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Monitoring, Evaluation, and Coordination Contract (MECC):

ACCELERE! Activity I Reading Impact Evaluation Report

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MONITORING, EVALUATION, AND COORDINATION CONTRACT:

ACCELERE! Activity I Reading Impact Evaluation Report

Revised November 24, 2020

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ACRONYMS

ACCELERE!	<i>Accès, Lecture, Retention, et Redevabilité</i> (Access, Reading, Retention and Accountability)
CFWPM	Correct Familiar Words per Minute
CLA	Collaborating, Learning and Adapting
CLSPM	Correct Letter Sounds per Minute
CNWPM	Correct Nonwords per Minute
CWPM	Correct Words per Minute
DFID	U.K. Department for International Development
DiD	Difference-in-Differences
DRC	Democratic Republic of Congo
EGRA	Early Grade Reading Assessment
EQ	Evaluation Question
FCDO	Foreign, Commonwealth and Development Office
GDRC	Government of the Democratic Republic of Congo
IBTCI	International Business and Technical Consultants, Inc.
L1	Local Language
L2	National Language
L3	International Language
MDE	Minimum Detectable Effect
MECC	Monitoring, Evaluation, and Coordination Contract
MEPSP	Ministry of Primary, Secondary, and Professional Education
MSI	Management Systems International
OLS	Ordinary Least Squares
ORF	Oral Reading Fluency
QCO	Quality Control Officer
QED	Quasi-Experimental Design
SSME	Snapshot of School Management Effectiveness
TLM	Teaching and Learning Materials
TPD	Teacher Professional Development
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

EVALUATION PURPOSE

The United States Agency for International Development (USAID) requested from the Monitoring, Evaluation, and Coordination Contract (MECC) an endline impact evaluation of the ACCELERE! Activity I project. This evaluation assesses the extent to which Activity I improved primary school student reading skills in the Democratic Republic of Congo (DRC). Specifically, the evaluation measures changes in student reading outcomes (i.e., reading skills) at the end of Grades 2 and 4 in national languages and French language and changes in teachers' instructional practices.

PROJECT BACKGROUND

From 2015 to 2019, Activity I, implemented by Chemonics International, supported education service delivery in public primary schools in 26 subprovinces across six provinces: Equateur, Haut-Katanga, Kasai-Central, Kasai-Oriental, Lualaba, and Sud-Ubangi. Activity I worked to ensure that girls and boys benefited equally from project interventions and that all assistance was conflict sensitive and disability inclusive.

Activity I is divided into three result areas:

1. Result 1: Increased equitable enrollments to a quality education environment
2. Result 2: Improved education quality
3. Result 3: Improved governance and accountability by stakeholders

This evaluation focuses on Result 2: Improved education quality.

METHODOLOGY OVERVIEW

The evaluation addresses the following four evaluation questions (EQs):

- EQ1. What are the impacts of ACCELERE! Activity I on students' reading proficiency in national languages at the end of Grade 2?
- EQ2. What are the impacts of ACCELERE! Activity I on students' reading proficiency in French language at the end of Grade 4?
- EQ3. What are the impacts of ACCELERE! Activity I on teachers' delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?
- EQ4. How did the impacts on students' reading proficiency vary by gender (girls or boys) or language (Lingala, Kiswahili, Tshiluba, or French)?

The evaluation team used a quasi-experimental design with an intervention group (Activity I schools) and a comparison group (a counterfactual). To estimate Activity I's impacts on student learning outcomes over time, the design compared improvements in learning outcomes for students in schools that received Activity I interventions with those of students in matched comparison schools that did not receive Activity I interventions, using a difference-in-differences (DiD) approach.

Data collection took place between October and December 2019 in 236 schools, after which the evaluation team conducted data cleaning, data analyses, and the reporting of findings. When examining

the 2015 baseline sample, the MECC evaluation team determined that because of the government’s redistricting efforts (“découpage”) and changes to the project’s implementation plan in 2016, there were too few schools in each of the targeted Activity I provinces included at baseline for analysis at the provincial level at endline. As a result, analysis and reporting of evaluation results are at the language of instruction level—Kiswahili, Lingala, and Tshiluba—and combine data from multiple provinces and subprovinces within each language group (Table 1).

Table 1: Final Sample of Schools by Language Group and Treatment Status

Language	Intervention	Comparison	Total	Percent of Target
Kiswahili	33	33	66	100%
Lingala	43	43	86	93%
Tshiluba	42	42	84	98%

Table 2 summarizes the data sources and analytical methods used for each EQ.

Table 2: Evaluation Questions, Data Sources, and Analyses

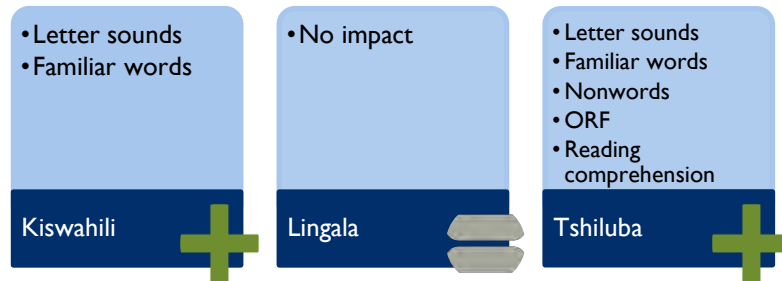
Evaluation Question	Data Source	Data Analysis Method
EQ1. What are the impacts of ACCELERE! Activity I on students’ reading proficiency in national languages at the end of Grade 2?	<ul style="list-style-type: none"> • Kiswahili end of Grade 2 EGRA tool (for students in Grade 3) • Lingala end of Grade 2 EGRA tool (for students in Grade 3) • Tshiluba end of Grade 2 EGRA tool (for students in Grade 3) 	Change over time by language: <ul style="list-style-type: none"> • Mean scores • Zero scores • DiD analysis • Ordinary least squares (OLS) regressions • Significance level: p-value ≤ 0.05
EQ2. What are the impacts of ACCELERE! Activity I on students’ reading proficiency in French language at the end of Grade 4?	<ul style="list-style-type: none"> • French end of Grade 4 EGRA (for students in Grade 5) 	Change over time by language zone: <ul style="list-style-type: none"> • Mean scores • Zero scores • DiD analysis • OLS regressions • Significance level: p-value ≤ 0.05
EQ3. What are the impacts of ACCELERE! Activity I on teachers’ delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?	<ul style="list-style-type: none"> • Classroom observation • Teacher questionnaire • Kiswahili end of Grade 2 EGRA • Lingala end of Grade 2 EGRA • Tshiluba end of Grade 2 EGRA • French end of Grade 4 EGRA 	<ul style="list-style-type: none"> • Descriptive analysis • Correlations between endline ORF scores and teacher questionnaire results • Correlations between ORF scores and mean counts of instances of lesson content, teacher actions, and classroom items from classroom observations
EQ4. How did the impacts on students’ reading proficiency vary by gender (girls or boys) or language (Lingala, Kiswahili, Tshiluba, or French)?	<ul style="list-style-type: none"> • Kiswahili end of Grade 2 EGRA tool (for students in Grade 3) • Lingala end of Grade 2 EGRA tool (for students in Grade 3) • Tshiluba end of Grade 2 EGRA tool (for students in Grade 3) • French end of Grade 4 EGRA (for students in Grade 5) 	<ul style="list-style-type: none"> • Results for boys and girls analyzed separately • Disaggregated DiD results by sex by grade and by language • Mean scores • Zero scores • DiD analysis • OLS regressions • Significance level: p-value ≤ 0.05

ANSWERING THE EVALUATION QUESTIONS

EQ1: What are the impacts of Activity 1 on students' reading proficiency in national languages at the end of Grade 2?

Figure 1: Activity 1 Impact at End of Grade 2 by Language

At the end of Grade 2, Activity 1 had important, positive, statistically significant impact in Tshiluba and some positive impact in Kiswahili (Figure 1). Results showed learning gains and a decline in the proportion of students with zero scores for intervention students relative to

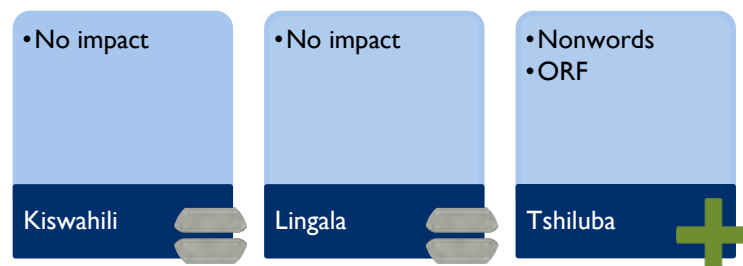


comparison students in letter sounds and familiar words in Kiswahili and Tshiluba and in nonwords, oral reading fluency (ORF), and reading comprehension in Tshiluba. Although students in Kiswahili improved their mean ORF scores, the proportion of students with zero scores did not decline, indicating that learning gains in ORF in Kiswahili were driven by high-performing students and that low-performing students did not benefit as much from the interventions. Similarly, reading skills in Lingala showed statistically significant improvement in letter sounds, for which students gained five correct letter sounds per minute (CLSPM); however, the proportion of students with zero scores did not decline.

EQ2. What are the impacts of ACCELERE! Activity 1 on students' reading proficiency in French language at the end of Grade 4?

Figure 2: Activity 1 Impact in French at End of Grade 4 by Language Zone

At the end of Grade 4, Activity 1 had some positive, statistically significant impact in French language in the Tshiluba zone but no statistically significant impact in French in the Kiswahili and Lingala zones (Figure 2). Results showed learning gains and a decline in the proportion of students with zero



scores for intervention students relative to comparison students in correct nonword per minute (+4.5 CNWPM) and in correct words per minute in the ORF subtask (+9 CWPM) in the Tshiluba zone. However, although students in the Tshiluba zone improved their mean scores in familiar words and reading comprehension in French language, the proportion of students with zero scores did not decline in these subtasks. This indicates that learning gains in these two subtasks were driven by high-performing students and that low-performing students did not benefit as much from the interventions.

EQ3. What are the impacts of Activity 1 on teachers' delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?

Activity 1's impact on teachers' delivery of effective reading instruction and teacher practices that correlate with improved student reading performance varied across the three language zones and across the grades. Table 3 summarizes the factors, practices, and perceptions that emerged from the teacher questionnaire and classroom observations.

Table 3: Activity 1 Impact on Teacher Practices by Language Zone, by Grade

	Kiswahili Zone		Lingala Zone		Tshiluba Zone	
	Grade 2	Grade 4	Grade 2	Grade 4	Grade 2	Grade 4
Teacher Factors Correlated with Higher ORF Scores						
Training	✓					✓
Coaching	✓					
Teacher Guide			✓	✓		
Student Booklets			✓	✓	✓	
Increased Teacher Practices						
Oral Assessment	✓		✓	✓		
End of Year Assessment	✓	✓			✓	
End of quarter Assessment	✓	✓			✓	
Assessment Results to Adapt Teaching	✓	✓	✓	✓		
Assessment Results to Plan Activities	✓	✓				
Read Aloud	✓	✓	✓	✓		
Silent Reading				✓		
Writing	✓			✓		
Vocabulary				✓	✓	✓
Grammar					✓	✓
Teacher Perceptions						
Reading Fluency at Grade 1 and Grade 2	✓		✓		✓	✓

In the Kiswahili zone, Grade 2 intervention students whose teachers had received training in reading instruction and had been coached by school directors or Activity 1 reading staff obtained statistically significantly higher mean ORF scores than did comparison students. For Grade 4 teachers, training in instruction and coaching did not correlate with higher mean ORF scores.

Between baseline and endline, Grade 2 and Grade 4 teachers in the Kiswahili zone increased their use of end-of-year and end-of-quarter evaluations. Grade 2 teachers also increased their use of oral assessments. In addition, teachers increased their use of assessment results to adapt their teaching and plan activities. Grade 2 teachers also used more read-aloud and writing activities. More Grade 2 teachers now believe that students should be able to read fluently in Grades 1 and 2.

In the Lingala zone, teacher training and coaching in reading instruction did not correlate with higher mean ORF scores for Grade 2 and Grade 4 students. However, in Grade 2 and Grade 4 classrooms where the teacher guide and student books were available, students achieved statistically significantly higher mean ORF scores. In Grades 2 and 4, more teachers in the Lingala zone stated using oral assessments with students and using assessment results to adapt teaching at endline. Whereas Grade 2 teachers were observed using more read-aloud activities in their reading lessons, Grade 4 teachers used more read-aloud, silent reading, writing, and vocabulary activities. More Grade 2 teachers in Lingala now believe that students should be able to read fluently in Grades 1 and 2.

In the Tshiluba zone, teacher training in reading instruction, coaching, and the teacher guide did not correlate with higher mean ORF scores for Grade 2 students, and only preservice training correlated with higher mean scores for Grade 4 students. The availability of student reading books correlated with higher scores in Grade 2 but not in Grade 4.

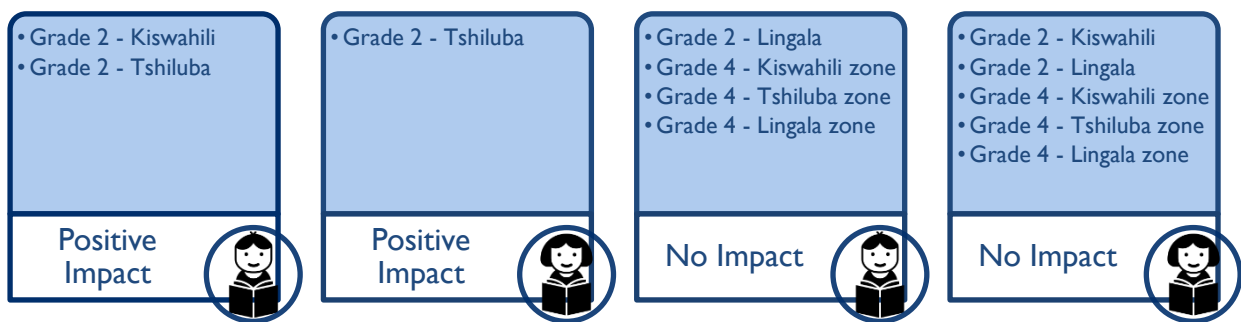
The percentage of Grade 2 teachers using oral assessments declined, but the percentage using end-of-year and quarterly assessments rose. The percentage of Grade 2 and Grade 4 teachers who used assessment results to plan activities rose slightly. Fewer Grade 2 teachers were observed leading read-

aloud activities, but more Grade 4 teachers were observed doing the same. In both grades, more teachers were observed leading grammar and vocabulary activities during the reading lesson. More Grade 2 and Grade 4 teachers in the Tshiluba zone believed at endline that students should be able to read fluently in Grades 1 and 2.

EQ4: How did the impacts on students' reading proficiency vary by gender (girls or boys)?

Activity 1 had statistically significant, positive impact at the end of Grade 2 for boys and girls in Tshiluba and for boys in Kiswahili relative to boys and girls in comparison schools (Figure 3). Activity 1 had no statistically significant impact at the end of Grade 2 for boys and girls in Lingala relative to boys and girls in comparison schools or at the end of Grade 4 for boys and girls in French in the three language zones relative to boys and girls in the comparison groups.

Figure 3: Activity 1 Impact by Gender



In Tshiluba, at the end of Grade 2, boys and girls in the intervention group achieved statistically significant improvement in mean scores in letter sounds, familiar words, nonwords, ORF, and reading comprehension relative to boys and girls in the comparison group. However, the proportion of boys with zero scores in the intervention group declined only in familiar words and ORF relative to boys in the comparison group, whereas that of girls in the intervention group declined in the same five subtasks relative to girls in the comparison group. This indicates that low-performing girls in intervention schools at the end of Grade 2 benefited more from the interventions in Tshiluba than did low-performing boys.

At the end of Grade 4, boys in the Tshiluba zone achieved statistically significant improvement in mean scores in nonwords, ORF, and reading comprehension in French language relative to boys in the comparison schools. However, the proportion of boys with zero scores in the intervention group did not decline relative to boys in the comparison group, indicating that the improvement in mean scores was driven by high-performing boys in intervention schools. Unlike boys at the end of Grade 4, girls in intervention schools in the Tshiluba zone reduced their proportions of zero scores in nonwords and ORF in French relative to girls in the comparison group but did not improve their mean scores relative to girls in the comparison group.

At the end of Grade 2, boys in Kiswahili intervention schools outperformed boys in comparison schools between baseline and endline in letter sounds, familiar words, nonwords, ORF, and reading comprehension. The boys in the intervention group improved their mean scores and the proportion of boys with zero scores in the five subtasks.

Boys and girls in the Kiswahili and Lingala zones did not perform better in French reading than their peers in comparison schools at the end of Grade 4; Activity 1 had no statistically significant impact in those language zones for boys or for girls in French language reading skills.

