



USAID
FROM THE AMERICAN PEOPLE

TEACHER MOTIVATION AND INCENTIVES STUDY

PHASE III

**IMPROVING READING, EQUITY, AND ACCOUNTABILITY IN THE
DEMOCRATIC REPUBLIC OF CONGO**

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by School-to-School International.

TEACHER MOTIVATION AND INCENTIVES STUDY PHASE III

**IMPROVING READING, EQUITY, AND ACCOUNTABILITY IN THE
DEMOCRATIC REPUBLIC OF CONGO**

CONTRACT NUMBER: AID-660-C-15-00001

USAID/DEMOCRATIC REPUBLIC OF THE CONGO

JULY 2019

Submitted by School-to-School International
Under T&M Multiplier Subcontract-157
with Chemonics International, INC

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACKNOWLEDGMENTS

School-to-School International would like to thank ACCELERE! and the twenty enumerators who collected data across the three provinces for their continuous and irreplaceable support. We would also like to recognize Blaise Ayangasobe, the *Conseiller du Ministre en charge de la formation et des évaluations* for his support throughout this study. The following persons also played a major role in the third phase of the Teacher Motivation and Incentives Study:

CHEMONICS INTERNATIONAL, INC.

Sonia Arias, Technical Deputy Chief of Party
Kant Ibal, Provincial Team Leader Sud Ubangi
Joslin Kamadilu, Provincial Team Leader Kasai Central
Souleymane Kante, Chief of Party
Cherif Sango, Provincial Team Leader Haut Katanga

SCHOOL-TO-SCHOOL INTERNATIONAL

Fernanda Gándara, Measurement and Evaluation Specialist
Sylvain Limbisa, Research and Assessment Assistant
Mark Lynd, President and Co-founder
Wilfrid Mpwate, Senior Research Manager
Drew Schmenner, Senior Data and Technical Writing Manager
Stephanie Templeton, Junior Research and Evaluation Associate
Hali Thomas, Program Manager
Peter Cooper, Deputy Director of Evaluation and Research
Laura Zasoski, Senior Editor and Communications Manager

CONSULTANT

Michel Rousseau
Yelizaveta Yanovich

CONTENTS

- Acronyms 5
- List of Tables..... 5
- Executive Summary 6
- Introduction 7
 - The A!l In-service Training Model..... 8
- Methodology 8
 - Constructs..... 8
 - Research Questions 9
 - Sample 9
 - Tool Development and Piloting 10
 - Enumerator Training and Data Collection 11
 - Data Analysis..... 11
 - Data Collection Challenges 12
- Limitations 13
- Findings..... 13
 - Research Question 1..... 13
 - Research Question 2..... 18
- Discussion..... 21
- Recommendations 25
 - For A!l, Year 5..... 25
 - For the MEPSP and education partners over the longer term..... 26
- Annexes 28
 - Annex A: Research Questions Amended from Round One to Round Two 28
 - Annex B: Changes from 2018–19 in Teacher Practices 29
 - Annex C: Constructs and Questions about A!l In-Service Training..... 31
 - Annex D: Correlation Tables..... 35
 - Annex E: Survey Tool for School Directors 37
 - Annex F: Survey Tool for Teachers..... 48
 - Annex G: Focus Group Discussion Tool..... 61

ACRONYMS

A!I	Activity I of the Accelerating Equitable Access to School, Reading, Student Retention, and Accountability, known as <i>Accès, Lecture, Redevabilité et Rétention!</i>
CB	School-level Forums, known as <i>Cellule de Base</i>
DRC	The Democratic Republic of the Congo
IST	In-service Training
MEPSP	Ministère de l'Enseignement Primaire, Secondaire et Professionnel
ML	Reading Mobilizers, known as <i>Mobilisateurs de Lecture</i>
REP	Cluster-level Forums, known as <i>Réseaux d'écoles de Proximité</i>
TMIS	Teacher Motivation and Incentives Study
UP	Grade-level Forums, known as <i>Unités Pédagogiques</i>

LIST OF TABLES

Table 1: Summary of Respondents by Gender and Location	10
Table 2: Correlation Between Teachers' Levels of Participation in A!I IST and Change in Responses	19
Table 3: Changes in Teacher Responses to "Working Conditions" Statements, 2018 to 2019	22
Table 4: When You Teach Reading in French, How Frequently do You Teach the Following	29
Table 5: When You Teach Reading in Lingala / Kiswahili / Ciluba / Other, How Frequently Do You Teach the Following	30
Table 6: Composites for analysis of components of motivation, knowledge, attitudes, and practices.	31
Table 7: Correlation Between Participation and Composite Score Change.....	35
Table 8: Correlation Between Participation and 2019 Composite Scores	35
Table 9: Correlation Between Participation and Composite Score Change.....	35
Table 10: Correlation Between Participation and 2019 Composite Scores	36

EXECUTIVE SUMMARY

As part of its operations research program, Activity I of the Accelerating Equitable Access to School, Reading, Student Retention, and Accountability (A!I) conducted a Teacher Motivation and Incentives Study (TMIS) to identify and pilot strategies that can motivate teachers to perform well in the classroom, leading to improved learning on the part of their students, especially in reading in the early grades. The third and last phase of TMIS sought to understand how teachers define motivation and to examine the relationship between components of the A!I in-service training (IST) model with teacher motivation as well as changes in teachers' knowledge, attitudes, and practices.

Phase III of the study included two rounds of data collection. In August 2018, teachers of second and third grades and school directors participated in surveys during the annual A!I face-to-face training. In May and June 2019, the same teachers and school directors were surveyed again to evaluate whether changes occurred between the beginning and end of the school year. The teachers also participated in focus group discussions, which provided a deeper understanding of how participants view motivation and how the A!I IST model has affected them.

The study found a strong link between participation in the IST model and improvements in perspectives on six factors that affect teacher motivation: job satisfaction, school director leadership, student performance, confidence as a teacher, teacher attitude toward reading, and teacher practices. Among the various components of the model, teachers and school directors ranked the annual face-to-face training as the most useful, followed by the grade-level forums, known as *unités pédagogiques* (UPs). The study also found that teachers held favorable views of the A!I materials and, in general, felt increased ability and confidence after participating in A!I activities.

Based on these findings, eight recommendations are proposed: four to be considered for implementation in Year 5 of A!I and four to be considered over the longer term by the *Ministère de l'Enseignement Primaire, Secondaire et Professionnel* (MEPSP) and partners. Year 5 recommendations include strategies for reinforcing the A!I IST model, dialoging with teachers about strategies to improve motivation, distributing materials in a timely fashion, and providing teachers with additional materials such as dictionaries and manuals. Longer term recommendations include improved engagement of school directors in school management decision-making processes, introducing a career ladder for teachers, providing learning opportunities for students over the long breaks, and strengthening community and parental support for reading and writing.

INTRODUCTION

Activity I of the Accelerating Equitable Access to School, Reading, Student Retention, and Accountability (A!I) is a five-year education project funded by United States Agency for International Development and the UK Aid Direct. The project aims to improve equitable access to quality primary education and learning outcomes—especially in reading—for boys and girls in the Democratic Republic of the Congo (DRC). The project has three main objectives: increase equitable access to a quality education environment, improve education quality, and improve governance and accountability by stakeholders. Project support includes annual training for teachers, the creation of teacher learning circles, regular support visits to teachers by literacy monitors, and the provision of teachers’ guides and reading materials for children. Of course, the success of this support depends, in part, on teacher motivation. If teachers are engaged and willing to apply these and other supports, the quality of literacy teaching and learning can improve markedly. However, if teachers are not motivated, even these supports will not make a substantial difference in student reading outcomes.

Because part of A!I’s mandate is to assist the Ministry of Education, *Ministère de l’Enseignement Primaire, Secondaire et Professionnel* (MEPSP), with the development of sustainable and scalable strategies for improving teaching and learning, and because resources for supporting teachers nationwide in the DRC are limited, the importance of knowing how to motivate teachers in feasible, low-cost, and scalable ways through the use of non-monetary incentives has become crucial. Moreover, knowing which types of incentives are more directly linked to improving teacher performance—especially the teaching of reading—could result in improved reading outcomes over time.¹

To that end, A!I conducted the Teacher Motivation and Incentives Study (TMIS) to identify non-monetary incentives that can lead to improved teacher motivation and classroom instruction practices, particularly those factors that can be affected by the A!I interventions. Note that TMIS is one of several operational research studies conducted by A!I. The aim of each of these studies is to identify contextual factors that may help or hinder the achievement of project objectives and, by identifying them, contribute to ongoing project design revision or changes in project implementation strategies.

The was designed in three phases:

1. In **Phase I**—which occurred in August and September 2016—teachers, school directors, inspectors, and education advisors were surveyed about their perspectives on conditions of service and ideas about what incentives might increase teacher motivation. The incentives most commonly cited by respondents included continuous professional development, promotion to a higher post, decision-making responsibility, praise and recognition, instructional materials, safety traveling to and from school and at school, and improved student learning.
2. **Phase II**—which occurred in February 2017—examined the findings from Phase I in detail through focus group discussions with teachers, school directors, inspectors, and education advisors. The focus group discussions suggested that—among the non-monetary motivating factors identified in Phase I—the most promising were the provision of professional development opportunities, certificates for training, instructional materials such as dictionaries and maps, support materials such as umbrellas and plastic folders, and mechanisms for

¹ Other operations research studies conducted by A!I included the Rapid Education Risk Assessment (RERA), the Study on Teacher Language Ability, Socio-linguistic School-based Mapping, the Community Engagement Study on Behavioral Change Communication (SBCC), and the study on Accountability / Community and Civil Society Oversight and Accountability at Local and Sub-provincial Levels.

recognizing strong performance.

3. **Phase III**—which was conducted from August 2018 to June 2019—originally aimed to pilot test and assess the effectiveness of a select number of strategies identified from Phase I and II for later adoption and scaling by A!I and the MEPSP. This phase sought to understand how teachers define motivation and examine the relationship between components of the A!I training model and both teacher motivation and changes in teachers’ knowledge, attitudes, and practices.

This report presents the results of Phase III of TMIS.

THE A!I IN-SERVICE TRAINING MODEL

The A!I in-service training (IST) model is a multi-tiered model designed to support teacher learning at the classroom, school, and cluster level. It also, simultaneously, sought to build the capacity of inspectors and school directors to integrate principles of professional development into their work with teachers. The IST model is implemented across eight provinces in the DRC.

The A!I IST model has five components.

1. One component is **face-to-face training workshops**, known as *formation face à face*, with teachers and school directors that focus on the use of A!I methods. It emphasizes building teachers’ skills to implement the daily lesson plans using the teacher’s guide and student books. These workshops usually last about eight days and occur in clusters of several schools.
2. A second component is **cluster-level forums**, known as *réseaux d’écoles de proximité* (REP), with teachers and school directors from several schools coming together to share success stories and collaborate on special projects such as the development of materials. This level is also used for refresher training throughout the year.
3. A third component is **school-level forums**, known as *cellule de base* (CB), whereby teachers within a school meet monthly to have guided discussions around given themes related to reading and other subjects.
4. A fourth component is **grade-level forums**, known as *unités pédagogiques* (UP) through which teachers who teach the same level meet and discuss successes, challenges, and strategies. These forums are also guided by an elected facilitator who employs a *Forum d’échange* facilitator’s guide with scripted sessions to follow.
5. A fifth component is **classroom observations and coaching** of teachers conducted by the school director.

METHODOLOGY

TMIS Phase III employed a mixed-method design, combining quantitative data collected from closed questions on surveys in Phase I (August-September 2016) and Phase II (February 2017)—and qualitative data collected from focus group discussions—Phase II only—to answer the research questions. For round one, data were collected in Kasai Central, Haut-Katanga, and Sud-Ubangi; for round two, data collection took place only in Kasai Central and Haut-Katanga. Due to security issues, Sud-Ubangi was not included in the second round.

CONSTRUCTS

Phase III was designed to explore how teachers define motivation and to examine the relationship

between components of the A!I IST model with teacher motivation and with changes in teachers' knowledge, attitudes, and practices. To measure motivation, teachers and school directors were asked to state their level of agreement with a series of statements related to constructs for which prior research has established a close association with motivation. These constructs include

- Job satisfaction;
- Working conditions;
- Perceptions of school leadership, teacher management, and teacher performance;
- Perceptions of and expectations for student performance; and
- Confidence in current role as a teacher or school director.

To understand knowledge, attitudes, and practices, participants were asked to state their level of agreement with a series of statements related to

- Attitudes about reading;
- Reading instructional support practices; and
- Confidence in delivering or supporting reading instruction.

Finally, to understand the survey respondents' level of participation in the IST model and their notions of motivation, several questions were asked related to²

- Participation in the A!I IST model, including the level of participation in training and reception of instructional materials; and
- Teachers' perspective on the concept of motivation.

RESEARCH QUESTIONS

TMIS Phase III sought to answer two research questions:³

1. How do teachers define motivation? What factors, in general, do teachers find motivating? Which aspects of the A!I IST model do teachers find motivating?
2. To what extent is the A!I IST model associated with changes in teacher motivation, knowledge, attitudes, and practices?

SAMPLE

For TMIS III, teachers and school directors were interviewed from each of the three national language groups served by A!I in order to reflect the perspectives of each of those groups. Sampling was purposive. First, convenience sampling was used to select one province for each language group: Haut-Katanga for Kiswahili-phone populations, Kasai Central for Ciluba and Sud-Ubangi for Lingala. Within each province, schools were to be selected based on several criteria, including their proximity to district centers for the purpose of convenience (more far-flung schools were to be excluded) and their relative degree of exposure to A!I interventions, as verified by fidelity of implementation data (schools with greater levels of exposure to A!I would be included to ensure the study included teachers who had participated in the IST model). However, due to time and resource limitations, the decision was taken to interview teachers and directors while they were attending the August 2018 face-to-face training program sponsored by A!I. In the end, 164 respondents were interviewed for round one of data collection—see Table I.

² Data for the last two constructs were collected in the second round of TMIS Phase III.

³ From round one to round two the research questions were amended – see Annex A.

Table 1: Summary of Respondents by Gender and Location, Round One

Method	Role	Kasai Central			Haut-Katanga			Sud-Ubangi			Grand Total
		F	M	Total	F	M	Total	F	M	Total	
Survey	School Directors	2	16	18	4	15	19	5	13	18	55
	Teachers	13	23	36	15	23	38	18	17	35	109
Total		15	39	54	19	38	57	23	30	53	164

For round two of data collection in May 2019, the same teachers and school directors were interviewed, this time in their schools, including one Grade 2 teacher, one Grade 3 teacher, and the school director. If a teacher who had participated in round one was not available in round two, she or he was replaced with a teacher who had participated in the A!I IST.⁴ Also, due to implementation challenges discussed in the *Limitations* section, Sud-Ubangi was eliminated from round two of this study. In addition to the surveys, focus group discussions were conducted with 14 teachers who were selected purposively—seven from Grade 2 and seven from Grade 3—for a total of 106 participants included in this analysis—see Table 2.

