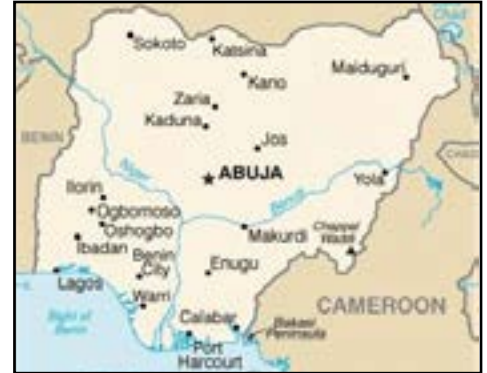


# ALIGN CASE STUDY

## NIGERIA



PARAMETERS OF ALIGN	
<b>Components</b>	Curriculum, assessments
<b>Target Areas</b>	Formal education, reading, grades 1-6
<b>Leadership</b>	Centralized under the Federal Ministry of Education (FMOE)
<b>Timing</b>	Asynchronous
<b>Motivation/ Goals</b>	Under USAID funding, a technical assistance partner was asked to support the development of a national evaluation framework for reading (NEFR) for Nigeria, which has a federated political system. Each state has its own ministry of education (MOE) responsible for coordinating educational planning and activities. Each state has its own Ministry of Education (MOE) responsible for coordinating educational planning. Although there is a national curriculum, languages of instruction vary by state, and states develop their own teaching and learning materials (TLM) and teacher training programs. The FMOE, under its curriculum agency, decided to develop a NEFR to identify the minimum knowledge and skills learners should develop at each grade level, regardless of the state in which they live and the language in which they learn. Once validated, the NEFR would serve as the reference for the development of revised curricula, TLM production, teacher training, book publishing, and assessment.
<b>Readiness Indicators</b>	Motivation at the national level, available funding from USAID for the technical assistance partner to facilitate ALIGN activities for the assessment component.

## IMPLEMENTATION OF ALIGN

1. **Timeframe for ALIGN:** Two years of advocacy and preparation, two five-day workshops.
2. **ALIGN-related activities:**
  - a. A five-day National Evaluation Framework for Reading Workshop with representatives from each state and language group to review the curriculum and create a common set of standards.
  - b. A second five-day workshop focused on creating exemplar text for each grade level that can eventually be used on updated assessments.
3. **Experts:**
  - a. The technical assistance partner supported the process by bringing teams from each state together. Each state team included MOE curriculum representatives, linguistics experts, and master teachers.
  - b. International literacy and GPF expert from the technical assistance partner.
4. **Budget:**
  - a. Two five-day workshops, per diem and travel expenses, and consultant fees.
5. **Outcomes:**
  - a. Draft National Evaluation Framework for Reading with updated curriculum standards.
  - b. Example texts and comprehension questions for national assessments.
6. **Follow-up steps completed as a result of the ALIGN diagnostic process:**
  - a. Finalize the new National Evaluation Framework for Reading for Nigeria.
  - b. Gain national approval for the reading assessment framework.
  - c. Policy linking workshop to develop new reading assessments.
7. **Additional ALIGN processes could focus on:**
  - a. Reviewing the curriculum, teacher training, and TLM to identify gaps and opportunities for alignment to the new NEFR and Global Proficiency Framework.
  - b. Creating a NEFR for grades 7-9 reading.
  - c. Conducting the full ALIGN process for grades 1-9 math.