Student Performance Against Reading Benchmarks

To provide the “Percentage of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance”¹, the evaluation team calculated the proportion of students in intervention schools who achieved both the reading fluency benchmark, as defined for each language, and 60% reading comprehension on the EGRA test. In Kiswahili and Tshiluba, the fluency benchmark is set at 25 CVPM, while in Lingala it is set at 30 CVPM. At the end of Grade 2, in Kiswahili, 1.5 percent of students demonstrated reading fluency and comprehension, an increase of 1.5 percentage points from baseline, well below the Activity’s target of 5.6%. In Lingala, 2 percent of students demonstrated reading fluency and comprehension, with no change between baseline and endline. In Tshiluba, 7.3 percent of students demonstrated reading fluency and comprehension at endline, an increase of 6.8 percentage points from the baseline. No indicator targets were set for Lingala and Tshiluba by Activity I.

Table 4: Changes in Student Performance Against Benchmarks

Performance Category	Kiswahili			Lingala			Tshiluba		
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)
Does not meet benchmark	100%	98.5%	-1.5%	98%	98%	-0%	99.5%	92.7%	-6.8%
Meets benchmark	0%	1.5%	1.5%	2%	2%	0%	0.5%	7.3%	6.8%

LIMITATIONS

- Use of Difference-in-Differences which is limited by the terms in the regression.
- Small sample size and statistical power (0.65) for the Kiswahili language cohort which is below the standard threshold of 0.80 for impact evaluations.
- The endline sample allows for reporting at level of language cohort only.
- No random assignment of schools to treatment group (intervention or comparison) at baseline.
- Comparison schools in nontargeted subprovinces.
- Lack of longitudinal data for teachers, which limits the ability of the study to conclusively attribute changes in teacher practices to Activity I.

RECOMMENDATIONS

The following selected key recommendations for each stakeholder are aligned with components of USAID’s Reading Matters Conceptual Framework² for improved literacy instruction and acquisition:

For USAID and the United Kingdom’s Foreign, Commonwealth and Development Office (FCDO)

- I. Communicate the research on locally piloted programs and international research with the MEPSP as a first step to obtain buy-in on an approach to reading instruction

¹ USAID standard indicator ES.I-I

² USAID. (2019). USAID Reading MATTERS Conceptual Framework. Accessed at <https://www.edu-links.org/resources/usaaid-reading-matters-conceptual-framework>

For the GDRC

2. Identify at ministerial level closest to the school (e.g.: inspectorate/sous-PROVED/"bureau gestionnaires") staff responsible for teacher professional development (TPD) including in-service training, supervision and coaching
3. Work with the private sector, with support from USAID and implementing partners, to update and improve capacity for the development, production, distribution of TLMs

For Implementing Partners

4. Ensure teachers receive additional training, based on empirically based instructional strategies, on how to teach in multilingual classrooms
5. Continuously train teachers on national and/or local language orthography and grammar
6. Early in the project, and prior to developing teaching and learning materials (TLMs) in each language, conduct sociolinguistic mapping in each target community to better understand relationship between local languages (L1), national language (L2) and international language (L3)
7. Continue to support and use the "réseau de proximité" model that is within the national teacher professional development policy to train teachers

For USAID, FCDO and Implementing Partners

8. Establish program of regular collaborating, learning and adapting (CLA) meetings
9. Engage in strategic scenario planning to adapt effectively
10. Encourage the MEPSP to institute a "trilingual" approach (L1 to L2 to L3) in first years of primary school in areas where local languages are predominant, but national languages are not
11. Adopt phased implementation to allow for sensitization of authorities prior to implementation

INTRODUCTION

CONTEXT

The United States Agency for International Development (USAID) and the United Kingdom's Foreign, Commonwealth and Development Office (FCDO), known previously as the Department for International Development (DFID), have committed, through a Delegated Cooperation Agreement, to improve education outcomes for girls and boys in the Democratic Republic of Congo (DRC) and thereby improve human development outcomes and economic growth in the DRC. This collective initiative, called Access, Reading, Retention, and Accountability (*Accès, Lecture, Retention, et Redevabilité* [ACCELERE!]), aims to support the Government of the Democratic Republic of Congo's (GDRC's) commitment to free universal basic education and improved learning outcomes as articulated in the GDRC's Education Sector Strategy (2016–2025).

The DRC is one of the poorest countries in the world. Despite some recent progress in achieving educational goals, efforts remain limited and are further weakened by inequities.³ Lack of equal access to basic education is one of the defining characteristics of the DRC's education system.⁴ The proportion of out-of-school children in rural areas (30 percent of boys and 32 percent of girls) remains higher than that in urban areas (17 percent of boys and 19 percent of girls). In total, there are approximately 3.5 million out-of-school children ages 6 to 11.⁵ Completion rates are very low, with the former provinces of Equateur and Katanga having the lowest primary school completion rates in the country.⁶ Learning outcomes are also poor.⁷ In 2015, the Early Grade Reading Assessment (EGRA), implemented by RTI International with funding from USAID, revealed that 81 percent of Grade 3 and 34 percent of Grade 5 students in the former provinces of Equateur, Kasai Occidental, Kasai Oriental, and Katanga could not read a single word correctly within one minute.⁸

In response to poor early grade learning outcomes, low enrollment, and high dropout rates and to support the GDRC's efforts to achieve universal primary education and reduce dropout rates to 3 percent by 2025, USAID/DRC and FCDO/DRC are collaborating to improve education outcomes for boys and girls in 26 subprovinces across eight provinces through four ACCELERE! activities:

- Activity 1: Improved Reading Equity and Accountability in the DRC, implemented by Chemonics International
- Activity 2: Improved Governance and Accountability, implemented by Cambridge Education
- Activity 3: Joint Education Program Evaluation and Coordination, implemented by IBTCI
- Activity 4: Reduced Number of Out-of-School Children in the DRC, implemented by UNICEF

The impact evaluation provided in this endline report, prepared for USAID/DRC by the Monitoring, Evaluation, and Coordination Contract (MECC), assesses Activity 1, led by Chemonics International under the Improving Reading, Equity, and Accountability in the DRC contract with USAID (AID-660-C-15-00001). The \$134 million activity began in May 2015 and had an original end date of May 2020. In early 2020, USAID provided an extension through July 2021.

³ DFID, *DRC Education Business Case: Improving Access, Quality, and Governance in Education in the Democratic Republic of the Congo* (DFID, 2015).

⁴ Ibid.

⁵ République Démocratique du Congo, *Stratégie sectorielle de l'éducation et de la formation 2016–2025. Version finale* (Décembre 2015).

⁶ Ibid.

⁷ DFID, *DRC Education Business Case* (DFID, 2015).

⁸ RTI International, *The DRC 2015 Early Grade Reading Assessment, Early Grade Mathematics Assessment, and Snapshot of School Management Effectiveness—Grade 3 Report of Findings, Revised*. (RTI International, November 2016).

PROJECT BACKGROUND

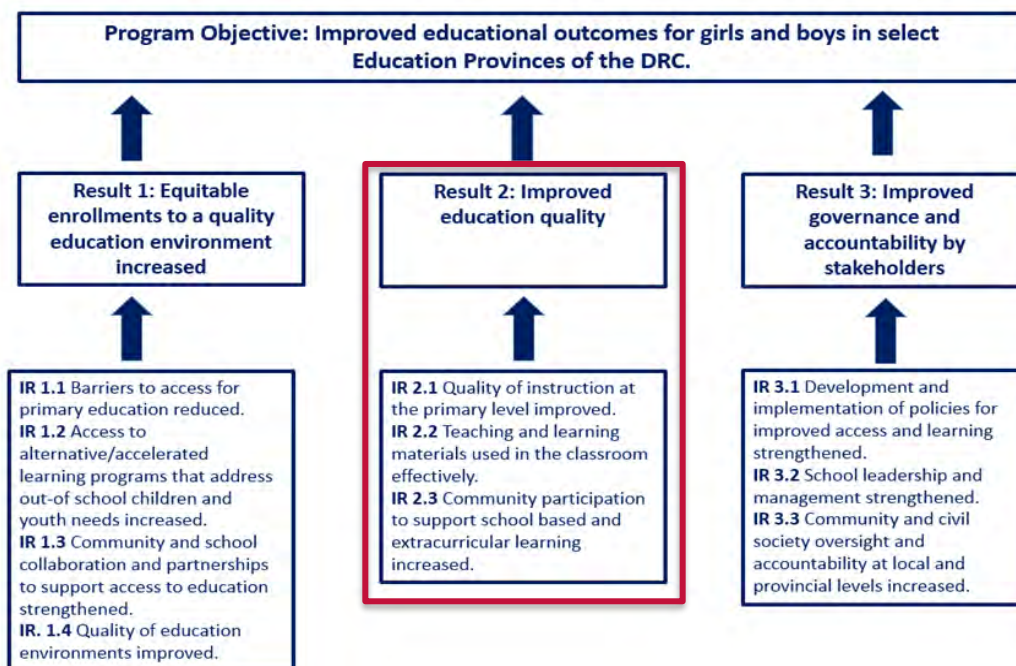
From 2015 to 2019,⁹ Activity 1 supported education service delivery in public primary schools, including *écoles conventionnées* (schools run by religious networks), in 26 subprovinces across six provinces—Equateur, Haut-Katanga, Kasai-Central, Kasai-Oriental, Lualaba, and Sud-Ubangi. In addition, Activity 1 supported nonformal alternative/accelerated learning programs in school remediation centers (*centres de rattrapage scolaire*) in these 26 subprovinces and target areas of North Kivu and South Kivu and in vocational training centers (*centres d'apprentissage professionnel*) in target areas of North Kivu, South Kivu, and conflict-affected zones in Haut-Katanga and Lualaba. Activity 1 worked to ensure that girls and boys benefited equally from project interventions and that all assistance was conflict sensitive and disability inclusive.¹⁰

Activity 1 is divided into three result areas:

1. Result 1: Increased equitable enrollments to a quality education environment
2. Result 2: Improved education quality
3. Result 3: Improved governance and accountability by stakeholders¹¹

This endline evaluation focuses on Result 2 of the results framework (Figure 4), which sought to improve education quality for boys and girls in the lower grades of primary school. The project focused on early grade reading in three of the four national languages (Kiswahili, Lingala, and Tshiluba) in Grades 1 and 2, oral French language acquisition in Grades 1 and 2, and transition to French reading acquisition in Grades 3 and 4. Ultimately, the project worked to support national language reading acquisition by the end of Grade 2 and French language reading acquisition by the end of Grade 4.

Figure 4: ACCELERE! Activity 1 Results Framework



⁹ Midway through 2019, Activity 1 pivoted interventions to target private schools in Kinshasa as a response to the U.S. Government restrictions on support to the GDRC following the Tier 3 Trafficking in Persons designation for the DRC and the lack of waiver in November 2019.

¹⁰ *Accès, Lecture, Redevabilité et Rétenion! (ACCELERE!) Activity 1. Quarterly Progress Report FY2018, Quarter 1* (December 2017).

¹¹ Activity 1 supports local activities for IR 3.3; provincial and some subprovincial activities are covered under ACCELERE! Activity 2.

Activity I implemented interventions in a staggered approach, focusing first on Grades 1 and 2 in schools in Haut-Katanga and Lualaba during Years 1 and 2. In Year 3, Activity I rolled out interventions in Grade 3 in Haut-Katanga and Lualaba and in Grades 1 and 2 in the other provinces (Equateur, Kasai Central, Kasai Oriental, and Sud Ubangi). In Year 4, Activity I rolled out interventions in Grades 1, 2 and 3 in all provinces and all languages. However, interventions for Grade 4 were delayed which means in students at the beginning of Grade 5 in October 2019 (at the time of this evaluation) had not received Activity I’s French language reading instruction in Grade 4, as originally planned. Because of the implementation schedule, at the time of this endline evaluation, teachers in Haut-Katanga and Lualaba had received one more year of intervention than their peers in the other provinces (Table 5).

Table 5: Implementation Timeline by Language and Grade

Project Year	School Year	Grade Level	Province
Year 1	2015–2016 ¹²	G1, G2	Haut-Katanga, Lualaba (Kiswahili)
Year 2	2016–2017	G1, G2	Haut-Katanga, Lualaba (Kiswahili)
Year 3	2017–2018	G1, G2	Equateur, Sud Ubangi (Lingala) Kasai Central, Kasai Oriental (Tshiluba)
		G1, G2, G3	Haut-Katanga, Lualaba (Kiswahili + French)
Year 4	2018–2019	G1, G2, G3	All provinces, all languages
		G4	No implementation

EVALUATION PURPOSE AND QUESTIONS

EVALUATION PURPOSE

This evaluation aims to understand the extent to which ACCELERE! Activity I improved primary school student reading skills. Specifically, the evaluation will measure changes in student reading outcomes (i.e., reading skills) at the end of Grades 2 and 4¹³ in national languages and French language and changes in teachers’ instructional practices.

EVALUATION QUESTIONS

The evaluation addresses the following four evaluation questions:

- EQ1. What are the impacts of ACCELERE! Activity I on students’ reading proficiency in national languages at the end of Grade 2?
- EQ2. What are the impacts of ACCELERE! Activity I on students’ reading proficiency in French language at the end of Grade 4?
- EQ3. What are the impacts of ACCELERE! Activity I on teachers’ delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?
- EQ4. How did the impacts on students’ reading proficiency vary by gender (girls or boys) or language (Lingala, Kiswahili, Tshiluba, or French)?

¹² Interventions started in 2016, and therefore lasted roughly half a school year.

¹³ The baseline data collection training took place in October to December 2015 at the beginning of the school year. The baseline report states that the Grades 2 and 4 objectives and curriculum were used to define the reading outcomes measured by the EGRA tests. Thus, testing at the beginning of Grades 3 and 5 serves as a proxy for measuring outcomes at the end of Grades 2 and 4.

METHODOLOGY OVERVIEW

The evaluation team used a quasi-experimental design (QED) for this evaluation, which was appropriate because of the use of a comparison group (counterfactual) that was not created through randomization in the 2015 EGRA baseline (implemented by RTI International). To estimate Activity I’s impacts on student learning outcomes over time, the design compared improvements in learning outcomes for students in schools that received Activity I interventions with those of students in matched comparison schools that did not receive Activity I interventions. The comparison schools were selected based on characteristics associated with student learning that are similar to those of Activity I schools. See Annex A for details on the sampling strategy.

Though the sample for the 2015 baseline was drawn to be representative at the provincial level, new administrative and educational boundaries since 2016 made disaggregation of results at the provincial level impossible. When examining the 2015 baseline sample, the evaluation team determined that there were too few schools in each of the targeted Activity I provinces included at baseline for analysis at the provincial level at endline (e.g., only 23 schools in Equateur province and 12 schools in Lualaba provinces were included in the baseline). Therefore, the evaluation team determined that combining results by provinces, and thus subprovinces, by year of entry into the project and by national language of instruction would provide enough statistical power at the language of instruction level for analysis at endline. The final sample for this evaluation is drawn at the national language of instruction level and includes schools from six Activity I targeted provinces and four nontargeted provinces. Figure 5 shows the provinces included by national language of instruction.

Figure 5: Sample by National Language



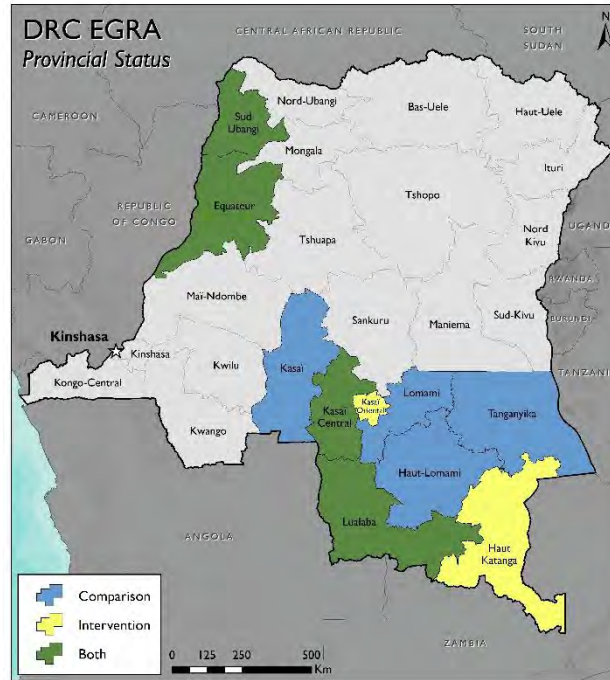
Since Activity I was implemented in all public schools in targeted subprovinces of six ACCELERE! provinces, comparison schools could not be selected from these targeted subprovinces. The comparison group was derived from the sample used for the 2015 baseline study and includes schools in subprovinces that are not targeted by Activity I and that are either in the same province or in neighboring provinces (Figure 6). However, given that schools in the intervention and comparison groups were in different subprovinces or, in some cases, different provinces, one concern was that schools in these two groups may have differed substantially in their facilities, teacher qualifications, or student composition. To address this concern, the evaluation team matched intervention and comparison schools on their oral reading fluency (ORF) scores at baseline at the end of Grade 2. If statistically significant differences appeared in the characteristics’ measures at baseline, the team used statistical methods to adjust for such differences between the groups (see Annex B).