Table 2: Summary of Respondents by Gender and Location, Round Two

Method	Role	Kasai Central			Haut-Katanga			Grand Total
		F	M	Total	F	M	Total	
Survey	School Directors	4	15	19	2	14	16	35
	Teachers	9	20	29	11	17	28	57
Focus Group	Teachers	4	2	6	4	4	8	14
Total		17	37	54	17	35	52	106

TOOL DEVELOPMENT AND PILOTING

A!I developed the teacher and school director surveys and related protocols for TMIS III based on prior research, including TMIS Phase I and II research as well as the goals of A!I. Constructs were developed around teacher motivation, as well as teacher knowledge, attitudes, and practices. For each construct, statements were developed based on prior TMIS findings and extant validated teacher motivation research tools. For some constructs, participants were asked to indicate their level of agreement with provided statements—strongly agree, agree, disagree or strongly disagree. For other constructs, participants were asked to describe the frequency with which they perform certain tasks when teaching reading; and for two constructs, participants’ opinions were solicited, asking them to choose three

⁴ While all data were analyzed to identify patterns, only data from teachers and school directors who participated in both rounds were used in correlational analyses.

responses in order of priority. In all, 11 constructs were developed, each consisting of several statements. See Annex C for more details.

Pilot testing for the surveys took place in July 2018 with teachers and school directors at two schools in each of the three provinces selected for operational data collection. A!I research staff led the pilot with assistance from reading mobilizers, known as *mobilisateurs de lecture* (MLs). During the pilot, participants were asked to respond to each survey question and, where relevant, explain how they understood the questions to inform tool revision. Survey forms and protocols were adapted and finalized for round one based on pilot results. Pilot testing was not conducted for round two.

Based on the results of the first round of data collection, a focus group discussion tool was developed to be conducted with teachers. Questions were generated around five constructs where the team felt more nuanced information could be obtained. See Annexes E, F, and G for copies of the tools.

ENUMERATOR TRAINING AND DATA COLLECTION

MLs served as enumerators for each round of the study. They were trained by A!I facilitators prior to data collection for each round: August 13–14, 2018, for round one, and May 27–28, 2019, for round two. The content of each training included an orientation to TMIS Phase III as well as techniques for surveying respondents and facilitating focus group discussions, taking notes, and asking probing questions. During each training, discussions focused on how to administer the tools, the meaning of constructs and questions, and wording and language issues. During each training, enumerators also conducted mock interviews and, during round two, focus group discussions. A!I facilitators observed and provided feedback.

For round one, data were collected from August 15–31, 2018, during the A!I IST model's face-to-face workshops with Grade 2 and Grade 3 teachers and school directors. Data were collected using tablets to record information in SurveyCTO. A total of 23 MLs were split into three teams, and one team was assigned to collect survey data from training workshop sites in each of the three provinces selected for the study. Respondents were informed of the rationale behind the study and were assured that their identity would remain anonymous. Consent was obtained before proceeding, and respondents had the option to refuse to participate.

For round two, data were collected from May 28–June 8, 2019, in each of the 35 schools. Again, 20 MLs used tablets to record information in SurveyCTO for the survey. Focus group discussions were held on June 4, 2019, in Kipushi, a subdivision of Haut-Katanga, and Kananga, subdivision of Kasai Central. The discussions were led by A!I facilitators with the assistance of three MLs who acted as animators and note-takers. Audio recordings were also made of each session for reference during data analysis. The teachers participating in the focus group discussions were recommended by the MLs based on several criteria, including participation in A!I and dispositions toward sharing information in a focus group format. All participants were vetted by A!I facilitators. As in round one, respondents were again informed of the rationale behind the study and were assured that their responses would remain confidential. Consent was obtained before proceeding, and respondents had the option to refuse to participate.

DATA ANALYSIS

For each round, data were uploaded to a secure server, then merged, and cleaned. Quantitative data were analyzed using Microsoft Excel and Stata software, while qualitative data were analyzed using Microsoft Word and Excel.

Quantitative data analysis consisted of the following steps:

- Descriptive tables were generated to summarize the characteristics of the respondent populations.
- Frequency tables were generated to summarize responses by function, gender, age, and province.
- For round one, tests were run to identify statistically significant differences in responses between subgroups.
- For round two, in addition to descriptive and frequencies, correlations were run between the amount of change from 2018 to 2019 in teachers' responses on the survey concerning motivation, knowledge, attitudes, practices, and levels of participation in the A! I IST model. Within each, constructs were identified, and statements such as "confidence in teaching" were combined into composites for which results were generated on a scale of zero to ten, first for each statement, then for the entire construct (see Annex B).

Qualitative data analysis consisted of the following steps:

- Data notes from two note-takers in each group were compiled and entered into Word. Notes were then cleaned and entered into Excel using a template with each individual's response recorded per line. Audio recordings of the sessions were also analyzed and compared to the notes. Participants' responses were sorted into five categories based on the research questions and the focus group discussion topics:
 - Large-scale annual training and IST by A! I;
 - Professional satisfaction;
 - Leadership and teacher management;
 - Attitudes towards student performance; and
 - Teaching reading, attitudes, and practices.
- Major overall themes and emerging concepts were identified and categorized in Excel and drafted in Word. Similarities among and differences between themes, as well as outliers, were identified and noted. Relationships and variation between individuals and groups were recorded. Individual and group dynamics, as well as changes in the groups or between participants, were noted.
- Finally, summaries of findings were synthesized relating to purpose and research questions.

DATA COLLECTION CHALLENGES

Data collection for both rounds was conducted without any major problems. Respondents seemed eager to participate both in the survey interviews and the focus group discussions. However, some minor challenges occurred. For example, while all eight teachers in Haut-Katanga were able to attend the focus group, two of the eight teachers in Kasai Central were unable to attend. Similarly, while the team in Haut-Katanga did not face challenges reaching schools or sending data to the SurveyCTO server, the teams for Kasai Central and Sud-Ubangi experienced difficulties in round one uploading data to the server due to patchy internet coverage. For round two, the biggest challenge for teams in Haut-Katanga and Kasai Central was making and keeping appointments, as surveys were conducted during school hours and participants often had to reschedule the interview in order to deal with a situation at school. In the end, all intended sample participants were surveyed.

In the second round, the teams also faced challenges with the length of both the survey and the focus group discussion tool; data collection took longer than expected, in some cases, lasting more than an hour. To address this difficulty, enumerators took the necessary time to explain and rephrase difficult

questions to help respondents answer faster and finish the survey.

LIMITATIONS

The following are the factors that need to be considered when interpreting TMIS Phase III results:

- **Correlation, not causality.** The design of this study does not make it possible to establish causality. That would only be possible with an *experimental design*, which would require randomly assigning teachers to treatment and control groups, then implementing the A!1 IST model with the treatment group only and studying the differences between the two groups. Because an experimental design was not possible at this stage of A!1, TMIS was designed instead to identify correlations between participation in the A!1 IST model and changes in teacher motivation, the results of which might suggest a relationship between participation in the model and increased motivation.
- **Self-reporting:** Analyses in this study include correlations between levels of participation in the A!1 IST model and changes in responses from 2018 to 2019. Because all survey questions and statements are self-reported data from participants, the assumption that changes in teachers' motivation, knowledge, attitudes, and practices can be measured by their responses to these statements should be treated with caution.
- **Sample size:** While round one of this study included teachers and school directors from three provinces, round two only included participation from two of those provinces. The third province—Sud-Ubangi—had to be excluded due to challenges with project implementation. As a result, statistical analyses lost some significance, especially with school directors, for whom only one correlation was found between participation in the A!1 IST model and motivation levels.
- **Question interpretation:** Understandings of terms, such as “motivation,” varied across respondents and thus may have led to some ambiguity in the meaning of their responses. For example, the teacher survey includes the statement “The director of my school rewards me when my students perform well.” When responding to this statement, some participants indicated that “to reward” meant to provide financial incentives; hence, some of these participants responded “strongly disagree” or “disagree” unless the enumerator explained that the statement did not refer to financial rewards exclusively.

FINDINGS

For the purposes of this study and acknowledging that its primary interest is in the motivation of **teachers**, subsequent sections of the report will focus mainly on the findings for teachers, not school directors, when discussing the participants of the study. Where the opinions of the school directors diverged significantly from those of the teachers or provided information valuable to the study, their responses will also be discussed. This decision was also made because 100 percent of the surveyed school directors had worked as teachers prior to becoming directors.⁵

RESEARCH QUESTION I

HOW DO TEACHERS VIEW AND DEFINE MOTIVATION? WHAT FACTORS IN GENERAL DO TEACHERS FIND MOST MOTIVATING? WHICH ASPECTS OF THE A!1 IST MODEL DO TEACHERS

⁵ The survey did not ask whether the school director is also currently teaching in addition to carrying out the director role; however, as a general practice, school directors in the DRC also teach at least one class.

FIND THE MOST MOTIVATING?

To answer this question, the survey and focus group discussion responses were analyzed. The following section presents a summary of the findings from this analysis in three parts.

HOW DO TEACHERS VIEW AND DEFINE MOTIVATION?

Survey respondents were asked “What is motivation?” and given several response options. As their first choice, both teachers and school directors selected the following three definitions: (i) the satisfaction they find in their daily job duties, (ii) the desire to do their job better, and (iii) the feeling of well-being in their profession.

During focus group discussions held in the Kasai Central and Haut-Katanga provinces, teachers also expanded on these definitions by adding that they view motivation as (i) the intrinsic force that pushes them to go above and beyond their own expectations of themselves, (ii) the desire to continue learning new skills and improving their performance, (iii) the ability to teach their students to read and to raise their morale, and (iv) the means to do their job well, including remuneration and other monetary incentives, such as bonuses and rewards.

WHAT FACTORS IN GENERAL DO TEACHERS FIND MOST MOTIVATING?

In the survey, respondents were asked several questions in an effort to understand what general factors teachers find most motivating. As such, teachers and school directors were asked “What factors either currently have or could in the future have a positive impact on your motivation?” **IST, teaching materials, and student learning** were at the top of the list of factors that currently motivate teachers to do their job.⁶ When asked to identify factors that could motivate them in the future, teachers chose **salary increase, promotion, and safety traveling to and from school and at school** as the most important. Interestingly, in addition to salary increases and safety, school directors also mentioned **participating in decision making** as one of the potential factors that could motivate them in the future. School directors also cited **unmotivated teachers** as one of the aspects that make their work more difficult.

IST is the top motivating factor for teachers. Of the three factors previously listed, the greatest proportion of teachers (roughly 53 percent) selected IST as the most motivating factor in their job. In focus group discussions, teachers described what they found useful in the A!l IST model. Teachers were also asked to name topics covered during the various training activities that they found the most useful and motivating. What stood out for many participants were strategies for pair and group work, teaching cursive, differentiating between letters and sounds, methods for achieving fluency in reading, motivating all students to participate, ensuring gender equality in the classroom, and disciplining unruly students. Teachers’ enthusiasm for the A!l program was evident when they expressed regret that it may be leaving their schools. One teacher even said: “*Why is A!l leaving us?! I wish that A!l could stand behind us [teachers] until children graduate from secondary school!*”

Teachers are motivated by student performance and parent recognition. As part of the focus group discussions, teachers were asked questions such as “What aspects of your job do you enjoy?” and “What are the advantages of your profession?” A common theme that resonated with all teachers in the focus group discussions was watching children progress from tabula rasa to reading fluency over time with the teacher’s help. Teachers said that this is in part due to the new curriculum and teaching strategies developed by A!l and instilled in the teachers. One example that came up several times was

⁶ Other possible responses to this question included “work conditions” and “the quality of school management.”

that of students progressing from reading on a blackboard in class, to reading in their books, to reading signs on stores and streets. One teacher even told the following anecdote:

“My student’s disgruntled mother came to me complaining that her daughter was a nuisance to her because she always stopped to read all of the signs on the street. The mother became so frustrated that she punished the child by hitting her and not allowing her to go to church. I had to explain to the mother that this type of desire to read everything everywhere is positive behavior and that it should be encouraged rather than punished. It made me very happy that one of my students was so excited about reading!”

The children’s ability to transfer acquired reading skills from the classroom into real-life situations proves to be a strong motivating factor for teachers.

When children perform well, teachers feel appreciated by parents and the community. Focus group discussion participants stated that receiving praise from parents and feeling respected by community members makes them appreciate their own value as teachers and the impact their profession has on children’s lives. One teacher recounted an anecdote of being sick for several months and the parents of several children visiting her repeatedly at her house to find out when she would be coming back to school.

Teachers are proud of their work and feel that the teaching profession is a calling. During the focus group discussions teachers were asked questions such as “When responding to the survey, most teachers said that given an opportunity to start one’s career from scratch, they would still choose to become teachers. If you agree with this opinion, can you explain why teachers would choose to stay in the profession?” Nearly all of the teachers who participated in the focus group discussions were adamant about the fact that, for them, the teaching profession was a conscious choice; they expressed feeling proud of being able to impact the minds of children in a positive way. Most teachers reported being happiest in the classroom among students; they said that they feel that they are doing a service to their country and consider the teaching profession a noble one. They look down upon other teachers who come to the profession for the wrong reasons and who do not belong because they “do not have a love for the children.” A common thread during the discussions was the sentiment that “he who teaches, learns;” many teachers mentioned that teaching allows them to stay young and challenges them never to stop learning.

Teachers feel discouraged by negligible salaries and a lack of opportunity to grow in their profession. The notion of motivation is inherently tied to remuneration for many respondents. Insufficient salaries were a recurring theme both in the surveys and focus group discussions. In addition, many teachers stated that they would never consider leaving the teaching profession if they were sufficiently paid. A couple of younger teachers mentioned that they would change careers if they were able to find something that pays better.

Other teachers expressed feeling discouraged by the fact that there is no clear or official path for progressing in the teaching career. Many teachers would like to become school directors or school inspectors, but, in their opinion, this happens infrequently and is difficult to achieve. One teacher voiced the concern that this may stem from the fact that school directors are the individuals who select the teachers to attend the various training and participate in career building activities. Some teachers said they were discouraged when the same teachers are chosen repeatedly while others never had the chance to participate.

Teachers suggest ways to improve IST support and increase motivation. During the focus group discussions, teachers were asked what IST programs could do to strengthen support and improve

motivation. Ideas included introducing extracurricular activities for students and supplementing teaching materials. Several teachers suggested that introducing activities for students at least two times per week for the duration of the long school break—that is to say, a form of summer school—would keep students motivated to continue learning, prevent them from forgetting what they learned the previous year, and help teachers keep students on track when they return from break. Another suggestion to engage students and improve learning outcomes was to introduce and maintain extracurricular activities, such as reading or spelling competitions and reading clubs. In terms of improving teaching materials, teachers mentioned that having recorded videos of successful model lessons that they could watch on their own or during UPs or CBs would be an effective way to have continued support outside of A! I’s annual face-to-face training.

WHICH ASPECTS OF THE A! I IST MODEL DO TEACHERS FIND THE MOST MOTIVATING?

In the surveys and during the focus group discussions, teachers were asked a series of questions to gauge their participation in the A! I IST activities and to identify which training activities respondents found most useful.

Participation rates in A! I IST activities was high. As Table 3 shows, reported participation rates in A! I IST activities by teachers and students was high, with most of the five types of activities attended by over 90% of respondents during the prior school year, and in most cases, more than half of respondents participating with the frequency recommended by the model: at least three sessions for the REP, UP and CBs and at least four observations by the school director.

