

**Education Sector Support Programme in Nigeria  
(ESSPIN)**

**Progress Report**

**World Reader Initial Workshop**

**Report Number: ESSPIN 337**

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## Report Distribution and Revision Sheet

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### Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies, accuracy of data, completeness of scope and responsiveness to client's requirements.

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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

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## Acronyms and Abbreviations

DFID	Department for International Development, UK government
SIS	School Improvement Specialist, ESSPIN
ESSPIN	Education Sector Support Programme in Nigeria
MLA	Measurement of Learning Achievement
WR	World Reader
EGRA	Early Grade Reading Assessment
KAP	Knowledge, Attitude and Practice
HT	Head teacher
CT	Class teacher
EQS	Education Quality Specialist

## Abstract

1. This report documents the most recent input of ESSPIN to strengthen pupils' reading skills. A survey recently conducted in all ESSPIN supported states revealed that most schools' needs besides staff capacity building are textbooks and supplementary readers for both the teachers and the pupils. ESSPIN has commenced a partnership with World reader to provide e-readers to 20 schools in Kaduna and Lagos. The e-readers containing over 180 relevant books. The trial is being implemented through existing state structures and will be evaluated using a survey to assess reading habits and a reading assessment.

## Achievement of the Terms of Reference for ESSPIN School Improvement Specialist with respect to World Reader E-Reading Programme, Lagos, Dec 2015

<b>Tasks</b>	<b>Progress made and agreements reached</b>	<b>Proposed/agreed follow up</b>
Organising a weeklong WR workshop in Lagos on publishing, Kindle training, PM training, e-reader integration into teaching and learning, Lagos, Dec 2015.	Completed: Workshop organised, e-reader books reviewed	Checking and communicating with WR team and ESSPIN Lagos team on the necessary materials to put in place for the workshop
Attend WR workshop and join sessions to plan how these would be taken forward in both states (Lagos and Kaduna).	Completed: session attended, state plans shared (including sustainability).	Write up report as milestone deliverable for ESSPIN Q4 2015 (this document) and check with states to ensure their preparedness for January sessions and the surveys.

## Background

2. Schools in Nigeria have very few resources for pupils. States have requested a need for more textbooks, supplementary readers and lesson plans. Due to the limitation of funds, non-availability of research data to support the position that materials have direct impact on pupils' learning, and enormity of the task of delivering physical books to schools, considerations were given to e-reading programme, which would enable pupils to have access to a library of up to 200 books within one e-reader.
3. Given World reader's success in Ghana and Kenya, it was decided to trial the e-readers in a number of schools in Nigeria. World reader is able to leverage a substantial number of books through its relationships with partnerships and funding model which was seen as attractive.
4. In addition to trailing the e-readers, a monitoring and evaluation component was integrated from the outset. This will include a knowledge, attitudes and practices survey and an Early Grade Reading Assessment.
5. The e-reader trial will be completely integrated into the school support structures that have been set up and supported through ESSPIN, i.e. through SSITs and SSOs in school clusters. It was decided to undertake the trial in Lagos and Kaduna.
6. SUBEB officials from both states, SSIT members in charge of the cluster schools, ESSPIN team (both O2 and O3), ASU heads, O3 Lead Specialists and four people from WR were present at the initial workshop.

## Findings and Issues Arising

7. Appendix 1 gives details of the week-long training activities. The workshop was kicked off by ESSPIN, but led by World reader with contributions from the ESSPIN/SUBEB teams. The contributions were very valuable when it came to reviewing the suitability of the books to the contexts in which we work and in integrating the e-readers into teaching and learning. It was noticed that the list of books proposed by World reader included six books which may be considered controversial. It was decided to remove them.
8. The WR team demonstrated good understanding of how to use the e-readers during the technical training sessions and were able to successfully pass on these skills to those in attendance.
9. The SUBEB/ASU with ESSPIN support looked into sustaining the programme and steps to keep the devices safe, involving the community and rolling out into other schools in the states.

