actions to advance girls' learning, improve attendance, and prevent drop-out of girls. Overall, communities were found to have gained a sense of ownership when it comes to girls' education.

**“In our remedial lesson, if the teacher gives work and there are boys in the class and we do not know how to do it, he does not make us scared or embarrassed; he encourages us to try our best . . . as everyone must say their mind. Now honestly, there is no such fear when I'm in my class. I ask questions, and also respond as well.”**

- Girl participating in remedial classes



## Project *Partnerships* and *Sustainability*

Under SUBEB's leadership, Fitila's team worked directly with SUBEB School Support Officers in each of the project's 15 local government areas to provide training and follow-up monitoring and support to teachers. School community ownership was key to Fitila's approach, cultivated at the outset through orientations, written agreements, and project launch events, and subsequently through CAP community workshops. The project's final evaluation found **strong evidence supporting community, school and system-level sustainability of Fitila**, specifically the CAP process has demonstrated a high degree of buy-in and ownership among both the schools and communities, HTs and Resource Teachers have observed and coached fellow teachers through lesson observation and refreshers, and government officials confirmed that teacher training and monitoring of teacher practice, student performance and attendance will be the responsibility of SUBEB and covered out of existing budgets. Finally, the Government of Kano is taking steps to incorporate the remedial and CAP components of the project into the State Development Plan and education sector strategy and has committed to funding to scale the remedial programme across LGAs within the state, pending final approval to release funds.

In addition, Fitila partnered with the following organisations:

- **Cell-Ed:** Using Cell-Ed's mobile platform, Fitila provided teacher training courses reinforcing its in-person training and also extensive text messaging to promote healthy behaviours, child protection and learner engagement to families and stakeholders in project areas during COVID-19 school closures.
- **Standard Chartered Bank:** Fitila worked with Standard Chartered Bank (SCB) to successfully adapt and deliver content from the Entrepreneurship and Employability module of SCB's GOAL Programme to members of girls' associations in selected junior secondary schools.

LEARNING

SUSTAINABILITY

TRANSITION

**"I want to finish school and become a businesswoman. I will have lots of goods in my shop, selling and making profit. I need to learn maths and English so that I can run my business successfully, that is why I want to complete school."**

- Girl in Fitila school