Table 3: !! IST activities attended the prior year, as reported by teachers and school directors

IST activities	Teachers	School directors
Face-to-face training: 2016	25%	54%
Face-to-face training: 2017	81%	94%
Face-to-face training: 2018	93%	94%
At least one REP	85%	100%
Attended more than three REP meetings	44%	49%
At least one UP on reading and writing	96%	100%
Attended more than three UP meetings	80%	86%
At least one CB session on reading and writing	90%	100%
Attended more than three CB sessions	70%	71%
Teachers observed by school director	96%	100%
Teachers observed more than four times	71%	80%
Teachers received feedback	85%	94%

Of the five components of the A! I IST model, teachers and school directors feel that the annual face-to-face workshops are the most useful. Respondents were asked to list in order of priority the IST components they found most effective.⁷ Most teachers ranked the annual face-to-face workshops as their first choice, followed by UPs and CBs. Directors also cited the annual face-to-face workshops as their first choice, followed by REPs and CBs. Moreover, during the focus group discussions, teachers explained that the face-to-face workshops are most useful because of the number of topics and teaching strategies covered during the week-long training. Praise for the face-to-face workshops came with a caveat—teachers felt that too much material is packed into a short time, which makes it difficult to treat the material sufficiently in-depth or to absorb everything presented.

⁷ The options were annual face-to-face workshops, REPs, UPs, CBs, and observation and feedback by the school director.

UPs play an important role in helping teachers solve problems and learn different teaching approaches. During the focus group discussions, teachers explained that since the UPs take place once a week, teachers feel that they offer a good opportunity to remedy issues encountered during the week before they turn into larger problems. During these meetings, teachers have the opportunity to discuss the difficulties they faced in the classroom and receive advice from other colleagues who may have found a solution. During this time, the group also deconstructs lesson plans, and participants often deliver mock lessons. Taking part in the UPs exposes teachers to new teaching approaches, such as moving away from repetition drills to engaging students in a more interactive way.

In addition to discussing teaching strategies and problems teachers encounter, the issue of getting children to do homework is regularly raised during the UPs, as well as the approaches to checking students' homework for completion and correctness. Some teachers even get the parents involved in doing homework with their children, which creates a wholesome learning environment for the child, as attested by a teacher in Kasai Central:

“In the past, too much weight was put on the shoulders of the teachers, but nowadays the system is recognizing the importance of distributing the weight more evenly between the teachers and the parents. Now, when I assign homework, some parents also do their part to help their children, and the result is good. Today, we work together with the family, which is something we were taught recently.”

Despite a generally positive outlook on UPs, some teachers noted that school directors need to be more involved in the exchanges. In Haut-Katanga, teachers mentioned that directors rarely attend the UPs and never deliver model lessons. Teachers reported feeling frustrated because they believe that if a school director is not present at these exchange forums, then it is unreasonable to expect the director to fairly evaluate the teacher's performance in class.

Teachers find the teaching and learning materials provided by A!I to be useful and motivating. In the survey, respondents were asked to list in order of priority three types of learning materials distributed by A!I they found the most effective.⁸ The results showed that teachers found the following materials to be the most useful: the teacher's guide, the letter banner, and the student manuals. School directors found most useful: the teacher's guide, the posters, and the student manuals.

During the focus group discussions, teachers said that the teacher's guide makes teaching much easier because it provides step-by-step instructions to planning and delivering lessons and assigning homework. They also noted the teachers' guide makes them feel more confident in developing lesson plans and applying new strategies. Additionally, they shared that the letter banner is effective because it acts as a useful visual tool for teaching the alphabet, and they feel motivated when they are given quality ready-to-use materials that they otherwise may not have made themselves. In the focus group discussions, teachers generally reported feeling satisfied with the materials and training to use the materials provided by A!I and described feeling more motivated as a result. One participant in Haut-Katanga said:

“We are very happy with the materials. We have everything we need now from the guide to the letter banner, etc. This makes it much easier to work. The only thing that is outdated is the dictionary the teachers have at their disposal. The program materials also do not include explanations of grammatical concepts; so if we need to teach grammar, we have to turn to a different book.”

⁸ For this question respondents could choose from the following: the teacher's guide, student manual, student workbook, posters, or the letter banner.

As a result of A!I support, teachers feel more confident in developing lesson plans and applying new teaching strategies. However, when discussing the various factors that play a role in motivating them, participants did not explicitly state that feeling confident about developing lesson plans or applying new strategies has an impact on their motivation.

Teachers do not feel motivated as a result of classroom observations and feedback received from school directors, which are often limited to short or infrequent visits. Most teachers reported that the director regularly observes teachers in the classroom and provides feedback; however, there was no consensus on how often such observations or feedback take place, or what is included in the feedback.

In the Haut-Katanga province, some teachers described a very informal, somewhat random process, whereby a director may enter a classroom for a few minutes, observe the teacher, and then provide a comment before leaving. In Kasai Central, one teacher described a more structured, if limited, process:

“The director gathers all the teachers every morning before class in the courtyard and gives us pointers in an effort to motivate us. But the director rarely visits us in the classroom, which is what we really need, and most of his feedback and morning pep talks have to do with disciplinary measures for disobedient children, rather than our teaching abilities.”

Yet another teacher described her experience with the director positively, explaining that when a teacher is struggling, the director asks a stronger teacher to deliver a mock lesson, from which the weaker teacher can learn. In general, all teachers agreed that it is the director’s job to guide teachers and point out if they are doing something incorrectly. Without this guidance, a teacher may think she or he is teaching correctly and runs the risk of using incorrect strategies or approaches.

Focus group discussions revealed that most teachers do not feel comfortable approaching the director for help. Teachers were asked whether or not they feel comfortable asking the director to come observe them in class when they need help. Nearly all participants said that they are scared to do so and feel that this would go against an established hierarchical structure, may reveal their weaknesses, and could potentially undermine their chances for advancement. They believe that it is the responsibility of the director to set up a time to observe them in class. This attests to the hierarchical structure of the school system and the respect for and fear of authority. One disgruntled teacher said: “How could I have the courage to approach the director and ask for help when he himself has never had the courage to visit the classroom to observe me teaching?!”

The A!I IST model has enhanced teacher knowledge, attitudes, and practices, and thus improved motivation. During the focus group discussions, teachers provided different examples of ways in which the A!I IST model has had an impact on their motivation level by enhancing their knowledge, attitudes, and practices. Teachers described how the support they receive makes them stronger pedagogues because the A!I IST model (i) provides new strategies for teaching reading and writing, including pair work and the use of songs to teach language elements such as the difference between a letter and a sound; (ii) addresses issues that were not previously addressed, such as gender equality between boys and girls or violence in the classroom and in the home; (iii) helps teachers find unique approaches for difficult or struggling students; (iv) sets the foundation for professional development exchanges where teachers can share grievances, seek advice, brainstorm ideas, and learn from one another; and (v) emphasizes the importance of positive reinforcement as opposed to negative feedback.

RESEARCH QUESTION 2

TO WHAT EXTENT IS PARTICIPATION IN THE A! I IST MODEL ASSOCIATED WITH CHANGES IN TEACHER MOTIVATION, KNOWLEDGE, ATTITUDES, AND PRACTICES?

To answer the second question, correlations were run between levels of participation in the A! I IST model and changes in teacher motivation from 2018 to 2019. Specifically, teachers’ reported levels of participation in A! I IST training and reception of materials were given a score.⁹ Then, levels of motivation were calculated by tallying teachers’ responses to a series of statements grouped into composites, then calculating an overall score for each composite. Finally, the participation in A! I IST scores was correlated with the motivation scores. Higher numbers indicate stronger correlations. Table 2 presents the results of this analysis; statistically significant correlations are marked with an asterisk. See Annex C for a complete list of statements and groupings.

It is important to note that correlations do not indicate the direction of the relationship. For example, job satisfaction and training were correlated, yet the correlation does not indicate whether more training led to higher job satisfaction or if higher job satisfaction led to more training. Moreover, correlations do not account for other unknown variables. For example, praise from parents may have led to increased job satisfaction, but that was not a variable included in this study. As a result, each correlation should be interpreted with caution. Additional correlation tables can be found in Annex D.

Table 4: Correlation Between Teachers’ Levels of Participation in A! I IST and Change in Responses

Motivation composites	Participation in A! I IST	
	Training	Materials
Job satisfaction	0.29*	0.22
School director leadership	0.16	0.40**
Student performance	0.18	0.38**
Confidence as a teacher	0.29*	0.27*
Teacher’s attitude toward reading	0.32*	0.28*
Teacher practices	0.43**	0.06
Work conditions	0.12	0.16
Confidence teaching reading	0.21	0.07

Note: One asterisk (*) indicates statistical significance at $p < 0.05$, two asterisks (**) at $p < 0.01$

As Table 2 shows, statistically significant correlations were found for six of the eight composites analyzed. Almost all were moderate in strength—0.30 or above. Some correlations were found only for the training component, others only for the materials component, and two with both. The following section describes the statistically significant correlations.

Participation in A! I IST is associated with an improved view of job satisfaction. For the **job satisfaction** composite, teachers responded to statements such as “I am satisfied with my job as a

⁹ As noted in the *Methodology* section, training included annual face-to-face workshops, REPs, UPs, CBs, and classroom observation and feedback, while materials included teachers’ guides, student books, posters, school kits, and letter banners.

teacher” and, to gauge the opposite motivation, “I want to be transferred to another school.” The correlation (0.29) indicates that teachers who participated more frequently in IST reported greater increases from 2018 to 2019 in job satisfaction scores than did teachers who participated less frequently in IST.

Access to more materials is associated with an improved view of the school director’s leadership. For the **school director leadership** composite, teachers responded to statements such as “The director supports teachers to teach well” and “The director of my school treats teachers fairly.” The correlation (0.40) indicates that teachers who reported receiving more instructional materials from A!I saw a greater increase in favorable views toward their school director’s leadership from 2018 to 2019 than did teachers who reported receiving fewer materials.

Access to more materials is associated with an improved view of student performance. For the **student performance** composite, teachers responded to statements such as “I feel happy when my students are interested in learning” and “Most of my students perform up to my expectations.” The correlation (0.38) indicates that teachers who reported receiving more instructional materials from A!I saw a greater increase in favorable views about student performance than did teachers who reported receiving fewer materials.

Participation in A!I IST—both training and materials—is associated with increased confidence. For the **confidence as a teacher** composite, teachers responded to statements such as “I feel confident in my ability to do my job effectively” and “I am constantly learning and improving my skills.” The correlation with training (0.29) **and** materials (0.27) indicates that teachers who participated more frequently in IST and received more materials saw a greater increase in confidence scores than did teachers who reported lower levels of participation in training or reception of materials.

Participation in A!I IST—both training and materials—is associated with improved attitudes towards teaching reading. For the **teacher attitudes toward teaching reading** composite, teachers responded to statements such as “All students can become fluent readers” and “If a child is having difficulty reading, it is my responsibility as a teacher to help him or her.” The correlation with training (0.32) **and** materials (0.28) indicates that teachers who participated more frequently in IST **and** teachers who received more materials saw a greater increase in favorable attitudes toward teaching reading than did teachers who reported lower levels of participation in training or reception of materials.

Participation in A!I IST training is associated with improved teaching practices. For the composite **improved reading practices**, teachers reported the frequency with which they used materials—such as the teachers’ guide—or taught targeted reading skills.¹⁰ The correlation (0.43) indicates that teachers who reported participating in IST more frequently reported greater increases in the frequency of use of materials and teaching skills than did teachers who participated less frequently in IST.

Non-correlations. Perhaps as informative as the correlations are two composites for which no correlations were found: **working conditions** and **teacher confidence in teaching reading**. For **working conditions**, teachers responded to statements such as “Teachers at my school have adequate teaching materials” and “I have a satisfactory salary.” For the **teacher confidence in teaching reading** composite, teachers were asked to respond to statements such as “I am confident in my ability

¹⁰ Aspects of a reading lesson include oral language, phonemic awareness, decoding, spelling, fluency, vocabulary, reading comprehension, writing, and assessment of reading level.

to teach decoding, spelling, vocabulary, etc. in French or the national language (Lingala, Swahili, Ciluba, or Other).” The analysis found no statistically significant correlations between either of these composites and participation in the IST model.

DISCUSSION

The purpose of this study was to learn which factors motivate teachers most and, in particular, whether participation in the A!I IST model was associated with improved motivation. The third phase of a three-part series, the TMIS surveyed 57 teachers and 35 school directors from 35 schools in two provinces where A!I is implementing its intervention: Haut-Katanga and Kasai Central. Of the 57 teachers surveyed, 14 participated in focus group discussions.

This study found statistically significant correlations between participation in the A!I IST model and improvements in perspectives on six motivational factors: job satisfaction, school director leadership, student performance, confidence as a teacher, teacher attitude toward reading, and teacher practices. Teachers and school directors ranked the annual A!I face-to-face training as the most useful of the five IST components; similarly, both teachers and school directors ranked the UPs in their top three choices of the five components. The study also found that teachers held favorable views of the A!I materials and, in general, felt increased ability and confidence after participating in A!I activities.

Statistically significant correlations in six of eight areas suggest a relationship between A!I's interventions and teacher motivation.

This study found that increased participation in the A!I IST model was associated with six of the eight composites analyzed. If few or no correlations had been found, it would not be possible to conclude that a relationship existed. However, the fact that six of the eight composites were significantly correlated with participation in the model suggests that teacher participation in the A!I IST model is somehow connected to teachers’ overall sense of motivation. While not conclusive, this finding provides encouraging clues concerning which aspects of the A!I IST model may prove to be most motivating to teachers, particularly ones that were supported by teachers’ observations in the focus group discussions—for example, the extent to which training and materials contributed to their confidence in teaching and led to improved views of student learning. However, one correlation—school director leadership—was not consistent with teachers’ views in the focus groups.

The unclear relationship between school leadership and motivation.

Results from the focus group discussions diverge from the correlations in some important areas. For example, while a statistically significant correlation was found between the amount of materials received and improved views of school director leadership, teachers participating in focus group discussions reported that school directors did not participate fully in the UPs, nor were school directors’ classroom observations or feedback viewed to be effective by some teachers. Evaluations conducted by A!I during teacher training events corroborated this finding: because school directors often have other administrative responsibilities, they often do not have enough time to carry out additional instructional leadership tasks such as observing teachers. Moreover, the number of times teachers are visited can influence their perception about the usefulness of the observations. Studies elsewhere have shown that on average, teachers benefit most from classroom visits if they are conducted at least once per month. The perceived limits of school directors’ effectiveness in observing and providing feedback may be related to these factors.

Possible reasons for non-correlations.

The absence of a correlation between participation in the A!I IST model and two composites—**work**

conditions and teacher confidence in teaching reading—raises several questions. First, it would seem that higher levels of participation in the A!I IST model would be viewed by teachers as an improvement in working conditions, especially in terms of training and materials. As Table 3 shows, the difference in proportions of “agree” and “strongly agree” responses from 2018 to 2019 were the greatest on this composite of three statements. One of the included statements described conditions that A!I could have influenced— “Teachers at my school have adequate teaching materials”—showed nearly an increase of 11 percent. Another could have been influenced by A!I—“The behavior of students in class is not a problem for teachers at this school”—had an increase of 19 percent that was possibly due to increased amounts of materials available during instruction or strategies acquired by teachers during A!I IST components, including UPs. Mitigating the overall average for this composite, however, was the statement “I have a satisfactory salary,” which declined by nearly 20 percentage points for unknown reasons.