10. Appendix 2 shows photos of the participants and facilitators during the sessions

### Options and Next Steps

11. After the initial training sessions, the ESSPIN and SUBEB team swung into action to plan for the training of the CTs, HTs and the PMs. Decisions were led and taken by the SUBEB in selecting schools in 2 clusters of schools that are close to one another with a population of about 400 pupils per school. Plans were also made to carry out the baseline survey to have data about pupils' reading attitude and skills. The training for monitoring and evaluation is planned for early 2016. The KAP assessment will also attempt to measure the reading attitude of CTs, HTs and parents.
12. ESSPIN Lagos to be constantly reminded of clearing the shipped devices and the solar chargers.
13. States were also advised to build their own charging stations for all the e-readers and these should double as charging stations and as safes for the devices.

### Appendix 1: Timetable: 30 November - 4 December 2015

<b>Title</b>	<b>Description</b>	<b>Time/Format</b>	<b>Recommended time</b>	<b>JK suggestions</b>
World reader Introduction	A short introduction to all staff regarding World reader and our partnership with ESSPIN	30-60 minutes – all staff meeting	11.00 – 12.00	Monday 30.11
Publishing 101	An overview of how World reader partners with publisher by understanding the processes involved in content procurement, digitization and deployment to schools and libraries.	45 minutes - Discussion	12.00 – 13.00	Monday
Project Manager Training	This is a training on how to train the project manager from each school on how to manage the logistics of having an e-reading program in their schools, including managing inventory and charging e-readers	3 hours – training	14.00 – 17.00	Monday
Kindle Training, part I	This is the training on how to use the Kindles, including the critical features that help teachers in the classroom and the basic troubleshooting tips everyone should know	3 hours – training	9.00 – 12.30 (allows for break)	Tuesday
Kindle Training part II	This is the part of the Kindle-related training more focused on how to download new books and handle the more complicated troubleshooting issues, including replacements	2 hours – training	14.00 – 16.00	Tuesday
E-reading in the Classroom Discussion	This is centered around how to best integrate the e-books into the classroom in order to achieve learning outcomes. This will be more a brainstorming sessions so that World reader's final training manual compliments any teacher training work that ESSPIN has already conducted	2 hours	9.00 – 11.00	Wednesday

<b>Title</b>	<b>Description</b>	<b>Time/Format</b>	<b>Recommended time</b>	<b>JK suggestions</b>
E-Reading in the Classroom – Working Sessions	After the initial session, World reader staff would like to have follow-up sessions to clarify some points and to test out some ideas	1.5 hour sessions	11.30 – 13.00	Wednesday
E-Readers in the Classroom – Policy Formation	This is to follow-up discussion to the Project Manager training to specifically discuss the policies we'd like each school/community to adopt around using the e-readers – for example, the appointment of a teacher to serve as the project manager; a policy around taking e-readers home; a policy around how the school will deal with damaged e-readers	1 hour discussion	14.30 – 15.30	Wednesday
E-Books – Discussion and Feedback	This is an open discussion around the books that are pre-loaded onto the e-readers; what additional content the project will like to have; and how to best gather feedback and evaluate the efficacy of the book lists	1.5 hour discussion	15.30 – 17.00	Wednesday
Sustainability Discussion	This session will focus on how to best prepare schools and communities to sustain an e-reading program, including how to get community and parent buy-in and how to plan for financial sustainability. During this session, we'd like to map out what future sustainability-focused interventions will look like	2 hour discussion	9.00 – 11.00	Thursday
Sustainability – Working Sessions	After the initial discussion around how to promote sustainability, we'd like to have follow-up working sessions to focus in on core ideas and discuss specific tools that we'll be creating for the communities	1 hour sessions	11.30 – 12.30	Thursday

<b>Title</b>	<b>Description</b>	<b>Time/Format</b>	<b>Recommended time</b>	<b>JK suggestions</b>
M&E Discussion	During this sessions, we'd like to present our M&E framework and draft version of some of our proposed M&E tools to the group to get feedback in order to make revisions prior to the January rollout	2 hour session	14.00 – 16.30	Thursday
Outstanding issues and recap	Open session to give participants the opportunity to ask for clarification on any points arising during the week	2 hour session	9.00 – 11.00	Friday

## Appendix 2: Some photos from the training

At a school in Lagos on a scoping visit



Some teachers at one of the schools



The team with some pupils in a Lagos school



Participants going through e-reading technical training