Figure 6 below presents the provinces by treatment status:

- “Intervention only” includes provinces where schools targeted for this evaluation were in Activity I subprovinces (intervention schools).
- “Comparison only” includes provinces where schools targeted for this evaluation were in non-Activity I subprovinces (comparison schools).

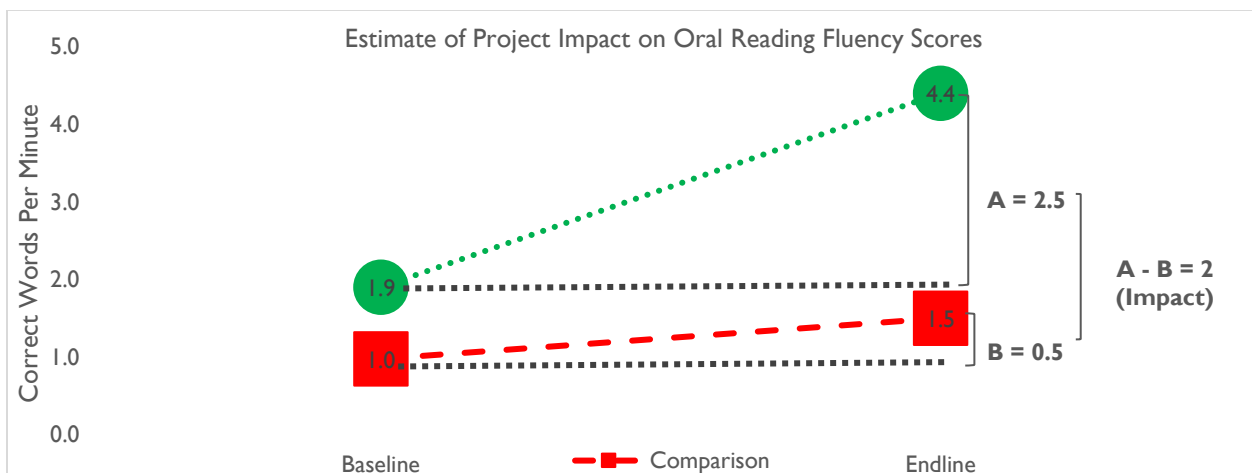
- “Both” includes provinces where schools targeted for this evaluation were in either Activity I targeted subprovinces (intervention schools) or in non-Activity I targeted subprovinces (comparison schools).

Figure 6: Target Provinces by Treatment



Once the comparison schools were selected, the evaluation team used a difference-in-differences (DiD) approach to measure Activity I’s impact. The DiD approach involves estimating the differences between outcome measures at two time points for schools in the intervention and comparison groups and then comparing the differences between the groups (Figure 7). DiD enables the evaluation team to compare changes in student learning outcomes between Activity I intervention schools and comparison schools from baseline (2015) to endline (2019).

Figure 7: Illustration of Impact Analysis Using the DiD Approach



FIELDWORK

Following the 2015 baseline implementation schedule, the endline data collection took place between October and December 2019, after which the evaluation team conducted data cleaning, data analyses, and reporting of findings.

This endline evaluation targeted 244 schools—20 students, two teachers, and one school director per school (Table 6).

Table 6: Targets by Language Zone, Province, and Respondent

National Language	Provinces	Schools	Students	Teachers	School Directors
Kiswahili (66 schools)	Haut-Katanga	27	540	54	27
	Haut-Lomami	16	320	32	16
	Lualaba	15	300	30	15
	Tanganyika	8	160	16	8
Lingala (92 schools)	Equateur	45	900	90	45
	Sud Ubangi	47	940	94	47
Tshiluba (86 schools)	Kasai	18	360	36	18
	Kasai Oriental	21	420	42	21
	Kasai Central	28	560	56	28
	Lomami	19	380	38	19
Total		244	4,880	488	244

EVALUATION TOOLS

The national language (Kiswahili, Lingala, and Tshiluba) and French language EGRA and Snapshot of School Management Effectiveness (SSME) tools used at baseline were also used for the endline evaluation. Grade 2 EGRA tools in national languages were administered to students at the beginning of Grade 3, and Grade 4 EGRA tools in French were administered to students at the beginning of Grade 5.¹⁴ Table 7 summarizes the EGRA subtasks used to measure student learning outcomes.

Table 7: EGRA Subtasks

Subtask	Skill	Description
Vocabulary A+B	Ability to follow oral directions (receptive oral language)	...point to a common object in the environment when told the name of that object; ...place an object in a location as instructed
Vocabulary C	Ability to name objects (productive oral language)	...verbally identify the name of an object when shown an image of that object
Letter Sound Knowledge	Knowledge of the alphabet and the sounds	...say the sounds of 100 letters organized in random order
Familiar Words Reading	Ability to read a list of frequently occurring words	...read a list of 50 common words organized in random order
Nonwords Reading	Ability to read a list of invented, unknown words	...read a list of 50 invented nonwords organized in random order
Reading passage	Ability to read connected text (oral reading fluency [ORF])	...read out loud a grade-level appropriate short story
Reading Comprehension	Ability to answer comprehension questions about the ORF passage	...verbally respond to five questions about the story read

¹⁴ Beginning Grades 3 and 5 serve as proxies for the end of Grades 2 and 4, respectively.

The SSME tools were administered to students in Grades 3 and 5, teachers in Grades 2 and 4 who had taught the targeted students during the previous school year, and school directors. The SSME tools include the following:

1. Student questionnaire
2. Teacher questionnaire
3. Head teacher questionnaire
4. Classroom observation
5. Classroom inventory
6. School inventory

See Annex M for the EGRA and SSME tools used for the endline evaluation.

The evaluation team staggered data collection across the three linguistic areas to ensure that rigorous quality control assurances were in place. The training and data collection began in the Kiswahili zone in September 2019, and training and data collection began simultaneously in the Lingala and Tshiluba zones in October 2019. The timeline for the endline evaluation training of enumerators and data collection activities is presented in Table 8.

Table 8: Training and Data Collection Timeline

Training Site	Language Zone	Sep	October					November				Dec
		23-27	30-04	07-11	14-18	21-25	28-01	04-08	11-15	18-22	25-29	02-06
Lubumbashi	Kiswahili (all provinces)	T*	DC**	DC	DC	DC						
Gemena	Lingala (Sud Ubangi)			T	DC	DC	DC	DC	DC			
Kananga	Tshiluba (Kasaï Central + Kasaï)			T	DC	DC	DC	DC				
Mbandaka	Lingala (Equateur)					T	DC	DC	DC	DC	DC	DC
Mbuji-Mayi	Tshiluba (Kasaï Oriental + Lomami)					T	DC	DC	DC			

*T = Training of enumerators; **DC = Data collection

VALIDITY

According to the baseline report from RTI International,¹⁵ the baseline tools were developed during a five-day workshop in Kinshasa in November 2014. The tools' validity was assured through close collaboration among the Ministry of Primary, Secondary, and Professional Education (MEPSP); experts in linguistics from the Center for Theoretical and Applied Linguistics (*Centre de Linguistique Théorique et Appliquée*) and the National Pedagogical University (*Université Pédagogique Nationale*); USAID/DRC personnel; and RTI International subject matter experts.

Though the 2015 baseline tools were used for this endline evaluation, a few modifications were made to the EGRA tools and teacher questionnaires to better reflect Activity I interventions. For the Tshiluba Grade 2 tool, the items in the letter sound, familiar word, and nonword subtask grids were shuffled so that words whose spellings had been changed since the baseline were moved to the end of the grids. For

¹⁵ RTI International, *The DRC 2015 Early Grade Reading Assessment, Early Grade Mathematics Assessment, and Snapshot of School Management Effectiveness—Grade 3 Report of Findings, Revised* (RTI International, November 2016).

example, Activity I experts confirmed that the letters “g” and “r” do not exist in Tshiluba and that the “g” is always accompanied by “n.” Yet the baseline tool included “g” and “r” in the letter sound subtask. Those items were moved to the very end of the grid so that students would not be unfairly penalized with an incorrect response. Similarly, although Tshiluba speakers had traditionally used “tsh” in their writings, Activity I, under the guidance of its experts, replaced “tsh” with “c” in its materials, thus introducing a new writing convention not familiar to students in the comparison schools. Items with “g,” “r,” and “tsh” were therefore moved to the end of the grids. Given students’ low performance at baseline in these subtasks, the evaluation team felt it was unlikely that students would reach the end of the grids during the endline and that scores in intervention and comparison schools would therefore not be affected by these adjustments. Please see Annex M for the EGRA tools.

The evaluation team also added several questions to the teacher questionnaire to capture the implementation of Activity I interventions in targeted schools. These questions pertained specifically to trainings provided by Activity I, teacher and student materials, and coaching.

DATA COLLECTION TEAMS

Approximately 20 teams were deployed throughout the DRC to administer the EGRA and SSME tools across all targeted schools. The teams responsible for conducting the data collection activities were composed of five members: one quality control officer (QCO), one provincial coordinator, and three enumerators. Overall, 20 QCOs, 20 provincial coordinators, and 60 enumerators participated in the fieldwork.

The evaluation team conducted trainings for QCOs, provincial coordinators, and enumerators in the Kiswahili, Lingala, and Tshiluba areas throughout the DRC in September and October 2019 (see Table 8). Following a competitive process, MECC subcontracted a local firm, CENADEP, to support the data collection activities. CENADEP recruited and hired provincial coordinators and enumerators and handled all travel and logistical arrangements for the data collection teams. MECC hired and supervised the QCOs.

From September 16 to September 21, 2019, 20 QCOs were trained in Kinshasa on data collection methods and quality assurance processes. The 20 QCOs then travelled to Lubumbashi with MECC staff to train provincial coordinators and enumerators for the Kiswahili zone. Table 9 displays the number of training participants for each training site.¹⁶

Table 9: Training Participant by Site

Training Site	QCO	Provincial Coordinator	Enumerator
Kinshasa	20	-	-
Lubumbashi	20	6	24
Gemena	3	3	11
Kananga	4	4	16
Mbandaka	3	3	11
Mbuji Mayi	4	4	16

¹⁶ In each training site, a surplus of enumerators were trained, allowing the teams to choose only the best enumerators for the fieldwork. A total of 78 enumerators from the 10 provinces targeted by this evaluation were trained for the endline evaluation, but only 60 participated in the fieldwork.

The training provided an introduction to the MECC project and ACCELERE! Activity I, the evaluation timeline, provinces targeted, and targets for each type of survey respondent. Throughout the sessions, participants learned how to conduct sampling upon their arrival to a school and how to perform interrater reliability tests, reviewed the EGRA and SSME tools, and practiced administering these assessments in local schools.

DIVISION OF DUTIES FOR DATA COLLECTION TEAM MEMBERS

Teams were led by QCOs, who were responsible for coordinating school visits and monitoring study implementation to guarantee the quality of the data collected. QCOs managed the team's daily activities, including distributing tablets and materials to the enumerators and coordinators, ensuring the security of tablets and equipment, providing school codes to the team, and transferring the data collected to the database. Additionally, QCOs administered the school director questionnaire and school inventory questionnaire, performed an interrater reliability test for the observation of a reading lesson, and supervised the enumerators. At the end of each day, QCOs also organized feedback meetings with the team to review technical progress on data collection and plan the next day's activities.

Provincial coordinators assisted QCOs by organizing daily transportation for the team, developing the school visit plan, ensuring that the team visited all the schools assigned, ensuring logistical coordination between the enumerators and the QCOs, and solving or informing QCOs of any problems in the field. In addition, coordinators administered the teacher questionnaire, classroom observation, and class inventory questionnaires.

Enumerators were responsible for administering the EGRA tools—that is, the student tests and student questionnaires—and performing inter-reliability tests. Upon their arrival at a school, enumerators randomly selected the 10 students from each selected class using the established procedures; organized an appropriate area to administer the tests; conducted the assessments in accordance with established protocols; and ensured that the information contained in the completed tools was accurate, complete, and consistent. At each school, two inter-reliability tests were completed per day, one in Grade 3 and one in Grade 5. Please see Annex D for information on inter-reliability.

MOBILE DATA COLLECTION APPLICATION

Data collection teams used MSI's EGRA mobile data application, Myna, during this endline evaluation. Myna is designed to work online or offline, synchronize data to a cloud database as soon as an internet connection is established, and feed into a virtual dashboard that summarizes in real time the collected data for monitoring purposes.

This application was loaded onto MECC tablets to facilitate standardization of the test administration as it automates many assessment features, such as the use of the timer for the timed subtasks and the auto-stops (triggered when a student incorrectly answers a certain number of items in a row). The tablets also provide an additional layer of security by preventing leakage of data and EGRA tool content.

HUMAN SUBJECT CONSENT

In accordance with all standard practices involving human subjects, particularly of sensitive populations (including children), consent was acquired at multiple levels throughout the data collection process. The evaluation team obtained clearance from MEPSP before approaching and accessing the schools, teachers, and students. During the implementation of each tool (EGRA and SSME tools), data collectors requested verbal consent at the start before collecting any data (the consent text is available in tools in Annex M). Data collectors read to participants the list of potential benefits and harm and informed them of their

rights to discontinue involvement at any point during the test or questionnaire. This study assessed the participation by any individual to be of minimum risk.

ANALYTICAL METHODS

Table 10 summarizes the data sources and analytical methods used for each evaluation question.

Table 10: Endline Impact Evaluation Questions, Data Sources, and Analyses

Evaluation Question	Data Source	Data Analysis Method
EQ1. What are the impacts of ACCELERE! Activity I on students' reading proficiency in national languages at the end of Grade 2?	<ul style="list-style-type: none"> • Kiswahili end of Grade 2 EGRA tool (for students in Grade 3) • Lingala end of Grade 2 EGRA tool (for students in Grade 3) • Tshiluba end of Grade 2 EGRA tool (for students in Grade 3) 	Change over time by language: <ul style="list-style-type: none"> • Mean scores • Zero scores • DiD analysis • Ordinary least squares (OLS) regressions • Significance level: $p\text{-value} \leq 0.05$
EQ2. What are the impacts of ACCELERE! Activity I on students' reading proficiency in French language at the end of Grade 4?	<ul style="list-style-type: none"> • French end of Grade 4 EGRA (for students in Grade 5) 	Change over time by language zone: <ul style="list-style-type: none"> • Mean scores • Zero scores • DiD analysis • OLS regressions • Significance level: $p\text{-value} \leq 0.05$
EQ3. What are the impacts of ACCELERE! Activity I on teachers' delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?	<ul style="list-style-type: none"> • Classroom observation • Teacher questionnaire • Kiswahili end of Grade 2 EGRA • Lingala end of Grade 2 EGRA • Tshiluba end of Grade 2 EGRA • French end of Grade 4 EGRA 	<ul style="list-style-type: none"> • Descriptive analysis • Correlations between endline ORF scores and teacher questionnaire results • Correlations between ORF scores and mean counts of instances of lesson content, teacher actions, and classroom items from classroom observations
EQ4. How did the impacts on students' reading proficiency vary by gender (girls or boys) or language (Lingala, Kiswahili, Tshiluba, or French)?	<ul style="list-style-type: none"> • Kiswahili end of Grade 2 EGRA tool (for students in Grade 3) • Lingala end of Grade 2 EGRA tool (for students in Grade 3) • Tshiluba end of Grade 2 EGRA tool (for students in Grade 3) • French end of Grade 4 EGRA (for students in Grade 5) 	<ul style="list-style-type: none"> • Results for boys and girls analyzed separately • Disaggregated DiD results by sex by grade and by language • Mean scores • Zero scores • DiD analysis • OLS regressions • Significance level: $p\text{-value} \leq 0.05$

EQ1 and EQ2. Analysts on the evaluation team investigated the change over time by combining the baseline and endline datasets for each grade and language. The outcomes of interest were EGRA subtask mean scores and EGRA subtask zero scores. Following the research design, the analysts conducted a DiD analysis for each subtask. They employed ordinary least squares (OLS) regressions in which the dependent variable was each EGRA subtask and the independent variables were the treatment variable (e.g., intervention or comparison), study phase variable (e.g., baseline or endline), and the interaction between the treatment and study phase variables. The coefficient from the interaction yielded the DiD

result for each subtask within the grade and language. Analysts considered DiDs statistically significant when the p-value was less than the 5 percent level. Analysts also examined and extracted the margins to show the mean scores and zero scores for the comparison at baseline, comparison at endline, intervention at baseline, and intervention at endline. The analyses used sample weights. Details on the structure and calculation of sample weights are found in Annex C.

EQ3. The analysis concentrated on the results from the teacher questionnaire and classroom observation to understand teacher practices.

One set of analyses with endline EGRA datasets merged the weighted ORF scores with the teacher questionnaire datasets and classroom observation datasets. For the teacher questionnaire, the analysis of these datasets was specific to grade and language, examining for intervention students how the mean ORF correlated with teacher responses. On the classroom observation, analysts correlated the weighted mean ORF scores with the counts of instances of specific lesson content, teacher actions, and classroom items observed. These count scores ranged between 0 and 10 for each variable, adding up the number of times an enumerator observed a practice during a 30-minute reading lesson.