Table 5: Changes in Teacher Responses to “Working Conditions” Statements, 2018 to 2019

Statement	2018					2019					Diff
	SD	D	A	SA	NR	SD	D	A	SA	NR	
I have a satisfactory salary.	16 (28%)	27 (47%)	13 (23%)	1 (2%)	0 (0%)	28 (49%)	26 (46%)	3 (5%)	0 (0%)	0 (0%)	-20%
The working environment at my school is adequate.	12 (21%)	13 (23%)	28 (49%)	4 (7%)	0 (0%)	19 (33%)	4 (7%)	26 (46%)	8 (14%)	0 (0%)	4%
Teachers at my school have adequate teaching materials.	12 (21%)	10 (18%)	32 (56%)	3 (5%)	0 (0%)	10 (18%)	6 (11%)	34 (60%)	7 (12%)	0 (0%)	11%
Teachers at my schoolwork well together.	3 (5%)	2 (4%)	46 (81%)	6 (11%)	0 (0%)	2 (4%)	2 (4%)	40 (70%)	13 (23%)	0 (0%)	1%
The behavior of students in class is not a problem for teachers at this school.	7 (12%)	44 (77%)	4 (7%)	1 (2%)	1 (2%)	18 (32%)	22 (39%)	13 (23%)	3 (5%)	1 (2%)	19%
Teachers and administrators in my school are respected by parents and the community.	2 (4%)	2 (4%)	45 (79%)	8 (14%)	0 (0%)	6 (11%)	1 (2%)	43 (75%)	7 (12%)	0 (0%)	-6%
Parents and the community around my school are involved in school activities.	7 (12%)	6 (11%)	39 (68%)	5 (9%)	0 (0%)	12 (21%)	5 (9%)	33 (58%)	7 (12%)	0 (0%)	-7%
I take on many extra responsibilities at my school.	7 (12%)	15 (26%)	32 (56%)	3 (5%)	0 (0%)	8 (14%)	9 (16%)	36 (63%)	4 (7%)	0 (0%)	9%

Statement	2018					2019					Diff
	SD	D	A	SA	NR	SD	D	A	SA	NR	
My school acknowledges and praises teachers who teach well.	4 (7%)	7 (12%)	40 (70%)	5 (9%)	1 (2%)	7 (12%)	3 (5%)	37 (65%)	10 (18%)	0 (0%)	4%
Overall, the working conditions at my school impact my motivation to teach.	3 (5%)	5 (9%)	43 (75%)	5 (9%)	1 (2%)	5 (9%)	3 (5%)	39 (68%)	10 (18%)	0 (0%)	2%

Note: “SD” stands for strongly disagree, “D” stands for disagree, “A” stands for agree, “SA” stands for strongly agree, “NR” stands for no response/refuses to answer and “Diff” stands for difference between the 2019 and 2018 of those answering strongly agree or agree. N=57. Due to rounding, some columns may not sum to 100 percent

Similarly, no correlation was found between participation in the A! I IST model and increased confidence in teaching reading. One possible reason is time—one year may not be enough to improve specific pedagogical skills, especially considering A! I mid-year pivot away from the public schools studied due to the Trafficking in Persons Sanctions preventing support of government schools. A second possible reason is the intervention design—previously mentioned questions of the efficacy of certain parts of the IST model. For example, the manner in which school directors carried out their observation and feedback activities or their roles in facilitating meetings may mean that those activities lacked A! I’s intended impact. Similarly, teachers’ comments in the focus groups suggest that while UPs may have been effective for helping with problem-solving and strengthening general teaching skills, they did not reinforce specific reading instructional strategies. It should be noted that A! I did provide a “handbook” to school directors and teachers to support their UP and CB meetings, which included scripted sessions for each “level” of the CPD model—UP, CB, and REP. This study did not examine the extent to which these handbooks had been distributed or were in use in these meetings where teachers were interviewed. Such a review might reveal more about why teachers’ perspectives about these meetings focused on more general problems and skills.

The teaching profession is a calling, but salaries are lamentable.

Despite difficult living conditions and low salaries, nearly all surveyed teachers generally hold their profession in high regard and consider it a calling. When discussing motivation, teachers described feeling particularly happy in the classroom with their students, and most said that they would choose the teaching profession again if they had the opportunity to change careers. Nevertheless, teachers mentioned at every opportunity that their salaries were not enough to make ends meet, and many teachers openly said that despite loving their job, they would change careers if they could be better paid elsewhere. This may suggest an underlying view that teachers choose to remain in their profession not necessarily out of intrinsic love but due to a lack of other opportunities.

To be sure, the teaching profession is highly regarded in Congolese culture. A general sentiment, which resonated with teachers visited during the course of the study, is that parents and the community around the school view teachers as ambassadors of knowledge, second only to religious leaders. Yet teachers’ deplorable salaries and the lack of a career ladder belie this fact.

Teachers’ view of REPs and school director participation in other A! I IST components suggests revisions for future models.

As mentioned in the *Findings* section, after annual face-to-face workshops, teachers placed the UPs in second place of importance, followed by the CBs. Based on survey data and the results of the focus group discussions, teachers did not seem to find the REPs very useful. In addition, fidelity of

implementation data for A!I suggest that REP facilitators—usually school directors—almost never receive guidance from the project on how to conduct the meetings effectively. This suggests that even if the turnout at the REPs is reportedly high, as suggested by the survey data, teachers do not find them to be particularly useful. This raises questions of the efficacy of the REP model and how it can be improved.

Moreover, despite naming several benefits of the UPs and CBs, focus group discussion participants were vocal about the fact that the role of the school director in these forums needs to be strengthened. Participants reported that some directors are often absent from the forums or are unwilling to participate in a meaningful way by conducting lesson demonstrations or providing useful feedback.

Annual face-to-face workshops may not be focused enough.

While teachers cited the annual face-to-face workshops as one of the most useful aspects of the IST model due to the breadth of material presented, the same teachers often lamented that too much information is packed into a very short period of time. This does not allow for the material to be properly processed and absorbed. During the focus group discussions, teachers were asked to recall what material from the face-to-face trainings they remembered best. Very few participants mentioned general instructional strategies such as group work, working in pairs, or helping struggling students. Instead, they described the importance of learning for themselves and specific reading strategies such as teaching students the difference between the name of letters and the sounds letters make and how to write in block letters and in cursive. Many teachers admitted not knowing how to present these concepts in class prior to having gone through the IST model. Although anecdotal, this evidence attests to the idea that teachers tend to retain more specific, focused topics better than more ambiguous or theoretical items. It is also an indication that the IST model would benefit from reducing the number of topics covered but increasing the depth with which they are treated. In turn, this might allow more time and guided hands-on practice for teachers to absorb new information.

The A!I IST teacher observation and feedback model may not be optimally effective.

In focus group discussions, teachers expressed ambivalence toward their relationships with their school directors. While the minority of teachers reported feeling dissatisfied or even frustrated with their director or the way their school is managed, most participants simply did not feel that the school leadership has a strong impact on their motivation. Some even expressed concerns about the school director's role in supporting them. Teachers cited examples of rarely being properly observed while teaching or that little or only negative feedback was provided after the observation. Quantitative data revealed that approximately 96 percent of teachers stated that their school director observes them teaching on a regular basis; however, this response rate may be due to a different reading of the question on the teachers' part than intended by the survey—the focus group discussions revealed that teachers considered even a five-minute visit to be an “observation.” This suggests that there is little consistency across the A!I model in the way directors are observing teachers and providing feedback.

One of the aims of A!I is to strengthen the skills of the school directors so that they may be able to continue providing support for teachers outside the scope of the official IST model. Part of this process should also include helping the school directors become more open so that teachers may see them as a helping guide rather than simply an unapproachable authority figure. Taking the teachers' opinions into account, the question begs how well the observation and feedback model—central to IST—and the general training model of school directors is working as intended by A!I.

Parental involvement plays a role in teacher motivation.

In focus group discussions, teachers cited student learning—the ultimate goal of the A!I program—as an important motivational factor. Teachers also revealed that when parents and the community become more involved in the schooling process, it creates a more wholesome learning environment and

improves teacher motivation. This demonstrates the multidimensional relationship that sometimes exists between the various components of the IST model. By strengthening the role of parents and the community, the A!I team could achieve two interrelated goals—improve student learning **and** motivate teachers.

Teaching materials are linked with student performance and teacher motivation.

The fact that there were correlations between four composites of TMIS—school director leadership, student performance, confidence as a teacher, and teacher attitude towards teaching reading—and the materials’ component of the IST model indicates that having these materials is related to increased levels of motivation. However, because this correlation could be due to outside or unknown factors, the role these materials might be playing in motivating teachers is unclear. Nevertheless, these correlations suggest a pattern—a logical one insofar as access to teaching and learning materials is associated with being motivated by student performance and was a factor teachers reported as motivating.

It should be noted that while most teachers spoke highly of the effectiveness of the teaching materials provided by A!I, they also expressed frustration with A!I’s failure to deliver some of the student materials before the beginning of the school year. Such delays could mitigate the potential influence of teaching materials and their possible role in motivating teachers in future A!I activities.

Engaging in dialogue with teachers on how to improve IST support could reveal interesting ideas and motivate teachers.

Innovative ideas on how to improve the IST model brought forth by teachers suggest that the teaching force may itself be a good resource for the A!I team—as well as other projects—to find ways to improve support. Focus group discussions revealed that teachers’ sense of worth is increased when they are asked for their opinion regarding teaching and other school-related matters. Simply by engaging with teachers and asking for their input, the A!I program could further enhance motivation.

RECOMMENDATIONS

The following recommendations are presented in two parts: ones that can be considered for inclusion in the A!I intervention design in Year 5, and ones that are proposed for consideration by the ministry and education partners over the longer term.

FOR A!I, YEAR 5

1. **Continue supporting teachers through the A!I IST model while strengthening aspects identified in this study.** Given the high number of correlations between changes in teachers’ motivation and participation in the A!I model, there is strong reason to believe that the model may be a contributing factor to their motivation, especially the face-to-face trainings and UPs. Nevertheless, findings from this study point to improvements that can be made in the model. They are described below:
 - a. Ensure that the annual face-to-face workshops focus on specific strategies teachers can use to teach reading skills. Ensure that teachers have ample opportunity to view model lessons using these strategies. To the extent possible, ensure teachers have time during training to practice using these strategies.
 - b. Continue promoting teacher participation in the UPs and CBs. Examine how the handbook produced by A!I to support teachers and school directors in these meetings is used and identify strategies to improve its ability to ensure specific skills for the

- teaching of reading are reinforced.
- c. Explore opportunities for supplementing existing support materials with tools such as case studies or video recordings of model lessons that teachers could learn from on their own (the latter where electricity and equipment exists). Use these strategies to reinforce the UP and CB meetings.
 - d. Identify ways to encourage school directors to take on a more active role in REPs, UPs, and CBs and provide them with the necessary tools to lead the meetings, facilitate discussions on reading strategies, and demonstrate lessons.
 - e. Strengthen school directors' capacity to observe teachers in the classroom and to provide constructive feedback, with an emphasis on structuring observations to target specific reading skills and providing feedback concerning how to strengthen these skills. If school directors require the assistance of other personnel, consider processes for identifying other teachers in the school that can assist with these observations.
 - f. Introduce more hands-on activities to the IST model—such as mock lessons—to be conducted by participants on a more regular basis. Note that this recommendation was also made from the A!1 year 4 data review week in which data from multiple MEL sources (EGRA, operations research, FOI, QA) were reviewed by project and ministry personnel to take stock of accomplishments and identify strategies to improve project implementation.

In addition to strengthening the IST model, three other recommendations are proposed for consideration for Year 5:

2. Engage in regular dialogue with teachers on how to improve teaching and learning outcomes in order to increase teacher motivation – e.g., through quarterly roundtable discussions with teachers about instructional approaches, materials, and observation and feedback strategies that they find useful for changing their practice.
3. Distribute teaching and learning materials in a timely fashion to ensure that teachers are fully equipped to teach when the school year begins.
4. Given the gaps identified by teachers in the focus group discussions for this study, ensure teachers are provided access to dictionaries and manuals, either individually or by school, to teach grammar concepts relevant to reading and writing.

FOR THE MEPSP AND EDUCATION PARTNERS OVER THE LONGER TERM

Based on the findings from this study, four additional types of initiatives hold promise for increasing teachers' and school directors' motivation:

5. Explore ways to increase opportunities for school directors to be more involved in the decision-making processes related to school management.
6. Explore steps needed to prepare for a professional development system that includes a career ladder for teachers and school directors with a clearly defined path—including benchmarks for advancing from one level to the next—linked to participating in continuous professional development. Ensure that the process of participating in professional development and advancement, including the selection of teachers to attend training, is transparent. If feasible, link advancement to teachers' and school directors' salaries.
7. Consider introducing learning activities for students during long school breaks and expanding extracurricular activities such as reading or spelling competitions and reading clubs.
8. Seek ways to strengthen the involvement of parents and the community in the teaching and learning process, especially as it pertains to reading and writing. Consider introducing strategies

for the community to show appreciation for teachers and to enhance a sense of community around the school.

ANNEXES

ANNEX A: RESEARCH QUESTIONS AMENDED FROM ROUND ONE TO ROUND TWO

Based on the results of the first round of data collection for TMIS, the four original research questions designed for round one were amended and grouped into two research questions for round two. Seeing as round one results showed a lack of statistically significant variance in responses—some categories of items had very low variance, with most of the responses falling in the “strongly agree” or “agree” categories—the team decided to change the research questions, feeling the need to solicit more variation without compromising comparability between rounds one and two.

The original research questions for round one of the study were:

1. To what extent is the A!I IST model associated with changes in teacher motivation?
2. To what extent is the A!I IST model associated with changes in teacher knowledge, attitudes, and practices?
3. To what extent are changes in teacher knowledge, attitudes, and practices associated with changes in teacher motivation?
4. Among those A!I IST components that are associated with changes in teacher motivation, knowledge, attitudes, and practices, which are perceived by teachers and school directors as sustainable?

ANNEX B: CHANGES FROM 2018–19 IN TEACHER PRACTICES

The mean scores for all items in this sections are presented on a scale from zero to one except for questions Q8-2 and Q8-5, where the mean indicates a change in the number of minutes teaching. For questions regarding how frequently teachers treat different topics in reading class, teachers were asked to select between the following responses “every day or almost every day” (a score of 4), “one or two times per week” (a score of 3), “one or two times per month” (a score of 2), “never or almost never” (a score of 1), and “I don’t know or I refuse to respond” (a score of 777). Means are calculated by subtracting 2018 mean from 2019 mean.

Variable		Obs	Mean	Std. Dev.	Min	Max
Q8_2_change (mins of teaching) *	During the course of a typical day, how much time do you spend teaching reading in French ?	57	-5.00	44.76	-135.00	120.00
Q8_3_change	During the course of a typical week, how much time do you spend teaching reading in French ?	30	0.02	0.25	-0.50	1.00

Note: Only teachers who responded “yes” to teaching reading in French responded to this series of questions.

Table 6: When You Teach Reading in French, How Frequently do You Teach the Following...

