



Kano Literacy and Maths Accelerator (KaLMA) overview

The Kano Literacy and Maths Accelerator

(KaLMA) pilot project was launched in October 2019 by the Kano State Universal Basic Education Board, Ministry of Education and Sa'adatu Rimi College of Education in collaboration with the British Council and Teaching at the Right Level (TaRL) Africa with funding from the Foreign, Commonwealth and Development Office (FCDO).

The programme aims to build foundational Maths, Hausa, and English literacy skills for more than 37,000 Primary 4 to Primary 6 girls and boys in two full local government areas, Dawakin Tofa and Wudil in Kano State, Nigeria. The programme is rooted in the teaching at the right level evidence and approach. This approach involves assessing children on foundational skills and grouping them by learning level rather than age or grade level for two hours per day when they focus on foundational skills in reading and arithmetic. The programme is also piloting two innovations: student teacher facilitation and a dual language approach to English learning.

The dual language approach to foundational skills in English deploys the children's home language (Hausa) to assist their learning of an additional one (English) and is consolidated by listening and doing – children are given an oral instruction that they have to respond to by performing a related action, e.g. 'stand up'. The activity is first done in Hausa, then in English. This approach builds on important research findings referenced in the British Council publication, English language and medium of instruction in basic education in low-and-middle-income countries which shows that if young students in low-or middle-income countries are first taught in their own or a familiar language, rather than English, they are more likely to understand what they are learning and be more successful academically (including in English as a subject).



During COVID related school closures in 2020, the KaLMA project pivoted to supporting the Kano State Government's endeavours to help children continue learning from home. A package of remote support including radio broadcasts, text messages, automated voice messages (AVMs) and a toll-free line were developed to provide Home Based Learning (HBL) assistance to families in Wudil and Dawakin Tofa. Educators were also supported during school closures with continuing professional development (CPD) delivered via WhatsApp, text messages and AVM in Maths and English.

Home focused support for pupils and teachers, alongside the in-school KaLMA programme, will continue to be provided in 2021. This includes foundational reading and mathematics worksheets, activity text messages and ongoing radio broadcasts.



"Children were not reading in our schools, but they are doing so now in schools with the coming of KaLMA. Some of the parents I spoke to are impressed with the way they see children from KaLMA implementation schools doing KaLMA activities at home and in the communities."

A Headteacher from a KaLMA school



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KaLMA aims to build foundational Maths, Hausa and English literacy skills for

37,000

primary 4 (P4) to primary 6 (P6) pupils in Dawakin Tofa and Wudil LGAs in Kano state.

KaLMA is also providing training and capacity building support for

1,196

Teachers

255

Head teachers

181

Schools within two LGAs

96

Student teachers

50

School Support Officers (SSOs),
Social Mobilization Officers (SMOs)
Quality Assurance Officers (QAs)

33

Master Trainers

As a response to the school closures, KaLMA provided a package of remote support including radio broadcasts, text messages, automated voice messages (AVMs) and a toll-free line were developed to provide Home Based Learning (HBL) assistance to families in Dawakin Tofa and Wudil.



11,093

Text messages



7,077

AVM
(Automated Voice Messages)



4.8M

Radio audience



2,363

IVR
(Interactive Voice Response)

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