The second set of analyses under EQ3 combined the baseline-endline data for common items on the teacher questionnaire and classroom observation. Analysts conducted descriptive analysis of the teacher questionnaire results for treatment schools, providing rough comparisons between baseline and endline of the number of teachers and corresponding percentage for each question and response option. On the classroom observation, analysts calculated the mean count scores for specific lesson content, teacher actions, and classroom items to provide a rough comparison for treatment schools of the mean count scores for each variable between baseline and midline.

EQ4. Analysts disaggregated the DiD results by student sex for each grade and language. With the baseline-endline datasets, analysts considered the differences over time and treatment separately for boys and girls. The outcomes of interest were EGRA subtask mean scores and EGRA subtask zero scores. The analysts employed OLS regressions in which the dependent variable was each EGRA subtask and the independent variables were the treatment variable (e.g., intervention or comparison), study phase variable (e.g., baseline or endline), and the interaction between the treatment and study phase variables. The regressions were separated by boys and girls. The coefficient from the interaction yielded the DiD result for each subtask within the grade and language specific to boys and girls. Analysts considered DiDs significant when the p-value was less than the 5 percent level. The analyses used sample weights. Details on the structure and calculation of sample weights are found in Annex C.

Additional analyses. Analysts executed three other sets of analyses: (1) endline results between intervention and comparison groups by language and grade; (2) endline results within intervention and comparison groups between boys and girls; and (3) descriptive analysis of each SSME questionnaire differentiated by intervention and comparison, as well as by language and grade when appropriate. See Annex E to Annex G for these additional analyses.

EGRA TEST RELIABILITY

The main indicator of reliability for psychometric tests is Cronbach's alpha, or the alpha coefficient, which estimates the internal consistency reliability of a test for a specific test administration. It indicates the extent to which subtasks or items that are designed to measure a construct deliver consistent scores. The range for Cronbach's alpha is 0.00 to 1.00, with higher values indicating better (or more

desirable) reliability. For educational tests, the alpha value of 0.70 is considered acceptable.¹⁷ The calculation of alphas for the entire EGRA relied on the percent correct for all timed and untimed subtasks. The alphas were calculated separately for each grade level with percent correct scores for the subtasks. These values indicate strong reliability (Table 11).

Table 11: EGRA Reliability by Language and Grade

Language Group	Grade 2	Grade 4
Kiswahili	0.83	0.89
Lingala	0.84	0.87
Tshiluba	0.86	0.88

SUBTASK QUALITY AND RELIABILITY

The calculation of alphas for each subtask within grade and language rely on the number of items for which there are data. For example, even though the letter sounds subtask has 100 items, in Kiswahili Grade 2 the alpha is calculated based on data from 67 items because there were data for only 67 items. For Grade 2 Kiswahili, all the subtasks had acceptable reliability except Kiswahili vocabulary and reading comprehension. In Grade 2 Lingala, all the subtasks had acceptable reliability except French vocabulary. For Grade 2 Tshiluba, all the subtasks had acceptable reliability except Tshiluba vocabulary and reading comprehension. For Grade 4 in the Kiswahili zone, all the subtasks had acceptable reliability except French vocabulary and reading comprehension. In Grade 4 in the Lingala zone, all the subtasks had acceptable reliability. For Grade 5 in the Tshiluba zone, all the subtasks had acceptable reliability except letter sounds, nonwords, and reading comprehension (Tables 12 and 13).

Table 12: Subtask Quality and Reliability, Grade 2, By Language

Subtask	Kiswahili Grade 2		Lingala Grade 2		Tshiluba Grade 2	
	# of Items	Reliability	# of Items	Reliability	# of Items	Reliability
National Language Vocabulary	22	0.61	22	0.70	22	0.67
Letter Sounds	67	0.96	54	0.88	65	0.90
Familiar Word Reading	33	0.96	29	0.96	34	0.90
Nonword Reading	39	0.94	36	0.93	43	0.93
Oral Reading Fluency	28	0.95	30	0.97	28	0.90
Reading Comprehension	4	0.60	5	0.71	5	0.01
French Vocabulary	22	0.81	22	0.53	22	0.78

¹⁷ American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, *Standards for Educational and Psychological Testing* (American Educational Research Association, 2014); RTI International, 2016.

Table 13: Subtask Quality and Reliability, Grade 4, By Language Zone

Subtask	Kiswahili Grade 4		Lingala Grade 4		Tshiluba Grade 4	
	# of Items	Reliability	# of Items	Reliability	# of Items	Reliability
French Vocabulary	22	0.56	22	0.77	22	0.83
Letter Sounds	58	0.91	61	0.94	59	0.50
Familiar Word Reading	45	0.85	40	0.91	41	0.90
Nonword Reading	40	0.88	41	0.89	39	0.50
Oral Reading Fluency	48	0.88	49	0.82	48	0.86
Reading Comprehension	5	0.64	5	0.71	5	0.37

INTERRATER RELIABILITY

Interrater reliability was computed for each grade level using Cohen’s kappa coefficient (κ). The general interpretation of κ is 0 indicates there is no agreement between raters outside of random chance, while 1 demonstrates perfect agreement between the raters. Generally, interpreting the meaning of κ follows guidelines: $0.0 < \kappa \leq 0.2$ is slight agreement, $0.2 < \kappa \leq 0.4$ is fair agreement, $0.4 < \kappa \leq 0.6$ is moderate agreement, $0.6 < \kappa \leq 0.8$ is substantial agreement, and $0.8 < \kappa \leq 1$ is almost perfect agreement.¹⁸ The IRR analysis examined 453 students (10 percent of the 4,574 students in the sample) who were observed simultaneously by two different enumerators. Table 14 shows that for each grade and language κ was 0.84 or greater which means there is almost perfect agreement between raters.

Table 14: EGRA Interrater Reliability by Language and Grade

Language Group	Grade 2	Grade 4
Kiswahili	0.93	0.84
Lingala	0.93	0.90
Tshiluba	0.91	0.92

SAMPLE

Schools were selected at the first stage of the sample according to the research design for intervention and comparison schools based on the results of the matching. However, schools in each language zone were replaced or dropped from the study during data collection. Data collection teams could not reach some schools because of security issues and logistical constraints, and other schools were no longer operational.

- Within the Kiswahili zone, the evaluation team had to replace one comparison school, but after replacement the overall number of 66 schools (33 intervention and 33 comparison) was maintained.
- For Lingala schools, the enumerators did not assess three intervention schools and one comparison school. In addition, the evaluation team replaced one unreachable comparison school. This means that the Lingala school sample after data collection contained 43 intervention schools and 45 comparison schools. During data cleaning, the data analysts identified the two

¹⁸ J. R. Landis and G. G. Koch, “The Measurement of Observer Agreement for Categorical Data.” *Biometrics* 33 (1977): 159–174; RTI International, *Early Grade Reading Assessment (EGRA) Toolkit* (2nd ed.) (USAID, 2016).

extra comparison schools without treatment matches and removed them from the Lingala datasets generated for analysis.

- In Tshiluba, the enumerators did not assess students in one intervention school and in one comparison school.

Table 15 shows the final number of schools by language in the sample after data collection and cleaning. The schools surveyed at baseline and endline are the same schools.

Table 15: Schools by Language Group and Treatment Status

Language	Intervention	Comparison	Total	Percent of Target
Kiswahili	33	33	66	100%
Lingala	43	43	86	93%
Tshiluba	42	42	84	98%

STUDENT SAMPLE

Within each grade at each school, enumerators at endline attempted to assess 10 students, split evenly between boys and girls. Because some classes had fewer than 10 students or fewer than five boys or girls, enumerators did not perfectly achieve these targets at endline.

- In the Kiswahili zone, enumerators reached 97 percent of targeted Grade 3 students and 95 percent of targeted Grade 5 students.
- In the Lingala zone, enumerators reached 93 percent of targeted Grade 3 students and 88 percent of targeted Grade 5 students.
- In the Tshiluba zone, enumerators reached 97 percent of targeted Grade 3 students and 97 percent of targeted Grade 5 students

Between September and December 2019, 2,308 Grade 3 students and 2,266 Grade 5 students were assessed across 236 schools (Tables 16 and 17). The tables disaggregate the sample by language, treatment status, and student sex. They distinguish between the endline students and corresponding baseline students from the same schools.

Table 16: Grade 3 Students by Phase, Language, Treatment Status, and Sex

Language	Status	Baseline			Endline		
		Boys	Girls	Total	Boys	Girls	Total
Kiswahili	Intervention	183	145	328	166	151	317
	Comparison	170	148	318	176	145	321
	Total	353	293	646	342	296	638
Lingala	Intervention	217	199	416	213	202	415
	Comparison	208	213	421	209	209	418
	Total	425	412	837	422	411	833
Tshiluba	Intervention	202	203	405	208	212	420
	Comparison	233	189	422	209	208	417
	Total	435	392	827	417	420	837

Table 17: Grade 5 Students by Phase, Language, Treatment Status, and Sex

Language	Status	Baseline			Endline		
		Boys	Girls	Total	Boys	Girls	Total
Kiswahili	Intervention	157	167	324	166	148	314
	Comparison	182	137	319	174	138	312
	Total	339	304	643	340	286	626
Lingala	Intervention	217	200	417	200	203	403
	Comparison	213	196	409	211	195	406
	Total	430	396	826	411	398	809
Tshiluba	Intervention	229	167	396	203	217	420
	Comparison	241	172	413	208	203	411
	Total	470	339	809	411	420	831

TEACHER AND SCHOOL DIRECTOR SAMPLE

For the teacher sample, enumerators at endline attempted to assess two teachers in each targeted school—one in Grade 2 and the other in Grade 4. Between September and December 2019, 232 Grade 2 teachers and 233 Grade 4 teachers were assessed across 236 schools (Table 18).

Table 18: Teachers by Language Group

Language	Grade 2		Grade 4	
	Total	Percent of Target	Total	Percent of Target
Kiswahili	65	98%	64	97%
Lingala	84	91%	83	90%
Tshiluba	83	97%	86	100%

Similarly, enumerators at endline attempted to complete SSME tools with one school director or assistant school director in each target school. In total, 236 school directors from the 236 visited schools completed the SSME tools (Table 19).

Table 19: School Directors by Language Group

Language	Total	Percent of Target
Kiswahili	66	100%
Lingala	86	93%
Tshiluba	84	98%

FINDINGS

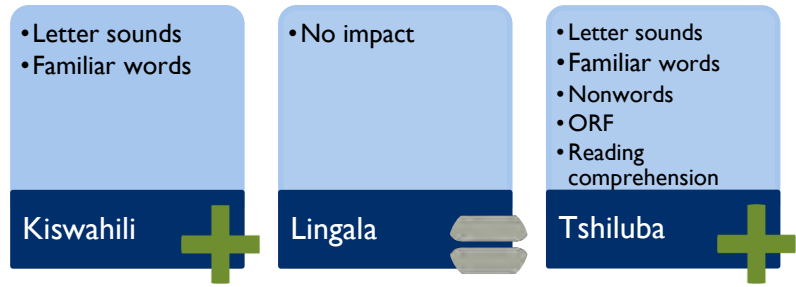
Activity I Impact at the End of Grade 2

EQ1: What are the impacts of Activity I on students' reading proficiency in national languages at the end of Grade 2?

Answer

Figure 8: Activity 1 Impact at End of Grade 2 by Language

At the end of Grade 2, Activity 1 had an important, positive, statistically significant impact in Tshiluba and some positive impact in Kiswahili (Figure 8). Results show learning gains and a decline in the proportion of students with zero scores for intervention students relative to comparison students in letter sounds and familiar words in Kiswahili and Tshiluba and in nonwords, ORF, and reading comprehension in Tshiluba. Although students in Kiswahili improved their mean ORF scores, the proportion of students with zero scores did not decline, indicating that ORF learning gains in Kiswahili were driven by high-performing students and that low-performing students did not benefit as much from the interventions. Similarly, reading skills in Lingala showed statistically significant improvement in letter sounds, for which students gained five correct letter sounds per minute (CLSPM); however, the proportion of students with zero scores did not decline.



At the end of Grade 2, Activity 1 had no statistically significant impact on students’ national language or French language vocabulary skills in the three language zones. Intervention students and comparison students exhibited similar changes in mean scores and zero scores for these two subtasks, indicating that Activity 1 was not effective at improving basic receptive and productive vocabulary skills in national language or in French at the end of Grade 2.

Findings

Kiswahili End of Grade 2 Results

Mean Scores. In the Kiswahili zone, Activity 1 had a positive effect on students’ reading proficiency in letter sounds, familiar words, and ORF at the end of Grade 2. For letter sounds, intervention students showed an increase of 7.1 CLSPM relative to comparison students (Table 20). Similarly, mean scores for intervention students were 4.4 correct familiar words per minute (CFWPM) higher than those of their comparison counterparts. ORF scores for intervention students also showed improvement, rising by 2.8 correct words per minute (CWPM) between baseline and endline, whereas ORF scores for comparison students fell.

Table 20: Kiswahili DiD Results, Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	11.3	11.2	-0.1	13.0	12.8	-0.2	0.1
Letter Sounds Knowledge	11.2	16.0	4.8	9.7	7.4	-2.3	7.1*
Familiar Word Reading	3.1	6.8	3.7	1.6	0.9	-0.7	4.4*
Nonword Reading	2.1	3.2	1.1	0.9	0.2	-0.6	1.7
Oral Reading Fluency	1.8	4.1	2.3	1.0	0.5	-0.5	2.8*
Reading Comprehension	0.1	0.1	0.1	0.0	0.0	0.0	0.1
French Vocabulary	12.5	11.7	-0.8	8.3	6.7	-1.6	0.8

*p-value ≤ 0.05

Zero Scores. The proportion of students with zero scores declined between baseline and endline for all subtasks in the intervention group, whereas the proportion rose for all subtasks in the comparison group. Results showed statistically significant impact on zero scores in letter sounds (27 percentage points) and familiar words (29 percentage points) at the end of Grade 2 in Kiswahili (Table 21).

Table 21: Kiswahili DiD Results, Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	1%	1%	-1%	0%	0%	0%	-1%
Letter Sounds Knowledge	22%	13%	-9%	14%	31%	17%	-27%*
Familiar Word Reading	76%	50%	-26%	86%	90%	4%	-29%*
Nonword Reading	82%	78%	-5%	93%	98%	6%	-10%
Oral Reading Fluency	78%	69%	-9%	88%	93%	5%	-13%
Reading Comprehension	94%	90%	-3%	97%	99%	2%	-5%
French Vocabulary	0%	0%	0%	0%	0%	0%	0%

*p-value ≤ 0.05

Lingala End of Grade 2 Results

Mean Scores. Activity 1 improved student performance in letter sounds in Lingala at the end of Grade 2. On average, intervention students scored five CLSPM higher than comparison students between baseline and endline. No other statistically significant changes were observed between the intervention and comparison groups (Table 22).

Table 22: Lingala DID Results, Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	15.4	13.7	-1.7	14.7	14.3	-0.4	-1.3
Letter Sounds Knowledge	10.3	12.1	1.8	8.1	4.9	-3.2	5*
Familiar Word Reading	1.3	1.3	0.1	1.3	0.5	-0.8	0.8
Nonword Reading	0.8	0.9	0.1	0.5	0.5	-0.1	0.2
Oral Reading Fluency	2.2	1.9	-0.3	1.7	0.7	-1.0	0.7
Reading Comprehension	0.2	0.1	0.0	0.1	0.1	0.0	0
French Vocabulary	7.8	7.0	-0.8	6.5	5.6	-0.9	0

*p-value ≤ 0.05

Zero Scores. In the Lingala zone, Activity 1 did not yield any statistically significant results in the proportion of students at the end of Grade 2 with zero scores for any EGRA subtasks. However, scores in letter sounds and French vocabulary improved—the proportion of intervention students with zero scores declined by 4 percentage points and 1 percentage point, respectively (Table 23).

The remaining subtasks had a difference of 1 or 2 positive or negative percentage points, and in the Lingala vocabulary subtask, there were no differences between these two groups over time. In fact, the intervention and comparison groups' proportion of zero scores grew in five subtasks (Lingala vocabulary, familiar word reading, nonword reading, ORF, and reading comprehension), indicating that

students at the bottom of the distribution, lowest-performing students, did not experience any learning improvements.

Table 23: Lingala DiD Results, Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	0%	1%	1%	1%	2%	1%	0%
Letter Sounds Knowledge	22%	19%	-4%	40%	47%	6%	-10%
Familiar Word Reading	89%	91%	2%	92%	96%	4%	-2%
Nonword Reading	88%	91%	2%	93%	95%	2%	1%
Oral Reading Fluency	78%	89%	10%	86%	95%	9%	1%
Reading Comprehension	90%	93%	3%	93%	97%	4%	-1%
French Vocabulary	3%	2%	-1%	6%	5%	0%	-1%

Tshiluba End of Grade 2 Results

Mean Scores. Activity I had statistically significant impact on students' reading proficiency in Tshiluba at the end of Grade 2. Specifically, student performance improved in letter sounds (+15.3 CLSPM), familiar words (+6.9 CFWPM), nonwords (+4.8 CNWPM), ORF (+5.7 CWPM), and reading comprehension (+0.7 questions) (Table 24).