Variable		Obs	Mean	Std. Dev.	Min	Max
Q8_4_1_change	Oral language	28	-0.02	0.24	-0.67	0.33
Q8_4_2_change	Phonemic awareness and alphabet	30	0.06	0.25	-0.33	1.00
Q8_4_3_change	Decoding	30	0.03	0.20	-0.33	0.33
Q8_4_4_change	Spelling	30	0.04	0.30	-0.67	1.00
Q8_4_5_change	Fluency	30	0.04	0.19	-0.33	0.33
Q8_4_6_change	Vocabulary	30	0.06	0.21	-0.33	0.67
Q8_4_7_change	Reading comprehension	30	0.01	0.22	-0.67	0.33
Q8_4_8_change	Writing	30	0.02	0.28	-1.00	0.67
Q8_4_9_change	Evaluation of students’ reading level	30	-0.02	0.23	-0.67	0.33

Variable		Obs	Mean	Std. Dev.	Min	Max
Q8_5_change (mins of teaching)	During the course of a typical day, how much time do you spend teaching reading in Lingala / Kiswahili / Ciluba / other?	57	13.04	35.88	-60.00	120.00
Q8_6_change	During the course of a typical week, how much time do you	35	0.01	0.19	-0.50	0.50

	spend teaching reading in Lingala / Kiswahili / Ciluba / other ?					
--	--	--	--	--	--	--

Table 7: When You Teach Reading in Lingala / Kiswahili / Ciluba / Other, How Frequently Do You Teach the Following...

Variable		Obs	Mean	Std. Dev.	Min	Max
Q8_7_1_change	Oral language	35	0.04	0.32	-0.33	1.00
Q8_7_2_change	Phonemic awareness and alphabet	35	-0.03	0.22	-0.67	0.34
Q8_7_3_change	Decoding	35	-0.01	0.23	-0.33	0.33
Q8_7_4_change	Spelling	35	-0.02	0.24	-0.67	0.33
Q8_7_5_change	Fluency	35	-0.02	0.21	-0.33	0.33
Q8_7_6_change	Vocabulary	35	-0.08	0.25	-0.67	0.33
Q8_7_7_change	Reading comprehension	35	-0.05	0.26	-0.67	0.33
Q8_7_8_change	Writing	35	-0.01	0.19	-0.33	0.33
Q8_7_9_change	Evaluation of students' reading level	35	-0.06	0.22	-0.67	0.33

Variable		Obs	Mean	Std. Dev.	Min	Max
Q8_8_change	During the course of a typical week, how often do you elaborate lesson plans for teaching reading?	56	-0.09	0.60	-1.00	1.00
Q8_9_change	During the course of a typical week, how often do you use the teacher's guide to teach reading?	57	0.28	0.22	-0.17	1.00

ANNEX C: CONSTRUCTS AND QUESTIONS ABOUT A! IN-SERVICE TRAINING

Several constructs were used in this study as components of motivation, knowledge, attitudes, and practices. Statements for each construct were grouped into composites for analysis.

Table 8: Composites for analysis of components of motivation, knowledge, attitudes, and practices.

Composites	Questionnaire component	Items
Motivation	Job satisfaction	2.1 I am satisfied with my job as a teacher.
		2.2 If I had the opportunity to start over in a new career, I would choose to become a teacher.
		2.3 I intend to continue working as a primary school teacher for the foreseeable future.
		2.4 I want to be transferred to another school.
		2.5 I worry about losing my job.
		2.6 Overall, my job satisfaction impacts my motivation to teach.
	Working Conditions	3.1 I have a satisfactory salary.
		3.2 The working environment at my school is adequate.
		3.3 Teachers at my school have adequate teaching materials.
		3.4 Teachers at my school work well together.
		3.6 The behavior of students in class is not a problem for teachers at this school.
		3.7 Teachers and administrators in my school are respected by parents and the community around the school.
		3.8 Parents and the community around my school are involved in school activities and provide support to the school.
		3.9 I take on many extra responsibilities at my school.
		3.10 My school acknowledges and praises teachers who teach well.
		3.11 Overall, the working conditions at my school impact my motivation to teach.
		School leadership and teacher management
	4.2 The director of my school does not listen to teachers' opinions on running the school.	
	4.3 The director of my school supports teachers to teach well.	
	4.6 The director at my school praises me when my students perform well.	
	4.7 The director of my school helps me to deal with difficult students.	
	4.8 The director at my school leads by example.	
	4.11 Overall, school leadership and teacher management at my school impact my motivation to teach.	
	Performance of students	
		5.2 I feel happy when my students are interested in learning.
		5.3 I have high expectations for my students.
		5.4 Most of my students perform up to my expectations.

Composites	Questionnaire component	Items
		5.5 I feel unhappy when my students' do not perform well.
		5.6 I feel happy when I influence my students' morale in a positive way.
		5.7 Overall, student performance impacts my motivation to teach.
	Confidence as teacher	6.9 Overall, how I feel about teaching ability impacts my motivation to teach.
	Attitudes about reading	7.7 Overall, my attitudes towards reading instruction impacts my motivation to teach.
	Confidence in teaching reading	9.9 Overall, my confidence in teaching reading impacts my motivation to teach.
Knowledge	Confidence as teacher	6.1 I feel confident in my ability to do my job effectively.
		6.3 I feel confident in my ability to help children learn.
		6.4 I feel confident in my ability to control disruptive behavior in the classroom.
		6.5 I am constantly learning and improving my skills.
		6.6 I can utilize a variety of teaching methods.
		6.7 I feel uncomfortable applying new teaching strategies.
		Confidence in teaching reading
	9.2 I am confident in my ability to teach the following in French...	
	9.2.1 Language or oral language	
	9.2.2 Phonological or phonemic awareness	
	9.2.3 Decoding	
	9.2.4 Spelling	
	9.2.5 Fluency	
	9.2.6 Vocabulary	
	9.2.7 Reading comprehension	
	9.2.8 Writing	
	9.3 I am confident in my ability to assess my students' reading levels in French.	
	9.4 Overall, I am confident in my ability to teach reading to my students in Lingala / Swahili / Ciluba / Other.	
	9.5 I am confident in my ability to teach the following in Lingala / Swahili / Ciluba / Other...	
	9.5.1 Language or oral language	
	9.5.2 Phonological or phonemic awareness	
	9.5.3 Decoding	
	9.5.4 Spelling	
	9.5.5 Fluency	
	9.5.6 Vocabulary	
	9.5.7 Reading comprehension	
	9.5.8 Writing	
9.6 I am confident in my ability to assess my students' reading levels in Lingala / Swahili / Ciluba / Other.		

Composites	Questionnaire component	Items
		9.7 I am confident in my ability to develop lesson plans for the reading instruction classes that I teach.
		9.8 I am confident in my ability to use the reading instruction manual (“Les Champions”).
Attitude	Attitudes about reading	7.1 All students can become fluent readers.
		7.3 If students have low motivation, teachers cannot help them develop and improve their reading skills.
		7.4 Children should be able to read fluently by the end of Grade I.
		7.5 Even effective teachers cannot help some children learn how to read.
		7.6 If a child is having difficulty reading, it is my responsibility as a teacher to help him/her.
Practices	Reading instructional practices	8.3 In a typical week, how often do you have <u>French</u> reading instruction with students?
		8.4 When you have French reading instruction with students, how often do you spend time on...
		8.4.1 Language or oral language
		8.4.2 Phonological or phonemic awareness
		8.4.3 Decoding
		8.4.4 Spelling
		8.4.5 Fluency
		8.4.6 Vocabulary
		8.4.7 Reading comprehension
		8.4.8 Writing
		8.4.9 Assessment of students’ reading levels
		8.6 In a typical week, how often do you have Lingala / Swahili / Ciluba / Other reading instruction with students?
		8.7 When you have Lingala / Swahili / Ciluba / Other reading instruction with students, how often do you spend time on...
		8.7.1 Language or oral language
		8.7.2 Phonological or phonemic awareness
		8.7.3 Decoding
		8.7.4 Spelling
		8.7.5 Fluency
		8.7.6 Vocabulary
8.7.7 Reading comprehension		
8.7.8 Writing		
8.7.9 Assessment of students’ reading levels		
8.8 In a typical week, how often do you develop lesson plans for the reading instruction classes that you teach?		
8.9 In a typical week, how often do you use the reading instruction teaching manual (“Les Champions”) for your lessons?		
Participation in the	Training	10.3 How many days did you participate in the training? (7 or more days =1)
		10.5 Number of REP meetings (More than 3 meetings =1)

Composites	Questionnaire component	Items
ACCELERE model		I0.7 Number of UP meetings (More than 3 meetings =1)
		I0.9 Number of CB meetings (More than 3 meetings =1)
	Materials	I0.14 Teacher's guide (Yes =1)
		I0.15 Student manual (Yes, all students =1)
		I0.16 Student workbook (Yes, all students =1)
		I0.17 School kit (Yes =1)
		I0.18 Posters (Yes =1)
		I0.19 Letter banner (Yes =1)

ANNEX D: CORRELATION TABLES

Table 9: Correlation Between Participation and Composite Score Change

	training	materials	total
job_satisfaction_change	0.29*	0.22	0.33*
work_condition_change	0.12	0.16	0.18
leadership_change	0.16	0.40**	0.36**
performance_student_change	0.18	0.38**	0.36**
confidence_teacher_change	0.29*	0.27*	0.36**
confidence_teaching_change	0.21	0.07	0.18
attitude_change	0.32*	0.28*	0.40**
practice_change	0.43**	0.06	0.32*

Table 10: Correlation Between Participation and 2019 Composite Scores

	training	materials	total
job_satisfaction2019	0.40**	0.26	0.43**
work_condition2019	0.36**	0.26*	0.41**
leadership2019	0.32*	0.34*	0.43**
performance_student2019	0.20	0.51**	0.47**
confidence_teacher2019	0.34**	0.40**	0.49**
confidence_teaching2019	0.30*	0.27*	0.38**
attitude2019	0.43**	0.32*	0.49**
practice2019	0.50**	0.20	0.46**

Table 11: Correlation Between Participation and Composite Score Change

	training	materials	total
job_satisfaction_change	-0.06	0.25	0.18
work_condition_change	-0.04	0.10	0.07
performance_teacher_change	-0.02	0.05	0.03
confidence_director_change	-0.08	0.17	0.11
confidence_support_change	-0.06	-0.06	-0.10
performance_student_change	-0.19	0.13	0.01
attitude_reading_change	-0.05	0.06	0.02
practice_change	0.36*	-0.17	0.05

Table 12: Correlation Between Participation and 2019 Composite Scores

	training	materials	total
job_satisfaction2019	0.17	0.22	0.28
work_condition2019	0.08	0.28	0.28
performance_teacher2019	0.21	0.13	0.22
confidence_director2019	0.31	0.16	0.30
confidence_support2019	0.17	-0.03	0.06
performance_student2019	0.11	0.07	0.12
attitude_reading2019	0.15	0.09	0.16
practice2019	0.45**	-0.09	0.16

ANNEX E: SURVEY TOOL FOR SCHOOL DIRECTORS

Etude TMIS Phase 3 : Questionnaire Directeur d'Ecole

SECTION 0 : INFORMATION GÉNÉRAL

S. No.	Questions	Réponses
001	Nom de l'école	
002	Nom du directeur(directrice)	
003	Date de l'entretien	_ _ / _ _ / _ _
004	Heure du début de l'entretien	_ _ : _ _
005	Heure de la fin de l'entretien	_ _ : _ _
006	Nom de l'enquêteur	

CONSENTEMENT

Les MLs sont formés pour présenter mot pour mot les énoncés de consentement suivant à l'attention des enseignants et directeurs d'établissement scolaire.

Bonjour, je m'appelle _____

Dans le cadre du Programme ACCELERE!, mes collègues et moi-même, en collaboration avec le ministère de l'éducation primaire, secondaire et professionnel (EPSP), conduisons une étude sur la motivation professionnelle des enseignants.

Le but de cette étude est de connaître l'actuel niveau de motivation mais également dans quelles mesures le dynamisme des enseignants évolue en participant au programme ACCELERE!. Dans notre démarche, nous recueillons des informations concernant les attitudes et les pratiques des enseignants vis à vis de la méthode d'apprentissage de la lecture afin de constater si ces éléments sont liés à la motivation des enseignants.

En ce moment nous sommes dans la deuxième étape de l'étude. La première étape a été menée pendant la grande formation des Directeurs et des Enseignants dans le cadre d'activités ACCELERE ! du mois d'août 2018. Le but de la deuxième étape est de mesurer les changements depuis la formation en août.

Votre participation est très importante mais vous n'êtes pas obligé de participer à cette étude si vous ne le souhaitez pas. Cependant, si vous participez, je vais vous poser certaines questions à propos de votre satisfaction professionnelle, de vos conditions de travail, de votre degré de confiance dans vos tâches quotidiennes, ainsi que sur vos attitudes et pratiques actuelles sur la façon d'enseigner la lecture. Cela devrait prendre environ 45 minutes.

L'ensemble des informations que vous pourrez nous apporter resteront anonymes et ne seront pas transmises à votre établissement. Votre nom n'apparaîtra sur aucun rapport de cette étude. Les résultats de cette étude seront communiqués au programme ACCELERE!, au ministère de l'EPSP ainsi qu'aux divers acteurs du milieu éducatif. Ils seront utilisés afin d'identifier les secteurs dans lesquels un soutien supplémentaire pourrait être nécessaire aux enseignants ayant un niveau primaire concernant les méthodes d'apprentissage de la lecture.

Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront bénéfiques au Ministère dans la compréhension des stratégies à adopter pour motiver les

enseignants de la République Démocratique du Congo.

Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Willy Mpwate +243 823 958 191

Voudriez-vous contribuer à cette étude ? Oui / Non

LE ML LIT : *Merci pour votre participation. Je vais vous poser des questions sur votre expérience en tant que directeur(directrice). Vous avez toujours le choix de dire « non » et choisir de ne pas répondre à une question si vous ne le souhaitez pas : informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des directeurs et directrices de votre province. Vos réponses ne seront pas partagées et resteront confidentielles. Votre nom ne sera pas lié à vos réponses après cet entretien.*

SECTION 1 : INFORMATIONS DEMOGRAPHIQUES

Consignes du ML : Demandez au directeur / à la directrice de répondre aux questions suivantes :

S. No.	Questions	Réponses
1.1	Sexe	Homme (0) Femme (1)
1.2	Quel est le régime de gestion de votre école ?	Ecole de l'Etat / Ecole non conventionnée Ecole conventionnée Ecole privée
1.3	Pendant votre temps en tant que directeur ou enseignant avez-vous reçu une formation sur la façon d'enseigner la lecture ? (Si « non » ou « je ne sais pas/ je refuse de répondre » passez à la section 2)	Oui 0. Non 777. Je ne sais pas / Je refuse de répondre
1.4	Quel était le contenu de la formation sur l'enseignement de la lecture ? (Ne lisez pas les réponses à haute voix. Notez toutes les réponses que le participant donne.)	Méthodes pédagogiques d'enseignement de la lecture Psychologie du développement Méthodes interactives d'enseignement de la lecture Evaluation de la lecture Compétences de base en lecture 555. Autre à préciser : _____ 777. Je ne sais pas / Je refuse de répondre

SECTION 2 : SATISFACTION PROFESSIONNELLE

LE ML LIT :« Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre satisfaction au travail. Certains de ces énoncés s'appliqueront davantage à vous que d'autres. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
2.1	Je suis satisfait de mon travail en tant que directeur(directrice).	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
2.2	Si j'avais l'occasion de recommencer une nouvelle carrière, je choisirais de devenir directeur(trice).	1	2	3	4	777
2.3	J'ai l'intention de continuer à travailler comme directeur(directrice) dans l'avenir proche.	1	2	3	4	777
2.4	Je veux être transféré dans une autre école.	1	2	3	4	777
2.5	Je m'inquiète de perdre mon travail.	1	2	3	4	777
2.6	Dans l'ensemble, la satisfaction professionnelle me motive à faire mon travail.	1	2	3	4	777

SECTION 3 : CONDITIONS DE TRAVAIL

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes concernant les conditions de travail dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
3.1	J'ai un salaire satisfaisant.	1	2	3	4	777
3.2	L'environnement de travail dans mon école est adéquat.	1	2	3	4	777
3.3	Les enseignants de mon école ont des matériels pédagogiques adéquats.	1	2	3	4	777
3.4	Les enseignants de mon école travaillent bien ensemble.	1	2	3	4	777
3.5	Les enseignants et les administrateurs de mon école sont respectés par les parents et la communauté.	1	2	3	4	777
3.6	Les parents et la communauté participent aux activités scolaires et apportent un soutien à l'école.	1	2	3	4	777
3.7	Je prends de nombreuses responsabilités supplémentaires dans mon école.	1	2	3	4	777
3.8	Mon école reconnaît et honore les enseignants qui enseignent bien.	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
3.9	Dans l'ensemble, les conditions de travail dans mon école me motivent à faire mon travail.	1	2	3	4	777

SECTION 4 : ATTITUDES A PROPOS DE LA PERFORMANCE DES ELEVES

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à la performance des élèves dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
4.1	La plupart des élèves de mon école sont intéressés par l'apprentissage.	1	2	3	4	777
4.2	Je me sens heureux lorsque les étudiants sont intéressés par l'apprentissage.	1	2	3	4	777
4.3	J'ai de grandes attentes pour les élèves de mon école.	1	2	3	4	777
4.4	La plupart des élèves de mon école répondent à mes attentes.	1	2	3	4	777
4.5	Je me sens malheureux lorsque les élèves de mon école ne réussissent pas.	1	2	3	4	777
4.6	Je me sens heureux quand j'influence positivement le moral de mes élèves.	1	2	3	4	777
4.7	Le comportement des élèves en classe n'est pas un problème pour les enseignants de cette école.	1	2	3	4	777
4.8	Dans l'ensemble, la performance des élèves me motive à faire mon travail.	1	2	3	4	777

SECTION 5 : PERFORMANCE DES ENSEIGNANTS

LE ML LIT : « Maintenant, je vais lire un certain nombre d'affirmations différentes concernant la performance des enseignants dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
5.1	La plupart des enseignants de mon école sont motivés.	1	2	3	4	777
5.2	Je me sens heureux lorsque les enseignants sont motivés à enseigner.	1	2	3	4	777
5.3	J'ai de grandes attentes pour les enseignants de mon école.	1	2	3	4	777
5.4	La plupart des enseignants de mon école répondent à mes attentes.	1	2	3	4	777
5.5	Je me sens heureux lorsque les enseignants de mon école réussissent.	1	2	3	4	777
5.6	Je me sens heureux quand j'influence positivement le moral de mes enseignants.	1	2	3	4	777
5.7	Dans l'ensemble, la performance des enseignants me motive à faire mon travail.	1	2	3	4	777

SECTION 6 : CONFIANCE EN TANT QUE DIRECTEUR(TRICE)

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre confiance dans vos capacités en tant que directeur / directrice. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
6.1	Je suis confiant dans ma capacité de faire mon travail efficacement.	1	2	3	4	777
6.2	Parfois, je ne suis pas à la hauteur de mes attentes.	1	2	3	4	777
6.3	Je suis confiant dans ma capacité d'aider les enseignants à améliorer leurs cours.	1	2	3	4	777
6.4	Je suis confiant dans ma capacité d'aider les enseignants à améliorer la gestion de la classe.	1	2	3	4	777
6.5	J'encourage les enseignants de mon école à demander de l'aide quand ils en ont besoin.	1	2	3	4	777
6.6	Je suis constamment en train d'apprendre et d'améliorer mes compétences.	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
6.7	Je ne suis pas confiant dans ma capacité de soutenir les enseignants avec l'introduction de nouvelles stratégies d'enseignement.	1	2	3	4	777
6.8	Les formations que j'ai suivi sur la façon d'enseigner la lecture m'ont aidé à soutenir les enseignants avec l'introduction de nouvelles stratégies d'enseignement.	1	2	3	4	777
6.9	Dans l'ensemble, ma confiance dans ma capacité à diriger me motive à faire mon travail.	1	2	3	4	777

SECTION 7 : ATTITUDES A PROPOS DE LA LECTURE

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à vos attitudes à l'égard de l'enseignement de la lecture. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
7.1	Tous les élèves peuvent apprendre à lire avec fluidité.	1	2	3	4	777
7.2	Si les élèves ne sont pas motivés, les enseignants ne peuvent pas les aider à améliorer leurs compétences en lecture.	1	2	3	4	777
7.4	Les élèves devraient être capables de lire avec fluidité avant la fin de la première année.	1	2	3	4	777
7.5	Même des enseignants efficaces ne peuvent pas aider certains élèves à apprendre à lire.	1	2	3	4	777
7.6	Si un élève éprouve des difficultés à lire, il en est de la responsabilité de l'enseignant de l'aider.	1	2	3	4	777
7.7	Dans l'ensemble, mon attitude envers l'enseignement de la lecture me motive à faire mon travail.	1	2	3	4	777

SECTION 8 : PRATIQUES DE SOUTIEN PÉDAGOGIQUE

LE ML LIT : « Maintenant, je vais vous poser un certain nombre de questions qui se rapportent à ce que vous faites pour soutenir pédagogiquement les enseignants de votre école. »

S. No.	Questions	Réponses				
8.1	Dans quelle (s) langue (s) les enseignants enseignent-ils la lecture en 2e année ? (Si le français, poser la question 8.2. Si Lingala / Kiswahili / Ciluba / autre, poser la question 8.3.)	Français Lingala Kiswahili Ciluba 555. Autre à préciser : _____				
8.2	Au cours d'une semaine typique, combien de jours un enseignant de 2e année enseigne-t-il/elle de la lecture en français à une classe des élèves ?	1. Tous les jours 2. 3 ou 4 jours par semaine 3. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				
8.3	Au cours d'une semaine typique, combien de jours un enseignant de 2e année enseigne-t-il/elle la lecture en Lingala / Kiswahili / Ciluba / autre à une classe des élèves ?	1. Tous les jours 2. 3 ou 4 jours par semaine 3. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				
8.4	Dans quelle (s) langue (s) les enseignants enseignent-ils la lecture en 3e année ? (Si le français, posez des questions 8.5 Si Lingala / Kiswahili / Ciluba / autre, posez la question 8.6.)	Français Lingala Kiswahili Ciluba 555. Autre à préciser : _____				
8.5	Au cours d'une semaine typique, combien de jours un enseignant de 3e année enseigne-t-il/elle la lecture en français à une classe des élèves ?	1. Tous les jours 2. 3 ou 4 jours par semaine 3. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				
8.6	Au cours d'une semaine typique, combien de jours un enseignant de 3e année enseigne-t-il/elle la lecture en Lingala / Kiswahili / Ciluba / autres aux élèves ?	1. Tous les jours 2. 3 ou 4 jours par semaine 3. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				
8.7	D'habitude, à quelle fréquence...	Chaque jour ou presque tous les jours	Une fois ou deux fois par semaine	Une fois ou deux fois par mois	Jamais ou presque jamais	Je ne sais pas / Refuse de répondre
8.7.1	Observez-vous l'enseignement en classe	4	3	2	1	777
8.7.2	Fournissez-vous des commentaires d'encadrement aux enseignants	4	3	2	1	777
8.7.3	Aidez-vous les enseignants à gérer les élèves difficiles	4	3	2	1	777
8.7.4	Quittez-vous l'école pour des tâches officielles	4	3	2	1	777
8.7.5	Quittez-vous l'école pour des affaires personnelles					
8.7.6	Réunissez-vous les enseignants pour échanger sur les défis communs ou sur les moyens d'améliorer l'enseignement	4	3	2	1	777

SECTION 9 : CONFIANCE DANS L'AIDE APPOREE A L'ENSEIGNEMENT DE LA LECTURE

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre confort en aidant les enseignants avec l'enseignement de la lecture. Veuillez me dire pour chacune de ces affirmations si vous êtes tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
9.1	Dans l'ensemble, je suis confiant dans ma capacité à soutenir les enseignants dans l'enseignement de lecture.	1	2	3	4	777
9.2	Je suis confiant dans ma capacité à soutenir les enseignants avec ...					777
9.2.1	La langue orale	1	2	3	4	777
9.2.2	La conscience phonémique et l'alphabétique	1	2	3	4	777
9.2.3	Le décodage	1	2	3	4	777
9.2.4	L'orthographe	1	2	3	4	777
9.2.5	La fluidité	1	2	3	4	777
9.2.6	Le vocabulaire	1	2	3	4	777
9.2.7	La compréhension des textes	1	2	3	4	777
9.2.8	L'écriture	1	2	3	4	777
9.2.9	L'évaluation du niveau de lecture des élèves	1	2	3	4	777
9.3	Je suis confiant dans ma capacité à soutenir les enseignants dans l'élaboration de plans de leçons pour les cours de lecture.	1	2	3	4	777
9.4	Je suis confiant dans ma capacité d'accompagner les enseignants dans l'utilisation du manuel de lecture ("Les Champions").	1	2	3	4	777
9.5	Dans l'ensemble, ma confiance dans le soutien des enseignants en lecture me motive à faire mon travail.	1	2	3	4	777

SECTION 10 : QUESTIONS SUR L'APPUI D'ACCELERE !!

S. No.	Item	Réponses
	LE ML LIT : Maintenant je vais vous poser quelques questions sur les activités de formation des enseignants par le projet Accélère !!	

S. No.	Item	Réponses
10.1	Avez-vous participé à une formation des enseignants par le Projet ACCELERE !! en lecture-écriture pour la 1 ^e , 2 ^e ou 3 ^e année, pendant les grandes vacances ?	Oui Non 777. Je ne sais pas / Je refuse de répondre
10.2	Si oui, quelle année avez-vous participé ? [Plusieurs réponses possibles]	Grandes vacances de 2016 Grandes vacances de 2017 Grandes vacances de 2018
10.3	Si oui, pour combien de jours ? [Si le Directeur a participé à 2 formations A!1 ou plus, donnez le nombre de jours pour la formation la plus récente]	1-4 jours 5 jours 6 jours 7 jours 8 jours 9 jours 10 jours Plus de 10 jours Je ne sais pas
10.4	Pendant cette année scolaire (2018-2019), avez-vous participé à une réunion en réseaux d'écoles de proximité (réunions en REP) ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.5	Si oui, depuis le début de l'année scolaire, à combien de réunions avez-vous participé ?	1 réunion 2 réunions 3 réunions Plus de 3 réunions Je ne sais pas
10.6	Pendant cette année scolaire, avez-vous participé aux unités pédagogiques (UP) qui portent sur la lecture/écriture (réunions des enseignants/éducateurs du même degré dans votre établissement) ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.7	Si oui, depuis le début de l'année scolaire, vous avez participé à combien de séances qui portent sur la lecture/écriture ?	1 séance 2 séances 3 séances Plus de 3 séances Je ne sais pas
10.8	Pendant cette année scolaire, avez-vous participé aux cellules de base (CB) qui portent sur la lecture/écriture (réunions des enseignants de tous les niveaux dans votre école)	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.9	Si oui, depuis le début de l'année scolaire, vous avez participé à combien de séances qui portent sur la lecture/écriture ?	1 séance 2 séances 3 séances Plus de 3 séances Je ne sais pas
10.10	Pendant cette année scolaire, avez-vous observé un enseignant en classe de lecture ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas

S. No.	Item	Réponses
10.11	Si oui, combien de fois ?	1 fois 2 fois 3 fois 4 fois Plus de 4 fois
10.12	Si oui, avez-vous donné des remarques aux enseignants observés ?	Oui, chaque fois Oui, parfois Jamais
Note à l'ML : Si le Directeur a répondu « oui » à au moins 2 types de formation ici-haut, posez cette question en notant seulement les types cités :		
10.13	Parmi les types différents de formation cités, lesquels avez-vous trouvé le plus efficace ? Citez-en 3 en ordre de priorité. [Lisez les réponses au répondant]	<ul style="list-style-type: none"> • Les formations des enseignants face-à-face pendant les grandes vacances • Les réunions en réseaux d'écoles de proximité • Les réunions des cellules de base • Les réunions des unités pédagogiques • L'observation et feedback des enseignants en tant qu'AL • Les formations des directeurs sur l'observation et feedback • Les réunions en réseaux de directeurs
Je vais vous poser quelques questions sur les matériels didactiques pour la lecture fournis par le projet Accélère !!		
10.14	Avez-vous reçu une copie du Guide de l'enseignant/éducateur en lecture d'Accélère !! ?	Oui, version imprimée Oui, version en photocopie Non
10.15	Les élèves de votre école, ont-ils reçu chacun leur livret de l'élève d'Accélère !! ?	Oui, tous les élèves Oui, plus que la moitié des élèves Moins de la moitié des élèves Non
10.16	Les élèves de votre école ont-ils reçu chacun leur cahier de l'élève d'Accélère !! ?	Oui, tous les élèves Oui, plus que la moitié des élèves Moins de la moitié des élèves Non
10.17	Les élèves ont-ils reçu des kits scolaires ? <i>Montrer une photo</i>	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.18	Votre école a-t-elle reçu des affiches d'Accélère !! pour l'enseignement de la lecture ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.19	Votre école a-t-elle reçu une bande à lettres d'Accélère !! pour l'enseignement de la lecture ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
Note à l'ML : Si le directeur répondu « oui » à au moins 2 types de matériels didactiques ici-haut, poser cette question en notant seulement les types cités :		
10.20	Parmi les différents matériels didactiques fournis par Accélère!! pour les enseignants, lesquels avez-vous apprécié le plus ? Citez-en 3 en ordre de priorité.	<ul style="list-style-type: none"> • Guide de l'enseignant • Matériels de formation AL : observation, feedback • Matériels élève : cahiers de lecture • Matériels élève : livrets • Affiches • Bande à lettres

SECTION 11 : QUESTIONS SOMMAIRES

<p>Consignes à l'ML : Pour cette dernière partie, lisez toutes les réponses pour chaque item, puis demander à l'enseignant de choisir ce qui lui convient le mieux. Demander à l'enseignant de citer l'ordre des réponses : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité.</p> <p>LE ML LIT : « Pour les questions suivantes, prière choisir en ordre de priorité les assertions des réponses qui vous conviennent parmi ce que je vais vous lire : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité. »</p>		
11.1	Dans votre travail actuel, citez en ordre de priorité les 3 éléments qui vous motivent le plus (1=plus grande priorité) :	<ul style="list-style-type: none"> • Performance de mes enseignants • Confiance dans mon appui à mes enseignants en lecture • Apprentissage des élèves • Formation continue • Matériels didactiques 555. Autre à préciser : _____
11.2	A l'avenir, quels sont les éléments qui pourraient vous motiver le plus ? Citez-en 3 en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Promotion • Sécurité lors du déplacement de la maison à l'école • Sécurité à l'école • Changement de profession • Participation à la prise de décisions • Augmentation de salaire • Transfert à une autre école 555. Autre à préciser : _____
11.3	Citez 3 éléments les plus difficiles dans votre travail actuel en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Enseignants non motivés • Manque de matériels • Manque de participation à la prise de décisions • Salaire insuffisant • Manque de sécurité du déplacement de la maison à l'école • Manque de sécurité à l'école 555. Autre à préciser : _____
11.4	Qu'est-ce que vous inquiète le plus ? Citez 3 éléments en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Perdre le travail • Les comportements des élèves à l'école • Transfert à un autre établissement • Manque de performances (selon mes attentes) • Application de nouvelles stratégies d'enseignement (ou difficulté ?) 555. Autre à préciser : _____
11.5	En somme, d'après-vous, la motivation c'est quoi ?	<ul style="list-style-type: none"> • C'est le désir de mieux faire mon travail • C'est le sens de bien-être dans ma profession (confiance, compétence) • C'est la satisfaction que je trouve dans mon travail quotidien • C'est l'appréciation et le respect de mes collègues et la communauté • C'est le sens que je ne peux pas trouver du mieux • C'est les conditions de vie dans cette profession • C'est le respect du directeur d'école, mes collègues ou les autorités 555. Autre à préciser : _____

Merci ! (FIN D'ENTRETIEN)

ANNEX F: SURVEY TOOL FOR TEACHERS

Etude TMIS Phase 3 : Questionnaire Enseignant(e)

SECTION 0 : INFORMATION GÉNÉRALE

S. No.	Questions	Réponses
001	Nom de l'école	
002	Nom de l'enseignant(e)	
003	Date de l'entretien	_ _ / _ _ / _ _
004	Heure de début de l'entretien	_ _ : _ _
005	Heure de fin de l'entretien	_ _ : _ _
006	Nom de ML	

CONSENTEMENT

Les ML sont formés pour présenter mot pour mot les énoncés de consentement suivant à l'attention des enseignants et directeurs d'établissement scolaire.