Table 24: Tshiluba DiD Results, Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	18.9	18.6	-0.4	18.6	16.7	-2.0	1.6
Letter Sounds Knowledge	11.8	24.3	12.5	14.3	11.5	-2.8	15.3*
Familiar Word Reading	3.5	9.5	6.0	3.2	2.3	-0.9	6.9*
Nonword Reading	1.6	5.4	3.8	2.1	1.1	-1.0	4.8*
Oral Reading Fluency	2.4	7.3	5.0	2.2	1.5	-0.7	5.7*
Reading Comprehension	0.1	0.7	0.6	0.2	0.1	-0.1	0.7*
French Vocabulary	8.2	9.4	1.2	7.3	7.2	-0.1	1.3

*p-value ≤ 0.05

Zero Scores. Results also showed statistically significant improvements in the proportion of students with zero scores in the same subtasks in Tshiluba at the end of Grade 2. Almost a quarter (24 percent) more intervention students than their comparison counterparts correctly identified at least one letter sound (Table 25). Similarly, slightly more than a quarter (26 percent) more intervention students correctly read at least one nonword. For ORF, the proportion of students with zero scores declined by 29 percentage points. The largest gains were in reading comprehension (31 percentage points) and familiar words (36 percentage points).

Table 25: Tshiluba DiD Results, Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	0%	0%	0%	0%	3%	3%	-3%
Letter Sounds Knowledge	25%	4%	-21%	24%	27%	3%	-24%*
Familiar Word Reading	73%	45%	-28%	72%	80%	8%	-36%*
Nonword Reading	84%	65%	-19%	82%	90%	7%	-26%*
Oral Reading Fluency	80%	58%	-22%	78%	85%	7%	-29%*
Reading Comprehension	94%	68%	-26%	87%	91%	5%	-31%*
French Vocabulary	9%	0%	-8%	9%	1%	-8%	0%

*p-value ≤ 0.05

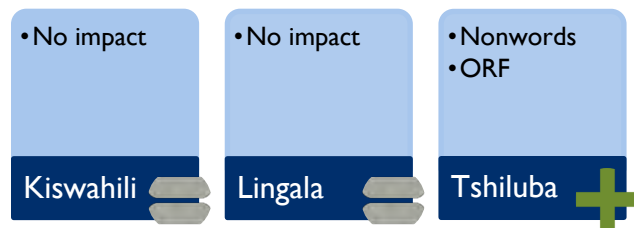
Activity I Impact at the End of Grade 4

EQ2. What are the impacts of ACCELERE! Activity I on students' reading proficiency in French language at the end of Grade 4?

Answer

Figure 9: Activity I Impact in French at End of Grade 4 by Language

At the end of Grade 4, Activity I had some positive, statistically significant impact in French in the Tshiluba zone but no statistically significant impact in French in the Kiswahili and Lingala zones (Figure 9). Results showed learning gains and a decline in the proportion of students with zero scores in French language for intervention students relative to comparison students in nonword reading (+4.5 CNWPM) and in ORF (+9 CWVPM) in the Tshiluba zone. However, although students in the Tshiluba zone improved their mean scores in familiar words and reading comprehension in French language, the proportion of students with zero scores did not decline in these subtasks, indicating that learning gains in these two subtasks were driven by high-performing students and that low-performing students did not benefit as much from the interventions.



Activity I had no statistically significant impact on students' foundational reading skills in French language in the Kiswahili and Lingala zones. Intervention students and comparison students achieved similar changes in mean scores and zero scores in all reading subtasks in the two zones, indicating that Activity I was not effective at improving reading skills in French at the end of Grade 4 in the Kiswahili and Lingala zones.

Findings

Kiswahili Zone End of Grade 4 Results

Mean Scores. In the Kiswahili zone, Activity I did not have any statistically significant impact on students' reading proficiency in French at the end of Grade 4. Results from the intervention group showed that student performance worsened in four of the six subtasks and that two subtasks (ORF and reading comprehension) showed minimal improvements (Table 26). Similarly, reading proficiency for comparison students worsened in every subtask between baseline and endline.

Table 26: Kiswahili DiD Results, Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	16.3	15.7	-0.6	12.9	11.3	-1.6	1
Letter Sounds Knowledge	29.6	26.6	-2.9	24.2	19.5	-4.7	1.7
Familiar Word Reading	12.6	12.1	-0.4	10.1	7.3	-2.8	2.4
Nonword Reading	8.9	8.5	-0.5	7.3	5.4	-1.9	1.4
Oral Reading Fluency	20.9	21.4	0.4	15.4	12.9	-2.5	2.9
Reading Comprehension	1.0	1.3	0.3	0.6	0.5	-0.1	0.4

Zero Scores. In the Kiswahili zone, there was no statistically significant impact on the proportion of students with zero scores in French at the end of Grade 4. There was, however, a decline in the proportion of students with zero scores in letter sounds, familiar words, nonwords, and reading comprehension for intervention students relative to comparison students (Table 27).

Table 27: Kiswahili DiD Results, Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	0%	0%	0%	0%	0%	0%
Letter Sounds Knowledge	2%	4%	2%	4%	14%	10%	-8%
Familiar Word Reading	37%	36%	-1%	41%	58%	16%	-17%
Nonword Reading	37%	43%	5%	42%	59%	18%	-12%
Oral Reading Fluency	23%	30%	8%	43%	44%	1%	6%
Reading Comprehension	62%	49%	-13%	70%	72%	2%	-15%

*p-value ≤ 0.05

Lingala Zone End of Grade 4 Results

Mean Scores. Activity I did not have a statistically significant impact on students' reading proficiency in the Lingala zone in French at the end of Grade 4. Additionally, results show that student performance in both intervention and comparison groups worsened between baseline and endline in every subtask, though intervention students showed a slight increase over comparison students in nonword reading (Table 28).

Table 28: Lingala DID Results, Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	11.7	8.6	-3.2	8.8	6.8	-1.9	-1.2
Letter Sounds Knowledge	22.7	16.4	-6.3	17.2	12.7	-4.6	-1.7
Familiar Word Reading	7.4	5.2	-2.1	5.3	3.3	-2.0	-0.1
Nonword Reading	5.8	4.2	-1.5	4.7	2.7	-2.0	0.4
Oral Reading Fluency	12.1	9.7	-2.4	7.8	5.5	-2.3	-0.1

Reading Comprehension	0.4	0.3	-0.1	0.3	0.1	-0.2	0.1
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Zero Scores. Similarly, Activity I had no statistically significant impact on the proportion of students with zero scores in any of the reading subtasks in the Lingala zone in French at the end of Grade 4. The proportion of zero scores for students in the intervention and comparison groups grew between baseline and endline in every subtask except reading comprehension, where there was a minimal improvement of 2 percentage points for intervention students (Table 29).

Table 29: Lingala DiD Results, Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	4%	4%	0%	3%	2%	1%
Letter Sounds Knowledge	6%	17%	11%	16%	22%	6%	4%
Familiar Word Reading	48%	70%	22%	65%	77%	12%	10%
Nonword Reading	55%	70%	15%	66%	78%	12%	3%
Oral Reading Fluency	41%	66%	26%	60%	77%	16%	9%
Reading Comprehension	78%	83%	6%	86%	93%	7%	-2%

Tshiluba Zone End of Grade 4 Results

Mean Scores. The Tshiluba zone was the only region where Activity I improved students' reading proficiency in French at the end of Grade 4. Statistically significant improvements were found in familiar words, nonwords, ORF, and reading comprehension (Table 30). Intervention students scored 5.2 CFWPM more than comparison students and read 4.5 CNWPM more than comparison students. The biggest gains were in ORF, where intervention students read 9 CWPM more than comparison students.

Table 30: Tshiluba DiD Results, Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	12.9	12.6	-0.3	10.3	10.0	-0.3	0
Letter Sounds Knowledge	28.9	28.2	-0.7	20.5	18.0	-2.5	1.8
Familiar Word Reading	10.9	12.6	1.7	8.9	5.4	-3.5	5.2*
Nonword Reading	8.2	9.7	1.5	7.1	4.0	-3.0	4.5*
Oral Reading Fluency	18.0	22.4	4.4	14.0	9.4	-4.6	9*
Reading Comprehension	0.6	1.0	0.4	0.5	0.4	0.0	0.4*

*p-value ≤ 0.05

Zero Scores. Although Activity I had a statistically significant, positive impact on students' mean scores at the end of Grade 4 in French, its impact on the proportion of students with zero scores in French was limited to the nonword reading (26 percent decrease) and ORF subtasks (21 percent decrease) in the Tshiluba zone (Table 31).

Table 31: Tshiluba DID Results, Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	0%	0%	1%	1%	-1%	0%
Letter Sounds Knowledge	5%	2%	-2%	18%	13%	-5%	2%
Familiar Word Reading	42%	38%	-4%	51%	64%	13%	-17%
Nonword Reading	44%	38%	-7%	50%	70%	20%	-26%*
Oral Reading Fluency	37%	27%	-10%	47%	58%	11%	-21%*
Reading Comprehension	65%	56%	-9%	73%	78%	5%	-14%

*p-value ≤ 0.05

Activity I Impact on Teaching Practices

EQ3. What are the impacts of Activity I on teachers' delivery of effective reading instruction? What teacher practices are correlated with improved student reading performance?

Answer

Activity I's impact on teachers' delivery of effective reading instruction and teacher practices that correlate with improved student reading performance varied across the three language zones and across the grades. Table 32 summarizes the factors, practices, and perceptions that emerged from the teacher questionnaire and classroom observations.

Table 32: Activity I Impact on Teacher Practices by Language Zone, by Grade

	Kiswahili Zone		Lingala Zone		Tshiluba Zone	
	Grade 2	Grade 4	Grade 2	Grade 4	Grade 2	Grade 4
Teacher Factors Correlated with Higher ORF Scores						
Training	✓					✓
Coaching	✓					
Teacher Guide			✓	✓		
Student Booklets			✓	✓	✓	
Increased Teacher Practices						
Oral Assessment	✓		✓	✓		
End-of-Year Assessment	✓	✓			✓	
End-of-Quarter Assessment	✓	✓			✓	
Assessment Results to Adapt Teaching	✓	✓	✓	✓		
Assessment Results to Plan Activities	✓	✓				
Read Aloud	✓	✓	✓	✓		
Silent Reading				✓		
Writing	✓			✓		
Vocabulary				✓	✓	✓
Grammar					✓	✓
Teacher Perceptions						

Reading Fluency at Grade 1 and Grade 2	✓		✓		✓	✓
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In the Kiswahili zone, Grade 2 intervention students whose teachers had received training in reading instruction and who had been coached by school directors or Activity 1 reading staff obtained statistically significantly higher mean ORF scores than other students. For Grade 4 teachers, training in instruction and coaching did not correlate with higher mean ORF scores.

Between baseline and endline, Grade 2 and Grade 4 teachers in the Kiswahili zone increased their use of end-of-year and end-of-quarter evaluations, and Grade 2 teachers also increased their use of oral assessments. In addition, teachers increased their use of assessment results to adapt their teaching and plan activities. Grade 2 teachers also used more read-aloud and writing activities. More Grade 2 teachers in the Kiswahili zone now believe that students should be able to read fluently in Grades 1 and 2.

In the Lingala zone, teacher training and coaching in reading instruction did not correlate with higher mean ORF scores for students in Grades 2 and 4. However, in Grade 2 and Grade 4 classrooms where the teacher guide and student books were available, students achieved statistically significantly higher mean ORF scores. In Grades 2 and 4, more teachers in the Lingala zone stated using oral assessments with students and using assessment results to adapt teaching at endline. Whereas Grade 2 teachers were observed using more read-aloud activities in their reading lessons, Grade 4 teachers used more read-aloud, silent reading, writing, and vocabulary activities. More Grade 2 teachers in the Lingala zone now believe that students should be able to read fluently in Grades 1 and 2.

In the Tshiluba zone, teacher training in reading instruction, coaching, and the teacher guide did not correlate with higher mean ORF scores for Grade 2 students, and only preservice training correlated with higher mean scores for Grade 4 students. The availability of student reading books correlated with higher scores in Grade 2 but not in Grade 4.

In Grade 2, the percentage of teachers using oral assessments declined, but the use of end-of-year and quarterly assessments grew. In Grades 2 and 4, the percentage of teachers who used assessment results to plan activities rose slightly. Fewer Grade 2 teachers were observed leading read-aloud activities, but more Grade 4 teachers were observed doing the same. In both grades, more teachers were observed leading grammar and vocabulary activities during the reading lesson. More Grade 2 and Grade 4 teachers in the Tshiluba zone believed at endline that students should be able to read fluently in Grades 1 and 2.

Findings

This section presents selected results from the teacher questionnaires and classroom observations conducted with Grade 2 and Grade 4 intervention teachers.¹⁹ Additional results are available in Annex G–J.

Kiswahili Zone

Teacher Factors. Table 33 presents factors for Grade 2 Kiswahili intervention teachers that correlate with mean ORF student scores. Students whose teachers had received training on how to teach reading

¹⁹ The evaluation team targeted teachers in Grades 2 and 4. For sampling of students, the selected teachers identified all their students from the previous school year (2018–2019) whom they had taught when in Grades 2 and 4, respectively. Those students were promoted to Grades 3 and 5 for the 2019–2020 school year and at the time of data collection for this evaluation. Once teachers identified all their previous year’s students, the enumerators randomly selected 10 students per grade.

scored statistically significantly higher ORF mean scores (3.8 CWPM) than students whose teachers had not (1.3 CWPM). Similarly, students whose teachers had received in-service training on how to teach reading achieved higher mean ORF scores (4.7 CWPM) than those whose teachers had not (2.0 CWPM). Students whose teachers had been observed by the school directors during a lesson obtained higher ORF scores on average (4.0 CWPM) than students whose teachers had not (1.4 CWPM). Students whose teachers had received coaching support from Activity I achieved higher mean ORF scores (5.1 CWPM) than students whose teachers had not (2.3 CWPM). However, the frequency of visits by Activity I coaches did not have a statistically significant impact on student performance.

Students whose teachers had received the Activity I teacher guide did not obtain statistically significantly higher mean ORF scores than those whose teachers had not. Furthermore, the frequency of use of the teacher guide did not have statistically significant impact on students' ORF mean scores. Similarly, students who had received the Activity I student books, regardless of when it was received and whether it was received in sufficient number, did not have statistically significantly higher mean ORF scores than students who had not.

Table 33: Grade 2 Kiswahili Teacher Factors and Mean ORF Scores at Endline

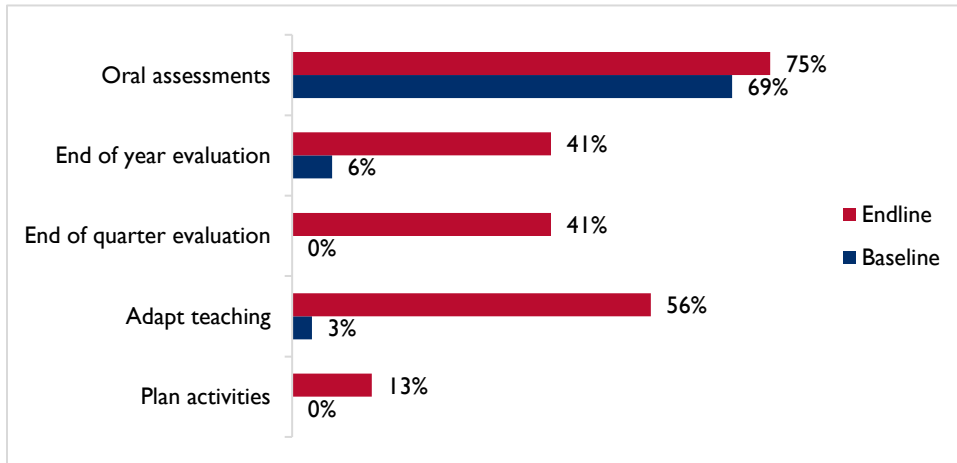
Question	Response	Treatment		
		Percent of Students	Mean ORF Score	Obs. (Students)
Trained to teach reading *	No	11%	1.3	18
	Yes	86%	3.8	252
	Don't know	3%	10.7	9
Attended in-service training on reading *	No	31%	2.0	65
	Yes	69%	4.7	242
	Don't know	--	--	--
During the 2018–2019 school year, did the principal or his/her assistant observe your lessons? *	No	5%	1.4	8
	Yes	93%	4.0	281
	Don't know	1%	0.4	18
Did ACCELERE! project reading staff observe your lessons? *	No	34%	2.3	94
	Yes	60%	5.1	185
	Don't know	6%	0.1	28

*p-value ≤ 0.05

However, the statistically significant correlations between student scores and teacher training in reading and coaching support mean that ORF scores at Grade 2 did not hold true in Grade 4, indicating that students whose teachers had been trained and coached performed comparably to students whose teachers had not. Likewise, the availability and use of Activity I teacher and student materials did not correlate with higher mean scores in Grade 4.