Bonjour, je m'appelle _____

Dans le cadre du Programme ACCELERE!, mes collègues et moi-même, en collaboration avec le ministère de l'éducation primaire, secondaire et professionnel (EPSP), conduisons une étude sur la motivation professionnelle des enseignants.

Le but de cette étude est de connaître l'actuel niveau de motivation mais également dans quelles mesures le dynamisme des enseignants évolue en participant au programme ACCELERE!. Dans notre démarche, nous recueillons des informations concernant les attitudes et les pratiques des enseignants vis à vis de la méthode d'apprentissage de la lecture afin de constater si ces éléments sont liés à la motivation des enseignants.

En ce moment nous sommes dans la deuxième étape de l'étude. La première étape a été menée pendant la grande formation des Directeurs et des Enseignants dans le cadre d'activités ACCELERE ! du mois d'août 2018. Le but de la deuxième étape est de mesurer les changements depuis la formation en août. Votre participation est très importante mais vous n'êtes pas obligé de participer à cette étude si vous ne le souhaitez pas. Cependant, si vous participez, je vais vous poser certaines questions à propos de votre satisfaction professionnelle, de vos conditions de travail, de votre degré de confiance dans vos tâches quotidiennes, ainsi que sur vos attitudes et pratiques actuelles sur la façon d'enseigner la lecture. Cela devrait prendre entre 45 minutes environ.

L'ensemble des informations que vous pourrez nous apporter resteront anonymes et ne seront pas transmises à votre établissement. Votre nom n'apparaîtra sur aucun rapport de cette étude. Les résultats de cette étude seront communiqués au programme ACCELERE!, au ministère de l'EPSP ainsi qu'aux divers acteurs du milieu éducatif. Ils seront utilisés afin d'identifier les secteurs dans lesquels un soutien supplémentaire pourrait être nécessaire aux enseignants ayant un niveau primaire concernant les méthodes d'apprentissage de la lecture.

Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront bénéfiques au Ministère, dans la compréhension des stratégies à adopter pour motiver les enseignants de la République Démocratique du Congo.

Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Willy Mpwate +243 823 958 191

Voudriez-vous contribuer à cette étude ? Oui / Non

Le ML LIT : « Merci pour votre participation. Je vais vous poser des questions sur votre expérience en tant qu'enseignant(e). Vous avez toujours le choix de dire « non » et choisir de ne pas répondre à une question si vous ne le souhaitez pas : informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les opinions et les points de vue des enseignants et enseignantes de votre province. Vos réponses ne seront pas partagées et resteront confidentielles. Votre nom ne sera pas lié à vos réponses après cet entretien. »

SECTION 1 : INFORMATIONS DEMOGRAPHIQUES

Consignes du ML : Demandez à l'enseignant(e) de répondre aux questions suivantes :

S. No.	Questions	Réponses
1.1	Sexe	0. Homme 1. Femme
1.2	Quel est le régime de gestion de votre école ?	Ecole de l'Etat / Non conventionnée Ecole conventionnée Ecole privée
1.3	Pendant votre temps en tant qu'enseignant avez-vous reçu une formation sur la façon d'enseigner la lecture ? (Si "non" ou « je ne sais pas / Je refuse de répondre », passez à la section 2)	Oui Non 777. Je ne sais pas / Je refuse de répondre
1.4	Si oui à la question 1.3 ou 1.3a] Dans les formations en lecture que vous avez reçues, quel était le contenu ? (Ne lisez pas les réponses à haute voix. Notez toutes les réponses que le participant donne.)	Méthodes pédagogiques d'enseignement de la lecture Psychologie du développement Méthodes interactives d'enseignement de la lecture Evaluation de la lecture Compétences de base en lecture 555. Autre à préciser : _____ 777. Je ne sais pas / Je refuse de répondre

SECTION 2 : SATISFACTION PROFESSIONNELLE

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre satisfaction au travail. Certains de ces énoncés s'appliqueront davantage à vous que d'autres. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
2.1	Je suis satisfait de mon travail en tant qu'enseignant(e).	1	2	3	4	777
2.2	Si j'avais l'occasion de recommencer une nouvelle carrière, je choisirais de devenir enseignant(e).	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
2.3	J'ai l'intention de continuer à travailler comme enseignant(e) dans l'avenir proche.	1	2	3	4	777
2.4	Je veux être transféré dans une autre école.	1	2	3	4	777
2.5	Je m'inquiète de perdre mon travail.	1	2	3	4	777
2.6	Dans l'ensemble, la satisfaction professionnelle me motive à faire mon travail.	1	2	3	4	777

SECTION 3 : CONDITIONS DE TRAVAIL

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes concernant les conditions de travail dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
3.1	J'ai un salaire satisfaisant.	1	2	3	4	777
3.2	L'environnement de travail dans mon école est adéquat.	1	2	3	4	777
3.3	Les enseignants de mon école ont des matériels pédagogiques adéquats.	1	2	3	4	777
3.4	Les enseignants de mon école travaillent bien ensemble.	1	2	3	4	777
3.5	Le comportement des élèves en classe n'est pas un problème pour les enseignants de cette école.	1	2	3	4	777
3.6	Les enseignants et les administrateurs de mon école sont respectés par les parents et la communauté.	1	2	3	4	777
3.7	Les parents et la communauté participent aux activités scolaires et apportent un soutien à l'école.	1	2	3	4	777
3.8	Je prends de nombreuses responsabilités supplémentaires dans mon école.	1	2	3	4	777
3.9	Mon école reconnaît et honore les enseignants qui enseignent bien.	1	2	3	4	777
3.10	Dans l'ensemble, les conditions de travail dans mon école me motivent à faire mon travail.	1	2	3	4	777

SECTION 4 : LEADERSHIP ET GESTION DES ENSEIGNANTS

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes concernant le leadership et la gestion des enseignants dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
4.1	Le directeur de mon école traite les enseignants équitablement.	1	2	3	4	777
4.2	Le directeur de mon école n'écoute pas les opinions des enseignants sur la gestion de l'école.	1	2	3	4	777
4.3	Le directeur de mon école aide les enseignants à bien enseigner.	1	2	3	4	777
4.4	Le directeur de mon école m'observe régulièrement en train d'enseigner.	1	2	3	4	777
4.5	Le directeur de mon école fournit régulièrement des commentaires sur mon enseignement.	1	2	3	4	777
4.6	Le directeur de mon école m'honore quand mes élèves réussissent bien.	1	2	3	4	777
4.7	Le directeur de mon école m'aide à traiter avec des élèves difficiles.	1	2	3	4	777
4.8	Le directeur de mon école m'encourage à demander de l'aide quand j'en ai besoin.	1	2	3	4	777
4.9	Le directeur de mon école se comporte de façon exemplaire pour les enseignants.	1	2	3	4	777
4.10	Le directeur de mon école est souvent absent de l'école pour des tâches officielles.	1	2	3	4	777
4.11	Le directeur de mon école est souvent absent de l'école pour des tâches personnelles.	1	2	3	4	777
4.12	Dans l'ensemble, le leadership scolaire et la gestion des enseignants dans mon école me motivent à enseigner.	1	2	3	4	777

SECTION 5 : ATTITUDES A PROPOS DE LA PERFORMANCE DES ELEVES

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à la performance des élèves dans votre école. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
5.1	La plupart de mes élèves sont intéressés par l'apprentissage.	1	2	3	4	777
5.2	Je me sens heureux lorsque les élèves sont intéressés par l'apprentissage.	1	2	3	4	777
5.3	J'ai de grandes attentes pour mes élèves.	1	2	3	4	777
5.4	La plupart de mes élèves répondent à mes attentes.	1	2	3	4	777
5.5	Je me sens malheureux lorsque mes élèves ne réussissent pas.	1	2	3	4	777
5.6	Je me sens heureux quand j'influence positivement le moral de mes élèves.	1	2	3	4	777
5.7	La plupart de mes élèves ont un niveau de lecture faible.	1	2	3	4	777
5.8	Dans l'ensemble, la performance des élèves me motive à faire mon travail.	1	2	3	4	777

SECTION 6 : CONFIANCE EN TANT QU'ENSEIGNANT(E)

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre confiance dans vos capacités en tant qu'enseignant(e). Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
6.1	Je suis confiant dans ma capacité de faire mon travail efficacement.	1	2	3	4	777
6.2	Parfois, je ne suis pas à la hauteur de mes attentes.	1	2	3	4	777
6.3	Je suis confiant dans ma capacité d'aider les élèves à apprendre.	1	2	3	4	777
6.4	Je suis confiant dans ma capacité de contrôler le comportement perturbateur de mes élèves.	1	2	3	4	777
6.5	Je suis constamment en train d'apprendre et d'améliorer mes compétences.	1	2	3	4	777
6.6	Je suis confiant dans ma capacité d'utiliser une variété de méthodes d'enseignement.	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
6.7	Je ne suis pas confiant dans ma capacité d'appliquer de nouvelles stratégies d'enseignement.	1	2	3	4	777
6.8	Les formations que j'ai suivi sur la façon d'enseigner la lecture m'ont mis plus à l'aise avec l'introduction de nouvelles stratégies d'enseignement.					
6.9	Je me sens à l'aise de demander de l'aide quand j'en ai besoin.	1	2	3	4	777
6.10	Dans l'ensemble, ma confiance dans ma capacité d'enseigner me motive à faire mon travail.	1	2	3	4	777

SECTION 7 : ATTITUDES A PROPOS DE LA LECTURE

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à vos attitudes sur l'enseignement de la lecture. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
7.1	Tous les élèves peuvent apprendre à lire avec fluidité.	1	2	3	4	777
7.2	Si les élèves ne sont pas motivés, les enseignants ne peuvent pas les aider à améliorer leurs compétences en lecture.	1	2	3	4	777
7.3	Les élèves devraient être capables de lire avec fluidité avant la fin de la première année.	1	2	3	4	777
7.4	Même des enseignants efficaces ne peuvent pas aider certains élèves à apprendre à lire.	1	2	3	4	777
7.5	Si un élève éprouve des difficultés à lire, il en est de la responsabilité de l'enseignant de l'aider.	1	2	3	4	777
7.6	Dans l'ensemble, mon attitude envers l'enseignement de la lecture me motive à faire mon travail.	1	2	3	4	777

SECTION 8 : PRATIQUES PÉDAGOGIQUES EN LECTURE

LE ML LIT : « Maintenant, je vais vous poser un certain nombre de questions qui se rapportent à ce que vous faites en lecture dans votre classe. »

S. No.	Questions	Réponses
8.1	Dans quelle(s) langue(s) enseignez-vous la lecture ? (Sélectionnez les mentions valables) (Si français, poser le questions 8.2 et 8.4. Si Lingala / Kiswahili / Ciluba / autre, poser les questions 8.5 et 8.7.)	Français Lingala Kiswahili Ciluba 555. Autre à préciser : _____
8.2	Au cours d'une journée typique, combien de temps passez-vous à enseigner des cours de lecture en français aux élèves ?	_____ heure _____ minutes
8.3	Au cours d'une semaine typique, combien de temps passez-vous à enseigner des cours de lecture en français aux élèves ?	3. Tous les jours 2. 3 ou 4 jours par semaine 1. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre

LE ML LIT : « Maintenant, je vais vous poser un certain nombre de questions qui se rapportent à la fréquence avec laquelle vous enseignez certaines matières. Veuillez me dire pour chacune de ces matières si vous l'enseignez : chaque jour ou presque tous les jours, une fois ou deux fois par semaine, une fois ou deux fois par mois, jamais ou presque jamais. »

	Lorsque vous avez des cours de lecture en français avec vos élèves, à quelle fréquence enseignez-vous ...	Chaque jour ou presque tous les jours	Une fois ou deux fois par semaine	Une fois ou deux fois par mois	Jamais ou presque jamais	Je ne sais pas / Refuse de répondre
8.4.1	La langue orale	4	3	2	1	777
8.4.2	La conscience phonémique et l'alphabétique	4	3	2	1	777
8.4.3	Le décodage	4	3	2	1	777
8.4.4	L'orthographe	4	3	2	1	777
8.4.5	La fluidité	4	3	2	1	777
8.4.6	Le vocabulaire	4	3	2	1	777
8.4.7	La compréhension des textes	4	3	2	1	777
8.4.8	L'écriture	4	3	2	1	777
8.4.9	L'évaluation du niveau de lecture des élèves	4	3	2	1	777
8.5	Au cours d'une journée typique, combien de temps passez-vous à enseigner des cours de lecture en Lingala / Kiswahili / Ciluba / autre aux élèves ?	_____ heure _____ minutes				
8.6	Au cours d'une semaine typique, combien de temps passez-vous à enseigner des cours de lecture en Lingala / Kiswahili / Ciluba / autre aux élèves ?	3. Tous les jours 2. 3 ou 4 jours par semaine 1. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				

8.7	Lorsque vous avez des cours de lecture en Lingala / Kiswahili / Ciluba / autre avec vos élèves, à quelle fréquence enseignez-vous ...	Chaque jour ou presque tous les jours	Une fois ou deux fois par semaine	Une fois ou deux fois par mois	Jamais ou presque jamais	Je ne sais pas / Refuse de répondre
8.7.1	La langue orale	4	3	2	1	777
8.7.2	La conscience phonémique et l'alphabétique	4	3	2	1	777
8.7.3	Le décodage	4	3	2	1	777
8.7.4	L'orthographe	4	3	2	1	777
8.7.5	La fluidité	4	3	2	1	777
8.7.6	Le vocabulaire	4	3	2	1	777
8.7.7	La compréhension des textes	4	3	2	1	777
8.7.8	L'écriture	4	3	2	1	777
8.7.9	L'évaluation du niveau de lecture des élèves	4	3	2	1	777
8.8	Au cours d'une semaine typique, à quelle fréquence élaboriez-vous des plans de leçons de lecture ?	3. Tous les jours 2. 3 ou 4 jours par semaine 1. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				
8.9	Au cours d'une semaine type, à quelle fréquence utilisez-vous le manuel d'enseignement de lecture pour vos cours ?	3. Tous les jours 2. 3 ou 4 jours par semaine 1. Moins de 3 jours par semaine 777. Je ne sais pas / Refuse de répondre 0. Non applicable				

SECTION 9 : CONFIANCE DANS L'ENSEIGNEMENT DE LA LECTURE

LE ML LIT : « Maintenant, je vais lire un certain nombre de déclarations différentes qui se rapportent à votre confort avec l'enseignement de la lecture. Veuillez me dire pour chacune de ces affirmations si vous êtes : tout à fait d'accord, d'accord, pas d'accord, ou pas du tout d'accord. »

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
Questions 9.1 à 9.3 sont pour les enseignants qui enseignent la lecture en français.						
9.1	Dans l'ensemble, je suis confiant dans ma capacité à enseigner la lecture à mes élèves en français.	1	2	3	4	777
9.2	Je suis confiant dans ma capacité à enseigner ce qui suit en français ...	1	2	3	4	777
9.2.1	La langue orale	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
9.2.2	La conscience phonémique et l'alphabétique	1	2	3	4	777
9.2.3	Le décodage	1	2	3	4	777
9.2.4	L'orthographe	1	2	3	4	777
9.2.5	La fluidité	1	2	3	4	777
9.2.6	Le vocabulaire	1	2	3	4	777
9.2.7	La compréhension des textes	1	2	3	4	777
9.2.8	L'écriture	1	2	3	4	777
9.3	Je suis confiant dans ma capacité à évaluer les niveaux de lecture de mes élèves en français.	1	2	3	4	777
9.4	Dans l'ensemble, je suis confiant dans ma capacité à enseigner la lecture à mes élèves en Lingala / Swahili / Ciluba / autre.	1	2	3	4	777
9.5	Je suis confiant dans ma capacité à enseigner ce qui suit en Lingala / Swahili / Ciluba / autre...	1	2	3	4	777
9.5.1	La langue orale	1	2	3	4	777
9.5.2	La conscience phonémique et l'alphabétique	1	2	3	4	777
9.5.3	Le décodage	1	2	3	4	777
9.5.4	L'orthographe	1	2	3	4	777
9.5.5	La fluidité	1	2	3	4	777
9.5.6	Le vocabulaire	1	2	3	4	777
9.5.7	La compréhension des textes	1	2	3	4	777
9.5.8	L'écriture	1	2	3	4	777

S. No.	Affirmation	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	Pas de réponse / Refuse de répondre
9.6	Je suis confiant dans ma capacité à évaluer les niveaux de lecture de mes élèves en Lingala / Swahili / Ciluba/ autre.	1	2	3	4	777
9.7	Je suis confiant dans ma capacité à développer des plans de leçons pour les cours de lecture que j'enseigne.	1	2	3	4	777
9.8	Je suis confiant dans ma capacité à utiliser le manuel de lecture ("Les Champions").	1	2	3	4	777
9.9	Dans l'ensemble, ma confiance dans ma capacité d'enseigner la lecture me motive à faire mon travail.	1	2	3	4	777

SECTION 10 : QUESTIONS SUR L'APPUI D'ACCELERE !!

S. No.	Questions	Réponses
LE ML LIT : Maintenant je vais vous poser quelques questions sur les activités de formation des enseignants par le projet Accélère !!		
10.1	Avez-vous reçu une formation du Projet ACCELERE !! pour les enseignants de 1 ^e , 2 ^e , ou 3 ^e année pendant les grandes vacances en lecture-écriture ?	Oui Non 777. Je ne sais pas / Je refuse de répondre
10.2	Si oui, en quelle année ? [Plusieurs réponse possibles]	Grandes vacances de 2016 Grandes vacances de 2017 Grandes vacances de 2018
10.3	Si oui, pour combien de jours ? [Si l'enseignant a participé à 2 formations A!! ou plus, donnez le nombre de jours pour la formation la plus récente]	1-4 jours 5 jours 6 jours 7 jours 8 jours 9 jours 10 jours Plus de 10 jours 777. Je ne sais pas
10.4	Pendant cette année scolaire (2018-2019), avez-vous participé à une réunion en réseaux d'écoles de proximité (réunions en REP) ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.5	Si oui, depuis le début de l'année scolaire, à combien de réunions avez-vous participé ?	1 réunion 2 réunions 3 réunions Plus de 3 réunions Je ne sais pas

S. No.	Questions	Réponses
10.6	Pendant cette année scolaire, avez-vous participé aux unités pédagogiques (UP) qui portent sur la lecture/écriture (réunions des enseignants/éducateurs du même degré dans votre établissement) ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.7	Si oui, depuis le début de l'année scolaire, vous avez participé à combien de séances qui portent sur la lecture/écriture ?	1 séance 2 séances 3 séances Plus de 3 séances Je ne sais pas
10.8	Pendant cette année scolaire, avez-vous participé aux cellules de base (CB) qui portent sur la lecture/écriture (réunions des enseignants de tous les niveaux dans votre école)	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.9	Si oui, depuis le début de l'année scolaire, vous avez participé à combien de séances qui portent sur la lecture/écriture ?	1 séance 2 séances 3 séances Plus de 3 séances Je ne sais pas
10.10	Pendant cette année scolaire, avez-vous été observé en classe de lecture par votre Directeur ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.11	Si oui, combien de fois ?	1 fois 2 fois 3 fois 4 fois Plus de 4 fois
10.12	Si oui, avez-vous reçu des remarques de votre Directeur ?	Oui, chaque fois Oui, parfois Jamais
Note à l'ML : Si l'enseignant a répondu « oui » à au moins 2 types de formation ici-haut, posez cette question en notant seulement les types cités :		
10.13	Parmi les différents types de formation citées, lesquels avez-vous trouvé le plus efficace ? Citez-en 3 en ordre de priorité. <i>[Lire les réponses au répondant]</i>	<ul style="list-style-type: none"> • Les formations face-à-face pendant les grandes vacances • Les réunions en réseaux d'écoles de proximité • Les réunions des cellules de base • Les réunions des unités pédagogiques • L'observation et feedback par mon directeur (AL)
Je vais poser quelques questions sur les matériels didactiques pour la lecture fournis par le projet Accélère !!		
10.14	Avez-vous reçu un Guide de l'enseignant/éducateur en lecture d'Accélère !! ? (Lire les réponses au répondant)	Oui, version imprimée Oui, version en photocopie Non
10.15	Vos élèves ont-ils reçu chacun leur livret d'élève d'Accélère !! ?	Oui, tous les élèves Oui, plus que la moitié des élèves Moins de la moitié des élèves Non

S. No.	Questions	Réponses
10.16	Vos élèves ont-ils reçu chacun leur cahier de l'élève d'Accélère !! ?	Oui, tous les élèves Oui, plus que la moitié des élèves Moins de la moitié des élèves Non
10.17	Vos apprenants/élèves ont-ils reçu des kits scolaires ? <i>Montrer une photo</i>	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.18	Avez-vous reçu des affiches (posters) d'Accélère !! pour enseigner la lecture ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
10.19	Avez-vous reçu une bande à lettres d'Accélère !! pour enseigner la lecture ?	1. Oui 0. Non 777. Pas de réponse/ne sais pas
Note à l'ML : Si l'enseignant a répondu « oui » à au moins 2 types de supports ici-haut, poser cette question en notant seulement les types cités :		
10.20	Parmi les différents matériels didactiques fournis par Accélère!! pour les enseignants, lesquels avez-vous apprécié le plus ? Citez-en 3 en ordre de priorité.	<ul style="list-style-type: none"> • Guide de l'enseignant • Matériels élève : cahiers de lecture • Matériels élève : livrets • Affiches • Bande à lettres

SECTION 11 : QUESTIONS SOMMAIRES

Consignes à l'ML : Pour cette dernière partie, lire toutes les réponses pour chaque item, puis demander à l'enseignant de choisir ce qui lui convient le mieux. Demander à l'enseignant de citer l'ordre des réponses : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité.

LE ML LIT : « Pour les questions suivantes, prière choisir en ordre de priorité les assertions des réponses qui vous conviennent parmi ce que je vais vous lire : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité. »

11.1	Dans votre travail actuel, citez en ordre de priorité les 3 éléments qui vous motivent le plus (1=plus grande priorité) :	<ul style="list-style-type: none"> • Conditions de travail • Qualité de gestion de l'école • Apprentissage des élèves • Formation continue • Matériels didactiques 555. Autre à préciser : _____
11.2	A l'avenir, quels sont les éléments qui pourraient vous motiver le plus ? Citez-en 3 en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Promotion • Sécurité lors du déplacement de la maison à l'école la sécurité à l'école • Changement de profession • Participation à la prise de décisions • Augmentation de salaire • Transfert à une autre école 555. Autre à préciser : _____

Consignes à l'ML : Pour cette dernière partie, lire toutes les réponses pour chaque item, puis demander à l'enseignant de choisir ce qui lui convient le mieux. Demander à l'enseignant de citer l'ordre des réponses : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité.

LE ML LIT : « Pour les questions suivantes, prière choisir en ordre de priorité les assertions des réponses qui vous conviennent parmi ce que je vais vous lire : #1=plus grande priorité, #2 : 2^e priorité, #3 : 3^e priorité. »

11.3	Citez 3 éléments les plus difficiles dans votre travail actuel en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Manque de matériels • Manque de participation à la prise de décisions • Bas salaire • Manque de sécurité du déplacement de la maison à l'école manque de sécurité à l'école • Les absences fréquentes de directeur à l'école pour des tâches privées 555. Autre à préciser : _____
11.4	Qu'est-ce que vous inquiète le plus ? Citez-en 3 en ordre de priorité (1=plus grande priorité)	<ul style="list-style-type: none"> • Perdre le travail • Les comportements des élèves à l'école • Transfert à un autre établissement • Manque de performances (selon mes attentes) • Application de nouvelles stratégies d'enseignement (ou difficulté ?) 555. Autre à préciser : _____
11.5	En somme, d'après-vous, la motivation c'est quoi ?	<ul style="list-style-type: none"> • C'est le désir de mieux faire mon travail • C'est le sens de bien-être dans ma profession (confiance, compétence) • C'est la satisfaction que je trouve dans mon travail quotidien • C'est l'appréciation et le respect de mes collègues et la communauté • C'est le sens que je ne peux pas trouver du mieux • C'est les conditions de vie dans cette profession • C'est le respect du directeur d'école, mes collègues ou les autorités 555. Autre à préciser : _____

ANNEX G: FOCUS GROUP DISCUSSION TOOL

Discussion thématique de groupe

- 1) Formations et le soutien continu du programme ACCELERE!
 - a) Quel est le contenu des formations d'ACCELERE! ? Donnez des exemples des sujets que les formateurs ont discuté avec vous par rapport à l'enseignement en classe, y compris des compétences d'enseigner la lecture, ainsi que des compétences générales de travail avec les élèves ?
 - b) A part des grandes formations ACCELERE !, quels sont les activités de soutien continu au cours de l'année scolaire auxquels vous participez ?
 - Parmi ces activités, lesquelles sont les plus pratiques pour vous et pourquoi ?
 - Quels sont les compétences que vous avez acquis de ces activités que vous utilisez le plus souvent ?
 - c) Que suggérez-vous aux programmes différents d'appui aux enseignants de changer pour améliorer les formations ou les activités de soutien continu ?
 - A votre avis, qu'est-ce qui faciliterait l'application des compétences acquis ?
- 2) Satisfaction professionnelle :
 - a) Quels côtés de votre travail vous plaisent ? (*Pour l'animateur : ces côtés peuvent être les relations avec le directeur et entre collègues, les activités scolaires ou les tâches quotidiennes, l'enseignement en classe, ainsi que le respect de la communauté, etc.*)
 - b) Pendant les entretiens beaucoup d'enseignants ont dit que s'ils avaient l'occasion de recommencer une nouvelle carrière, ils choisiraient toujours de devenir enseignant(e) et de continuer dans cette carrière dans l'avenir proche. Etes-vous de même avis ? Si oui, pourquoi ?
 - c) Selon vous, quels sont les avantages de votre profession ?
- 3) Leadership et gestion des enseignants :
 - a) Le directeur de votre école réunit-il les enseignants pour échanger sur les défis communs et les moyens d'améliorer l'enseignement ? Si oui, veuillez décrire comment il/elle le fait.
 - Ces réunions dans quelle manière aident-elles à améliorer votre travail ?
 - b) Le directeur fournit-il des points à améliorer ET des remarques positives aux enseignants (tous les deux) ?
 - c) Comment le directeur encourage-t-il les enseignants à continuer à apprendre et à améliorer leurs compétences ?
 - d) Est-ce qu'il serait utile d'avoir ces échanges plus souvent ? Si oui, comment pourrait-on les améliorer ?
- 4) Attitudes à propos de la performance des élèves :
 - a) La réussite de vos élèves, vous motive-t-elle ? Si oui, veuillez donner quelques exemples quand ils ont réussi (ex, sur quel aspect de la lecture) et l'aspect qui vous a plus le plus ex, voir les résultats de votre travail, recevoir des remerciements des parents, etc.).
 - b) Au début de l'année, plusieurs enseignants ont dit que tous les élèves ne peuvent pas apprendre à lire avec fluidité. Qu'est-ce qui empêche certains élèves d'apprendre à lire avec fluidité ?
 - c) Comment arrivez-vous à motiver et influencer le moral des élèves qui ne réussissent pas ?

- d) Y a-t-il certains aspects du programme ACCELERE! qui motivent les élèves en difficulté ? Comment les programmes d'appui aux enseignants pourraient-il vous appuyer pour mieux motiver les élèves en difficulté ?
- 5) Enseignement de la lecture—attitudes et pratiques :
- a) Au début de l'année, plusieurs enseignants ont rapporté un manque de confiance dans leur capacité d'appliquer des nouvelles stratégies d'enseignement en classe. Si certains parmi vous ont ainsi dit, pouvez-vous expliquer pourquoi ?
 - b) Les programmes d'appui aux enseignants que peuvent-ils faire pour donner la confiance aux enseignants par rapport à l'adoption de nouvelles stratégies d'enseignement ?
 - c) Quel est votre niveau de confiance dans le développement des plans de leçon ?
 - Quel est votre niveau de confiance dans l'évaluation des compétences en lecture chez vos élèves ?
 - Qu'est-ce qui vous rendrait plus confiant dans ces capacités ?
 - d) Pour enseigner la lecture, un enseignant doit avoir une certaine maîtrise des notions pédagogiques en lecture. Veuillez donner quelques exemples des notions pédagogiques de l'enseignement de la lecture que vous trouvez les plus importantes.

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523

and

School-to-School International
1005 Terra Nova Boulevard, Suite 1
Pacifica, CA 94044