Teacher Practices. Figure 10 shows the percentage of Grade 2 Kiswahili intervention teachers and how they claimed to assess their students at baseline and endline. Notably, the percentage of teachers who used oral assessments (69 percent at baseline to 75 percent at endline), end-of-quarter evaluations (0 percent at baseline to 41 percent at endline), and end-of-year evaluations (6 percent at baseline to 41 percent at endline) rose. Furthermore, at endline, more teachers claimed to use assessment results to plan activities (0 percent at baseline to 13 percent at endline) and adapt their teaching (3 percent at baseline to 56 percent at endline).

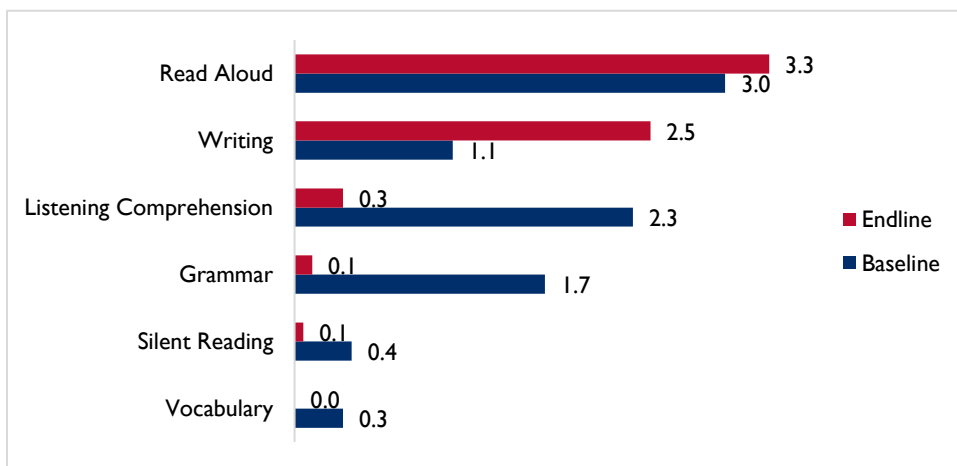
Figure 10: Grade 2 Kiswahili Teacher Use of Assessment



Similarly, Grade 4 Kiswahili intervention teachers claimed to use more end-of-quarter evaluations (9 percent at baseline to 34 percent at endline) and end-of-year evaluations (13 percent at baseline and 38 percent at endline). However, the proportion of Grade 4 teachers using oral assessments declined slightly (72 percent at baseline to 69 percent at endline). Grade 4 Kiswahili intervention teachers also claimed more use of assessment results to plan activities (0 percent at baseline to 31 percent at endline) and adapt their teaching (0 percent at baseline to 50 percent at endline).

Classroom observation of Grade 2 teachers revealed that intervention teachers, on average, incorporated more read-aloud and writing activities at endline than at baseline. However, at endline, few observed lessons included other foundational reading skills such as listening comprehension, silent reading, and vocabulary than at baseline (Figure 11).

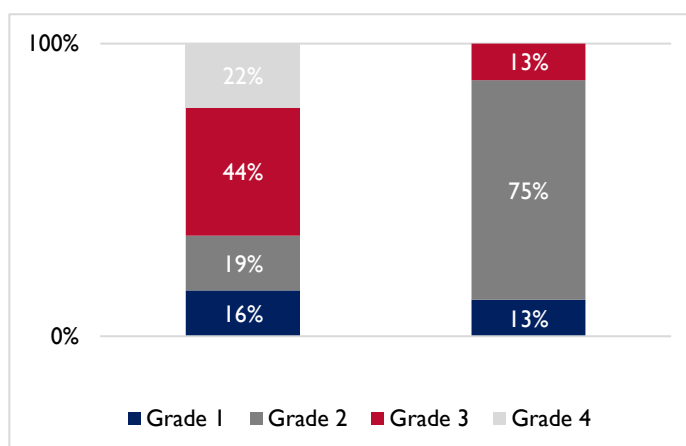
Figure 11: Grade 2 Kiswahili Reading Lesson Content



Grade 4 Kiswahili intervention teachers used more read-aloud activities in their reading lessons at endline than at baseline. All other lesson content areas saw a decline in usage between baseline and endline in Grade 4.

Teacher Perceptions. Figure 12 displays Kiswahili Grade 2 intervention teachers' perceptions of the earliest grade when a student should fluently read a short, simple text. At baseline, 35 percent of teachers said that Grade 1 or Grade 2 was the appropriate grade. However, at endline, the responses shifted to 88 percent stating Grade 1 or Grade 2. Grade 4 teachers' perceptions of when students should read fluently with confidence remained concentrated in Grade 2 and Grade 4 at baseline and endline.

Figure 12: Grade 2 Kiswahili Teacher Perception of Early Grade Reading



Lingala Zone

Teacher Factors. Table 34 presents factors for Grade 2 Lingala intervention teachers and their correlations with higher mean ORF scores. Students whose teachers had received training on how to teach reading did not achieve statistically significantly higher ORF mean scores than students whose teachers had not received this training. Furthermore, the mean ORF score for students whose teachers had received in-service training in reading was only 2.2 CWPM. Students whose teachers had been observed by the school directors during a lesson did not obtain statistically significantly higher ORF scores on average than students whose teachers had not and obtained an ORF mean score of only 1.9 CWPM. Coaching by Activity 1 reading staff correlated with lower ORF mean scores (1.4 CWPM) for Grade 2 students in Lingala compared with students whose teachers had not been coached (3.0 CWPM). However, those results were not statistically significant.

Students whose teachers had received the Activity 1 teacher guide obtained statistically significantly higher mean scores (2.5 CWPM) than students whose teachers had not (0.2 CWPM). The time of year when the teacher received the teacher guide did not result in statistically significant differences in students' ORF mean scores. Students whose teachers had received the Activity 1 student reading books obtained statistically significantly higher ORF mean scores (2.8 CWPM) than students whose teachers claimed not to have received the student books (0.5 CWPM). The number of student books received and the time of receipt did not correlate with statistically significantly higher ORF mean scores.

Table 34: Grade 2 Lingala Teacher Factors and Mean ORF Scores at Endline

Question	Response	Treatment		
		Percent of Students	Mean ORF Score	Obs. (Students)
Trained to teach reading	No	4%	0.1	16
	Yes	96%	2.1	373
	Don't know	--	--	--
Attended in-service training on reading	No	13%	0.1	48
	Yes	87%	2.2	351
	Don't know	--	--	--
During the 2018–2019 school year, did the principal or his/her assistant observe your lessons?	No	0%	0.0	8
	Yes	99%	1.9	373
	Don't know	1%	3.2	18

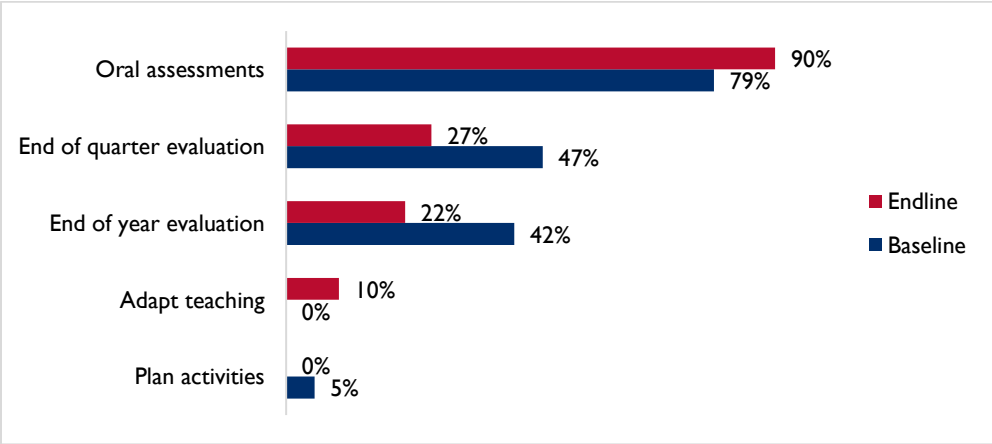
Question	Response	Treatment		
		Percent of Students	Mean ORF Score	Obs. (Students)
Did ACCELERE! project reading staff observe your lessons?	No	32%	3.0	162
	Yes	67%	1.4	227
	Don't know	1%	0.1	10
Did you receive the ACCELERE! Teacher's guide?*	No	28%	0.2	104
	Yes	71%	2.5	277
	Don't know	1%	3.2	18
Have your students received ACCELERE! Project Reading books?*	No	40%	0.5	144
	Yes	58%	2.8	237
	Don't know	1%	3.5	18

*p-value ≤ 0.05

Results did not show any statistically significant correlations between teacher training in reading and coaching support and Grade 4 students' mean ORF scores, indicating that students whose teachers had been trained and coached performed comparably to students whose teachers had not. Like Grade 2 students, students whose teachers had received the Activity 1 teacher guide obtained statistically significantly higher mean scores (14.2 CWPM) than students whose teachers had not (5.2 CWPM). However, only 50 percent of students had teachers who had received the Activity 1 teacher guide. Also, students whose teachers had confirmed receipt of the Activity 1 student reading books obtained statistically significantly higher ORF mean scores (13.8 CWPM) than students whose teachers claimed not to have received the student books (9.1 CWPM). However, only 13 percent of students had teachers who had confirmed receipt of the student books. Students whose teachers confirmed having received enough student reading books achieved statistically significantly higher ORF mean scores (26.7 CWPM) than students in classrooms where not enough books had been received (13.9 CWPM).

Teacher Practices. Figure 13 shows the percentage of Lingala Grade 2 intervention teachers and how they claimed to assess their students at baseline and endline. The percentage of teachers who used oral assessments (79 percent at baseline to 90 percent at endline) rose, whereas the percentage of teachers who used end-of-quarter evaluations (47 percent at baseline to 27 percent at endline) and end-of-year evaluations (42 percent at baseline to 22 percent at endline) fell. Furthermore, at endline, more teachers claimed to use assessment results to adapt teaching (10 percent at baseline to 0 percent at endline), but fewer claimed to use assessment results to plan activities (5 percent at baseline to 0 percent at endline).

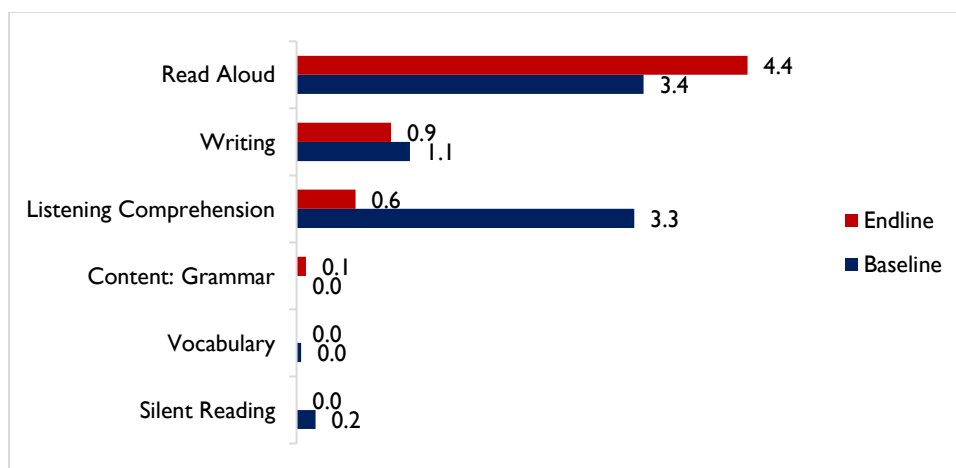
Figure 13: Grade 2 Lingala Teacher Use of Assessment



Like Grade 2 teachers, Grade 4 Lingala teachers claimed to use fewer end-of-quarter evaluations (67 percent at baseline to 28 percent at endline) and end-of-year evaluations (61 percent at baseline and 21 percent at endline) but more oral assessments (61 percent at baseline to 77 percent at endline). Grade 4 Lingala intervention teachers also claimed slightly more use of assessment results to adapt their teaching (6 percent at baseline to 7 percent at endline) but less use to plan activities (6 percent at baseline to 0 percent at endline).

Classroom observation of Grade 2 Lingala teachers revealed that intervention teachers, on average, incorporated more read-aloud activities at endline than at baseline. However, at endline, on average, observed lessons included fewer other foundational reading skills such as writing, listening comprehension, silent reading, and vocabulary than at baseline (Figure 14).

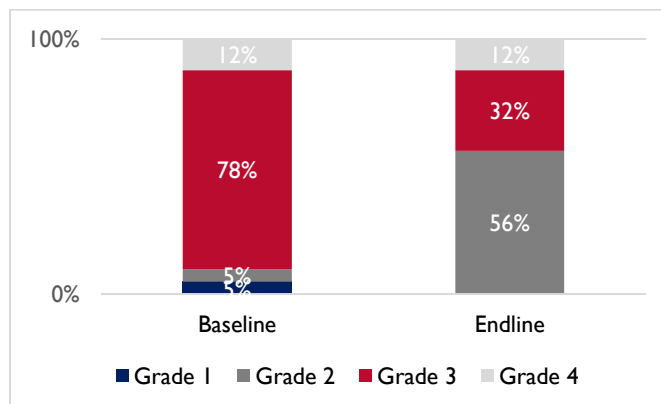
Figure 14: Grade 2 Lingala Reading Lesson Content



Grade 4 Lingala teachers used more read-aloud, silent reading, writing, and vocabulary activities in their reading lessons at endline than at baseline.

Teacher Perceptions. Figure 15 displays Lingala Grade 2 intervention teachers’ perceptions of the earliest grade when a student should fluently read a short, simple text. At baseline, 10 percent of teachers said that Grade 1 or Grade 2 was the appropriate grade. However, at endline, the responses shifted to 56 percent stating Grade 1 or Grade 2. Grade 4 teachers’ perceptions of when students should read fluently with confidence remained concentrated in Grade 2 and Grade 4 at baseline and endline.

Figure 15: Grade 2 Lingala Teacher Perception of Early Grade Reading



Tshiluba Zone

Teacher Factors. Table 35 presents factors for Grade 2 Tshiluba intervention teachers that correlated with higher mean ORF scores. Although teacher training in reading did not show statistically significant correlations with higher mean ORF scores, 95 percent of students had a teacher who had received in-service training on how to teach reading. These students averaged 7.6 CWPM, whereas students whose teachers had not received in-service training in reading averaged 1.3 CWPM. Students whose teachers had received the Activity I teacher guide did not achieve statistically significantly higher scores (7.4 CWPM) than those whose teachers had not (6.9 CWPM). However, students who had received the Activity I student books achieved statistically significantly higher ORF scores (7.9 CWPM) on average than those who had not (6.4 CWPM). Although the timing of the books' arrival did not correlate with higher ORF scores, receiving enough books for students correlated with lower mean ORF scores (7.4 CWPM) than those of students whose teachers claimed not to have received enough books (9.2 CWPM). Coaching by the school director or Activity I project staff did not result in statistically significant correlations with mean scores.

Table 35: Grade 2 Tshiluba Teacher Factors and Mean ORF Scores at Endline

Question	Response	Treatment		
		Percent of Students	Mean ORF Score	Obs. (Students)
Trained to teach reading	No	1%	6.3	10
	Yes	99%	7.4	410
	Don't know	--	--	--
Attended continuing training on reading	No	5%	1.3	20
	Yes	95%	7.6	400
	Don't know	--	--	--
Did you receive the ACCELERE! Teacher's guide	No	12%	6.9	50
	Yes	88%	7.4	370
	Don't know	--	--	--
Have your students received ACCELERE! Project Reading books? *	No	38%	6.4	170
	Yes	62%	7.9	250
	Don't know	--	--	--
Have you received enough booklets for all students? *	No	30%	9.2	90
	Yes	70%	7.4	160
	Don't know	--	--	--

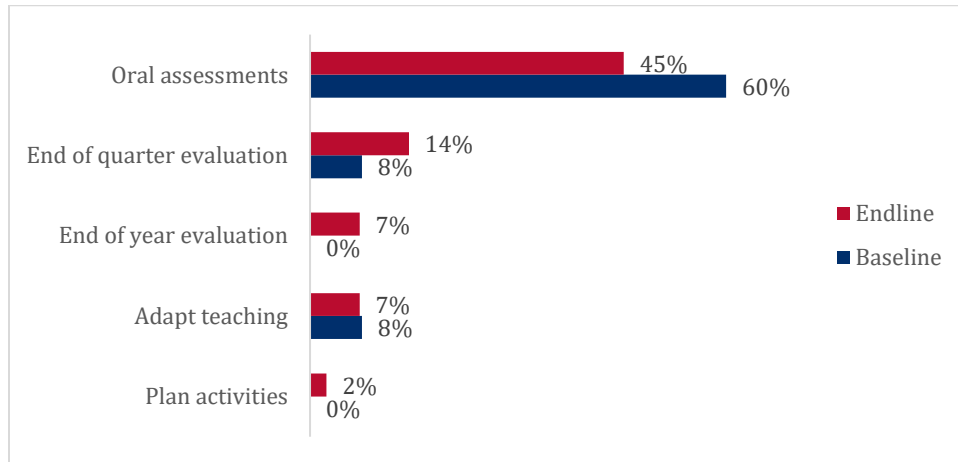
*p-value ≤ 0.05

Preservice training for Grade 4 teachers in reading resulted in higher ORF mean scores for students, but in-service training in reading did not. Availability of the Activity I teacher guide and student reading books did not have statistically significant correlations with higher mean ORF scores. However, students who had received the reading books in the second trimester scored statistically significantly higher mean scores (24.6 CWPM) than students who had received the books in the third trimester (4.9 CWPM). Coaching by the school director did not correlate with higher mean ORF scores for students; however, coaching by an Activity I reading staff was negatively correlated with mean ORF scores. Students whose teachers were coached by an Activity I reading staff scored on average 17.8 CWPM, whereas students whose teachers had not been coached by Activity I reading staff scored 26.8 CWPM.

Teacher Practices. Figure 16 shows the percentage of Tshiluba Grade 2 intervention teachers and how they claimed to assess their students at baseline and endline. The percentage of teachers who used

end-of-quarter evaluations (8 percent at baseline to 14 percent at endline) and end-of-year evaluations (0 percent at baseline and 7 percent at endline) rose. However, the percentage of teachers who used oral assessments fell (60 percent at baseline to 45 percent at endline). Furthermore, the percentage of teachers who claimed to use assessment results to plan activities rose slightly (0 percent at baseline to 2 percent at endline).

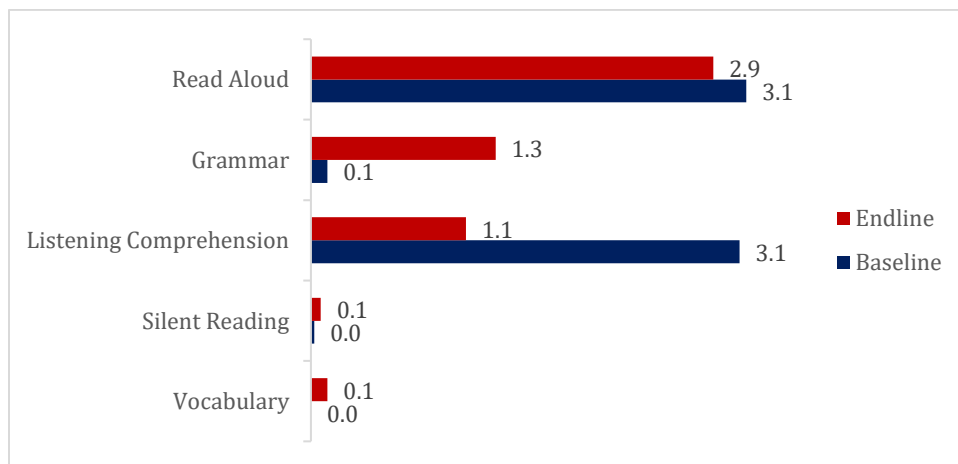
Figure 16: Grade 2 Tshiluba Teacher Use of Assessment



Grade 4 intervention teachers in the Tshiluba zone claimed to use more end-of-year evaluations (2 percent at baseline and 7 percent at endline) but fewer oral assessments (55 percent at baseline and 45 percent at endline) and quarterly assessments (24 percent at baseline and 14 percent at endline). Only 2 percent of teachers at endline claimed to use assessment results to plan activities, up from 0 percent at baseline. The percentage of teachers who reported using assessment results to adapt their teaching remained the same (7 percent at baseline and endline).

Classroom observation of Grade 2 Tshiluba intervention teachers showed that teachers led fewer read-aloud and listening comprehension activities but more activities focusing on silent reading, grammar, and vocabulary (Figure 17).

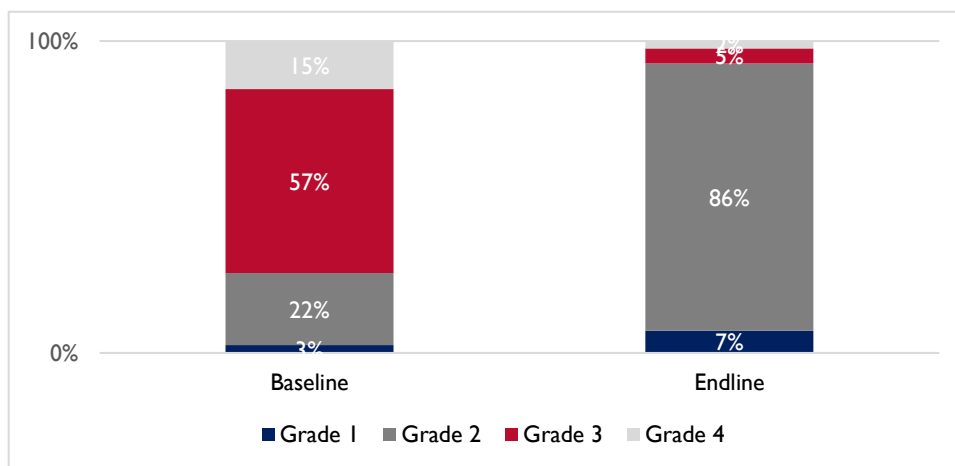
Figure 17: Grade 2 Tshiluba Reading Lesson Content



Grade 4 teachers used more read-aloud, grammar, and vocabulary activities between baseline and endline and fewer listening comprehension and silent reading activities.

Teacher Perceptions. Figure 18 displays Grade 2 Tshiluba intervention teachers' perceptions of the earliest grade when a student should fluently read a short, simple text. At baseline, 25 percent of teachers said that Grade 1 or Grade 2 was the appropriate grade. However, at endline, the responses shifted to 93 percent stating Grade 1 or Grade 2. Similarly, 93 percent of Grade 4 Tshiluba intervention teachers believed that students should read fluently in Grades 1 and 2, up from 12 percent at baseline.

Figure 18: Grade 2 Tshiluba Teacher Perception of Early Grade Reading



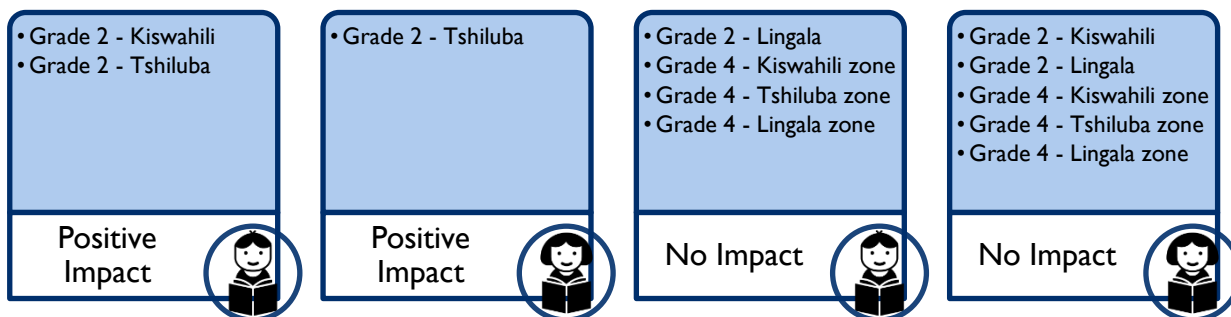
Activity I Impact by Gender

EQ4: How did the impacts on students' reading proficiency vary by gender (girls or boys)?

Answer

Activity I had statistically significant, positive impact at the end of Grade 2 for boys and girls in Tshiluba and for boys in Kiswahili relative to boys and girls in comparison schools. Activity I had no statistically significant impact at the end of Grade 2 for boys and girls in Lingala relative to boys and girls in comparison schools or at the end of Grade 4 for boys and girls in French in the three language zones relative to boys and girls in the comparison groups (Figure 19).

Figure 19: Activity I Impact by Gender



In Tshiluba, at the end of Grade 2, boys and girls achieved statistically significant improvement in mean scores in letter sounds, familiar words, nonwords, ORF, and reading comprehension relative to boys and girls in the comparison group. However, the proportion of boys with zero scores in the intervention group declined only in familiar words and ORF relative to boys in the comparison group, whereas that

of girls in the intervention group declined in the same five subtasks relative to girls in the comparison group. This indicates that low-performing girls in intervention schools at the end of Grade 2 benefited more from the interventions in Tshiluba than did low-performing boys.

At the end of Grade 4, boys in the Tshiluba zone achieved statistically significant improvement in mean scores in nonwords, ORF, and reading comprehension in French language relative to boys in the comparison schools. However, the proportion of boys with zero scores in the intervention group did not decline relative to boys in the comparison group, indicating that the improvement in mean scores was driven by high-performing boys in intervention schools. Unlike boys at the end of Grade 4, girls in intervention schools in the Tshiluba zone reduced their proportions of zero scores in nonwords and ORF in French relative to girls in the comparison group but did not improve their mean scores relative to girls in the comparison group.

At the end of Grade 2, boys in Kiswahili intervention schools outperformed boys in comparison schools between baseline and endline in letter sounds, familiar words, nonwords, ORF, and reading comprehension. The boys in the intervention group improved their mean scores and the proportion of boys with zero scores in the five subtasks.

Boys and girls in the Kiswahili and Lingala zones did not perform better in French reading than their peers in comparison schools at the end of Grade 4; Activity I had no statistically significant impact in those linguistic zones for boys or girls in French language reading skills.

Findings

Kiswahili End of Grade 2 Results

Mean Scores. Activity I had statistically significant impact on boys in the Kiswahili zone at the end of Grade 2 in letter sounds (+8.4 CLSPM), familiar words (+5.5 CFWPM), nonwords (+2.9 CNWPM), ORF (+3.6 CWPM), and reading comprehension (+0.1 questions). Results indicated a significant impact between baseline and endline for boys in the intervention group relative to boys in the comparison group (Table 36). In contrast to boys, Activity I had no statistically significant impact on girls in the Kiswahili zone at the end of Grade 2, though girls in the intervention group demonstrated small gains over girls in the comparison group (Table 37). For the Kiswahili zone, results indicated that boys drove the overall statistically significant impacts for letter sounds, familiar words, and ORF at the end of Grade 2.

Table 36: Kiswahili DiD Results, Boys Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	11.6	11.5	-0.1	13.4	13.1	-0.3	0.1
Letter Sounds Knowledge	10.6	16.2	5.6	11.3	8.5	-2.8	8.4*
Familiar Word Reading	1.9	6.2	4.3	2.4	1.2	-1.2	5.5*
Nonword Reading	1.4	3.2	1.8	1.3	0.2	-1.1	2.9*
Oral Reading Fluency	1.1	3.9	2.8	1.5	0.6	-0.9	3.6*
Reading Comprehension	0.0	0.1	0.1	0.1	0.0	-0.1	0.1*
French Vocabulary	12.3	11.3	-1.1	8.7	6.9	-1.8	0.7

*p-value ≤ 0.05

Table 37: Kiswahili DiD Results, Girls Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	10.9	11.0	0.0	12.7	12.5	-0.2	0.2
Letter Sounds Knowledge	12.0	15.8	3.8	7.9	6.0	-1.9	5.7
Familiar Word Reading	4.5	7.3	2.8	0.8	0.5	-0.2	3.1
Nonword Reading	3.0	3.3	0.3	0.3	0.2	-0.1	0.4
Oral Reading Fluency	2.6	4.3	1.6	0.4	0.3	-0.1	1.8
Reading Comprehension	0.1	0.2	0.1	0.0	0.0	0.0	0
French Vocabulary	12.7	12.2	-0.5	7.8	6.3	-1.4	0.9

Zero Scores. In Kiswahili at the end of Grade 2, Activity I had statistically significant impact for boys in letter sounds (-23 percent), familiar words (-31 percent), nonwords (-19 percent), ORF (-20 percent), and reading comprehension (-10 percent) (Table 38). Table 39 shows that for girls at the end of Grade 2, Activity I had statistically significant impact in letter sounds (-31 percent) in Kiswahili. Boys and girls in the intervention group experienced declines in zero scores, whereas their comparison counterparts experienced increases in zero scores. For letter sounds, familiar words, nonwords, ORF, and reading comprehension, girls in the intervention group had a lower share of zero scores than boys at baseline and endline, but the boys in the intervention group closed the gap in all these subtasks except letter sounds.

Table 38: Kiswahili DiD Results, Boys Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	0%	1%	0%	0%	0%	0%	0%
Letter Sounds Knowledge	23%	15%	-7%	10%	26%	16%	-23%*
Familiar Word Reading	82%	54%	-29%	82%	85%	3%	-31%*
Nonword Reading	89%	79%	-10%	89%	98%	9%	-19%*
Oral Reading Fluency	85%	71%	-14%	84%	90%	6%	-20%*
Reading Comprehension	98%	92%	-5%	95%	100%	5%	-10%*
French Vocabulary	0%	0%	0%	1%	0%	0%	0%

*p-value ≤ 0.05

Table 39: Kiswahili DiD Results, Girls Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Kiswahili Vocabulary	2%	1%	-2%	0%	0%	0%	-2%
Letter Sounds Knowledge	22%	10%	-11%	17%	37%	20%	-31%*
Familiar Word Reading	68%	47%	-21%	91%	96%	5%	-26%
Nonword Reading	75%	77%	2%	96%	98%	2%	0%

Oral Reading Fluency	70%	67%	-3%	93%	97%	3%	-6%
Reading Comprehension	89%	88%	-1%	100%	99%	-1%	0%
French Vocabulary	0%	0%	0%	0%	0%	0%	0%

*p-value ≤ 0.05

Kiswahili End of Grade 4 Results

Mean Scores. Activity I had no statistically significant impact on mean scores in French at the end of Grade 4 in the Kiswahili zone for boys (Table 40) or girls (Table 41). Results for boys in the intervention group showed slight learning gains in familiar words, nonwords, ORF, and reading comprehension, whereas results for girls in the intervention group showed slight learning gains only in reading comprehension. Results for boys and girls in the comparison group showed slight declines in mean scores for all subtasks, except in reading comprehension for boys, where no change was detected.

Table 40: Kiswahili DiD Results, Boys Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	16.5	15.7	-0.7	13.2	11.7	-1.6	0.8
Letter Sounds Knowledge	28.8	26.0	-2.7	25.5	22.3	-3.1	0.4
Familiar Word Reading	11.1	12.8	1.7	10.8	9.0	-1.8	3.5
Nonword Reading	7.9	8.8	0.9	8.0	6.7	-1.3	2.2
Oral Reading Fluency	19.1	21.5	2.4	15.9	14.9	-1.0	3.3
Reading Comprehension	0.9	1.1	0.3	0.6	0.6	0.0	0.3

Table 41: Kiswahili DiD Results, Girls Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	16.1	15.7	-0.4	12.5	10.8	-1.7	1.2
Letter Sounds Knowledge	30.5	27.3	-3.3	22.6	16.1	-6.4	3.2
Familiar Word Reading	14.3	11.5	-2.8	9.2	5.3	-3.9	1.1
Nonword Reading	10.2	8.1	-2.1	6.5	3.9	-2.5	0.5
Oral Reading Fluency	23.0	21.2	-1.8	14.8	10.6	-4.3	2.5
Reading Comprehension	1.1	1.4	0.3	0.7	0.5	-0.2	0.5

Zero Scores. At the end of Grade 4, results did not show any statistically significant impact in the proportion of boys (Table 42) or girls (Table 43) with zero scores in French in the Kiswahili zone. The proportion of boys with zero scores grew in most subtasks, except in familiar words and reading comprehension for boys in the intervention group and in ORF and reading comprehension for boys in the comparison group. The proportion of girls with zero scores remained unchanged in vocabulary, letter sounds, and familiar words for girls in the intervention group and grew for nonwords and ORF for girls in the intervention group and in all subtasks for girls in the comparison group.

Table 42: Kiswahili DiD Results, Boys Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	0%	0%	0%	0%	0%	0%*
Letter Sounds Knowledge	2%	5%	3%	3%	9%	6%	-3%
Familiar Word Reading	38%	37%	-1%	41%	49%	8%	-10%
Nonword Reading	40%	45%	6%	41%	54%	13%	-7%
Oral Reading Fluency	24%	32%	8%	44%	41%	-3%	11%
Reading Comprehension	60%	52%	-7%	72%	70%	-2%	-5%

*p-value ≤ 0.05

Table 43: Kiswahili DiD Results, Girls Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	0%	0%	0%	1%	1%	-1%
Letter Sounds Knowledge	3%	3%	0%	6%	20%	15%	-14%
Familiar Word Reading	35%	36%	0%	42%	68%	25%	-25%
Nonword Reading	35%	40%	5%	43%	66%	23%	-18%
Oral Reading Fluency	21%	29%	8%	41%	49%	7%	0%
Reading Comprehension	64%	46%	-18%	68%	75%	7%	-25%

Lingala End of Grade 2 Results

Mean Scores. Activity 1 had no statistically significant impact on mean scores in Lingala at the end of Grade 2 for boys (Table 44) or girls (Table 45). Results indicated statistically significant impact for letter sounds for girls in the intervention group relative to girls in the comparison group.

Table 44: Lingala DiD Results, Boys Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	15.4	13.7	-1.7	14.8	14.2	-0.6	-1.2
Letter Sounds Knowledge	11.3	11.3	0.0	8.3	6.0	-2.3	2.3
Familiar Word Reading	1.9	1.8	-0.1	1.1	0.8	-0.3	0.2
Nonword Reading	1.1	1.3	0.2	0.4	0.7	0.3	-0.1
Oral Reading Fluency	3.1	2.7	-0.5	1.3	1.1	-0.1	-0.3
Reading Comprehension	0.2	0.2	0.0	0.1	0.1	0.0	0
French Vocabulary	8.2	7.1	-1.0	6.7	5.8	-0.9	-0.1

Table 45: Lingala DiD Results, Girls Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	15.5	13.8	-1.6	14.6	14.4	-0.2	-1.4
Letter Sounds Knowledge	9.1	12.9	3.8	7.8	3.7	-4.1	7.8*
Familiar Word Reading	0.6	0.9	0.3	1.6	0.3	-1.2	1.5
Nonword Reading	0.5	0.5	0.0	0.7	0.3	-0.4	0.4
Oral Reading Fluency	1.1	1.1	0.0	2.2	0.4	-1.8	1.8
Reading Comprehension	0.1	0.1	0.0	0.1	0.0	-0.1	0.1
French Vocabulary	7.5	6.8	-0.7	6.3	5.5	-0.8	0.1

*p-value ≤ 0.05

Zero Scores. Activity 1 did not have statistically significant impact in the proportion of boys (Table 46) or girls (Table 47) with zero scores in Lingala at the end of Grade 2. The proportion of boys in the intervention group with zero scores grew for all subtasks except letter sounds and French vocabulary. The proportion of girls in the intervention group with zero scores grew in two subtasks (ORF and reading comprehension), declined in three subtasks (letter sounds, nonwords, and French vocabulary), and showed no change in two subtasks (Lingala vocabulary and familiar words). In the comparison group, the proportion of boys and girls with zero scores grew for all subtasks except for letter sounds and nonwords for boys and French vocabulary for girls.

Table 46: Lingala DiD Results, Boys Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	1%	2%	1%	1%	3%	2%	-1%
Letter Sounds Knowledge	19%	14%	-6%	40%	39%	-1%	-5%
Familiar Word Reading	84%	88%	4%	93%	96%	3%	1%
Nonword Reading	84%	89%	5%	95%	93%	-2%	7%
Oral Reading Fluency	73%	86%	13%	86%	95%	9%	4%
Reading Comprehension	88%	91%	4%	92%	96%	4%	-1%
French Vocabulary	4%	3%	-1%	5%	6%	1%	-2%

Table 47: Lingala DiD Results, Girls Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Lingala Vocabulary	0%	0%	0%	1%	2%	0%	0%
Letter Sounds Knowledge	26%	24%	-2%	41%	54%	13%	-15%
Familiar Word Reading	94%	93%	0%	91%	97%	6%	-6%
Nonword Reading	93%	92%	-1%	92%	97%	5%	-6%
Oral Reading Fluency	85%	92%	7%	86%	96%	9%	-2%

Reading Comprehension	94%	96%	2%	94%	98%	4%	-2%
French Vocabulary	2%	1%	-1%	6%	4%	-1%	0%

Lingala End of Grade 4 Results

Mean Scores. Activity I had no statistically significant impact on mean scores in French at the end of Grade 4 in the Lingala zone for boys (Table 48) or girls (Table 49). In all subtasks, boys and girls in the intervention and comparison groups scored, on average, slightly lower at endline than at baseline, except for boys in the intervention group in reading comprehension, whose scores showed no change.

Table 48: Lingala DiD Results, Boys Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	12.0	9.0	-3.0	9.5	7.4	-2.1	-0.9
Letter Sounds Knowledge	24.3	18.2	-6.1	21.6	16.3	-5.3	-0.8
Familiar Word Reading	8.6	6.8	-1.8	7.4	5.1	-2.3	0.5
Nonword Reading	7.0	5.2	-1.8	6.6	4.1	-2.5	0.7
Oral Reading Fluency	14.4	12.3	-2.1	10.7	8.2	-2.5	0.4
Reading Comprehension	0.4	0.4	0.0	0.4	0.1	-0.3	0.3

Table 49: Lingala DiD Results, Girls Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	11.4	8.1	-3.3	8.0	6.2	-1.7	-1.5
Letter Sounds Knowledge	20.7	14.6	-6.1	12.5	8.7	-3.8	-2.3
Familiar Word Reading	5.9	3.7	-2.3	3.0	1.4	-1.7	-0.6
Nonword Reading	4.3	3.3	-1.0	2.6	1.2	-1.4	0.3
Oral Reading Fluency	9.3	7.1	-2.2	4.6	2.5	-2.1	0.0
Reading Comprehension	0.3	0.2	-0.1	0.2	0.0	-0.1	0.0

Zero Scores. At the end of Grade 4, results did not show any statistically significant impact in the proportion of boys (Table 50) or girls (Table 51) with zero scores in French in the Lingala zone. For both intervention and comparison groups, the proportion of boys and girls with zero scores grew from baseline to endline.

Table 50: Lingala DiD Results, Boys Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	3%	3%	1%	3%	3%	0%
Letter Sounds Knowledge	5%	17%	12%	10%	15%	5%	7%

Familiar Word Reading	40%	62%	22%	53%	67%	15%	7%
Nonword Reading	46%	63%	17%	56%	69%	14%	4%
Oral Reading Fluency	31%	62%	31%	49%	67%	19%	13%
Reading Comprehension	75%	80%	5%	82%	91%	9%	-4%

*p-value ≤ 0.05

Table 51: Lingala DiD Results, Girls Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	1%	5%	4%	0%	3%	2%	2%
Letter Sounds Knowledge	8%	17%	10%	23%	30%	8%	2%
Familiar Word Reading	57%	78%	21%	78%	88%	10%	11%
Nonword Reading	66%	77%	11%	78%	88%	10%	1%
Oral Reading Fluency	52%	70%	18%	73%	87%	14%	4%
Reading Comprehension	81%	87%	6%	91%	96%	5%	1%

Tshiluba End of Grade 2 Results

Mean Scores. Table 52 shows the DiD mean scores for boys in Tshiluba at the end of Grade 2. Results were statistically significant for letter sounds (+14.3 CLSPM), familiar words (+6.1 CFWPM), nonwords (+4.9 CNWPM), ORF (+5.2 CWPM), and reading comprehension (+0.8 questions). For these subtasks, the results indicated a significant impact between baseline and endline for boys in the intervention group relative to boys in the comparison group. Table 53 shows the DiD mean scores for girls in Tshiluba at the end of Grade 2. Results were statistically significant for letter sounds (+15.5 CLSPM), familiar words (+7.4 CFWPM), nonwords (+4.4 CNWPM), ORF (+6 CWPM), and reading comprehension (+0.6 questions). For these subtasks, the results indicated a significant impact between baseline and endline for girls in the intervention group relative to girls in the comparison group.

Table 52: Tshiluba DiD Results, Boys Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	18.9	18.5	-0.4	18.9	16.8	-2.0	1.6
Letter Sounds Knowledge	15.1	25.9	10.9	18.1	14.7	-3.4	14.3*
Familiar Word Reading	5.8	11.5	5.7	4.6	4.3	-0.3	6.1*
Nonword Reading	2.7	6.5	3.8	3.3	2.1	-1.2	4.9*
Oral Reading Fluency	4.1	9.1	5.0	3.0	2.8	-0.1	5.2*
Reading Comprehension	0.2	0.9	0.7	0.3	0.3	0.0	0.8*
French Vocabulary	8.4	9.5	1.1	7.4	7.7	0.3	0.8

*p-value ≤ 0.05

Table 53: Tshiluba DiD Results, Girls Mean Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	18.9	18.6	-0.3	18.4	16.5	-1.9	1.6
Letter Sounds Knowledge	9.0	22.7	13.8	10.1	8.3	-1.8	15.5*
Familiar Word Reading	1.4	7.6	6.1	1.7	0.4	-1.3	7.4*
Nonword Reading	0.7	4.4	3.6	0.9	0.1	-0.8	4.4*
Oral Reading Fluency	0.9	5.7	4.8	1.4	0.2	-1.2	6*
Reading Comprehension	0.0	0.5	0.5	0.2	0.0	-0.2	0.6*
French Vocabulary	8.0	9.2	1.3	7.3	6.7	-0.6	1.8

*p-value ≤ 0.05

Zero Scores. Table 54 and Table 55 provide the DiD results in zero scores for boys and girls, respectively, in Tshiluba at the end of Grade 2. Results for the proportion of boys with zero scores in intervention schools were statistically significant for familiar words (-26 percent) and reading comprehension (-32 percent) relative to boys in the comparison group. Results for the proportion of girls with zero scores in intervention schools were statistically significant for letter sounds (-29 percent), familiar words (-43 percent), nonwords (-31 percent), ORF (-37 percent), and reading comprehension (-30 percent) relative to girls in the comparison group.

Table 54: Tshiluba DiD Results, Boys Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	0%	0%	0%	0%	3%	3%	-3%
Letter Sounds Knowledge	18%	2%	-17%	23%	24%	1%	-18%
Familiar Word Reading	61%	38%	-23%	63%	66%	3%	-26%*
Nonword Reading	73%	60%	-13%	75%	80%	5%	-18%
Oral Reading Fluency	68%	49%	-19%	74%	74%	0%	-19%
Reading Comprehension	90%	58%	-32%	84%	83%	0%	-32%*
French Vocabulary	12%	0%	-12%	10%	1%	-9%	-3%

*p-value ≤ 0.05

Table 55: Tshiluba DiD Results, Girls Zero Scores Grade 2

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
Tshiluba Vocabulary	0%	0%	0%	1%	2%	0%	0%
Letter Sounds Knowledge	26%	24%	-2%	41%	54%	13%	-15%
Familiar Word Reading	94%	93%	0%	91%	97%	6%	-6%
Nonword Reading	93%	92%	-1%	92%	97%	5%	-6%
Oral Reading Fluency	85%	92%	7%	86%	96%	9%	-2%
Reading Comprehension	94%	96%	2%	94%	98%	4%	-2%

French Vocabulary	2%	1%	-1%	6%	4%	-1%	0%
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*p-value ≤ 0.05

Tshiluba End of Grade 4 Results

Mean Scores. Table 56 shows mean scores for boys at the end of Grade 4 in French language reading skills in the Tshiluba zone. Results were statistically significant for nonwords (+4.5 CNWPM), ORF (+9.4 CWPM), and reading comprehension (+0.6 questions). For these subtasks, the results indicated a significant impact between baseline and endline for boys in the intervention group relative to boys in the comparison group. Table 57 provides mean scores for girls in French language reading skills in the Tshiluba zone at the end of Grade 4. Results were not statistically significant for any subtask, indicating that girls in the intervention and comparison groups performed similarly.

Table 56: Tshiluba DiD Results, Boys Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	13.8	13.8	0.0	10.9	11.2	0.3	-0.3
Letter Sounds Knowledge	33.2	32.1	-1.2	23.9	22.4	-1.6	0.4
Familiar Word Reading	14.7	16.6	1.9	11.0	7.8	-3.1	5.1
Nonword Reading	10.8	12.6	1.8	8.8	6.0	-2.7	4.5*
Oral Reading Fluency	23.7	28.5	4.8	17.2	12.6	-4.5	9.4*
Reading Comprehension	0.8	1.3	0.6	0.5	0.5	0.0	0.6*

*p-value ≤ 0.05

Table 57: Tshiluba DiD Results, Girls Mean Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	12.0	11.6	-0.4	9.3	8.7	-0.6	0.2
Letter Sounds Knowledge	24.8	25.0	0.2	15.3	13.6	-1.7	1.9
Familiar Word Reading	7.2	9.1	1.9	5.8	2.9	-2.8	4.7
Nonword Reading	5.7	7.2	1.5	4.5	1.9	-2.5	4
Oral Reading Fluency	12.6	17.2	4.6	9.1	6.0	-3.0	7.6
Reading Comprehension	0.4	0.7	0.3	0.4	0.3	0.0	0.3

Zero Scores. Table 58 and

Table 59 provide results for the proportion of boys and girls, respectively, with zero scores in French language reading in the Tshiluba zone at the end of Grade 4. For the boys, results were not statistically significant for any subtask. For the girls, results were statistically significant for nonwords (-39 percent) and ORF (-34 percent). The results indicated a significant impact between baseline and endline for girls in the intervention group relative to girls in the comparison group.

Table 58: Tshiluba DiD Results, Boys Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	0%	0%	0%	0%	1%	1%	-1%
Letter Sounds Knowledge	4%	1%	-2%	16%	8%	-9%	6%
Familiar Word Reading	30%	27%	-3%	43%	50%	6%	-9%
Nonword Reading	29%	28%	-1%	43%	53%	10%	-11%
Oral Reading Fluency	25%	19%	-5%	41%	42%	1%	-6%
Reading Comprehension	53%	44%	-9%	69%	70%	2%	-11%

Table 59: Tshiluba DiD Results, Girls Zero Scores Grade 4

Subtask	Intervention			Comparison			Impact = (B-A)-(D-C)
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (C)	Endline (D)	Difference (D-C)	
French Vocabulary	1%	0%	0%	3%	1%	-3%	2%
Letter Sounds Knowledge	5%	3%	-2%	20%	18%	-2%	-1%
Familiar Word Reading	55%	47%	-7%	64%	80%	16%	-23%
Nonword Reading	59%	46%	-13%	62%	87%	26%	-39%*
Oral Reading Fluency	48%	33%	-15%	57%	75%	18%	-34%*
Reading Comprehension	76%	66%	-11%	79%	85%	6%	-17%

*p-value ≤ 0.05

Student Performance Against Reading Benchmarks

To provide the “Percentage of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance”²⁰, the evaluation team calculated the proportion of students in intervention schools who achieved both the reading fluency benchmark, as defined for each language, and 60% reading comprehension on the EGRA test. The reading fluency and reading comprehension benchmarks were developed by Activity 1 in October 2017 during a workshop with the MEPSP in Kinshasa, and using data from the 2015 baseline. In Kiswahili and Tshiluba, the fluency benchmark is set at 25 CWPM, while in Lingala it is set at 30 CWPM. At the end of Grade 2, in Kiswahili, 1.5 percent of students demonstrated reading fluency and comprehension at endline, an increase of 1.5 percentage points from the baseline, though well below the target of 5.6%. In Lingala, 2 percent of students demonstrated reading fluency and comprehension at endline, with no change between baseline and endline. In Tshiluba, 7.3 percent of students demonstrated reading fluency and comprehension at endline, an increase of 6.8 percentage points from the baseline. No targets were set for Lingala and Tshiluba for this indicator.

²⁰ USAID standard indicator ES.1-1

Table 60: Changes in Grade 2 Student Performance Against Benchmarks

Performance Category	Kiswahili			Lingala			Tshiluba		
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)
Does not meet benchmark	100%	98.5%	-1.5%	98%	98%	-0%	99.5%	92.7%	-6.8%
Meets benchmark	0%	1.5%	1.5%	2%	2%	0%	0.5%	7.3%	6.8%

For Grade 4, a benchmark of 45 CWPM was set for French language oral reading fluency for all language zones. The reading comprehension benchmark is set at 60% for Grade 4 in French. At the end of Grade 4, in the Kiswahili zone, 13.1 percent of students demonstrated reading fluency and comprehension in French language at endline, an increase of 1.4 percentage points from the baseline. In Lingala, 3.6 percent of students demonstrated reading fluency and comprehension in French language at endline, an increase of 1.2 percentage points from the baseline. In Tshiluba, 10.9 percent of students demonstrated reading fluency and comprehension in French language at endline, an increase of 7.2 percentage points from the baseline. Achieved results are well below the target of 8.8% percent increase set by Activity 1 for all three linguistic zones combined.

Table 61: Changes in Grade 4 Student Performance Against Benchmarks

Performance Category	Kiswahili Zone			Lingala Zone			Tshiluba Zone		
	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)	Baseline (A)	Endline (B)	Difference (B-A)
Does not meet benchmark	88.3%	86.9%	-1.4%	97.6%	96.4%	-1.2%	96.3%	89.1%	-7.2%
Meets benchmark	11.7%	13.1%	1.4%	2.4%	3.6%	1.2%	3.7%	10.9%	7.2%

Additional analyses of student performance against oral reading fluency and comprehension benchmarks are available in Annex K.

LIMITATIONS

Difference-in-Differences. The use of DiD to analyze student learning outcomes between baseline and endline has inherent limitations. First, the DiD analysis is limited by the terms in the regression. In particular, the regressions in the analysis for EQ1, EQ2, and EQ4 had terms only for the treatment variable, study phase variable, and interaction of the treatment variable and study variable.²¹ If any factor(s) influenced the difference in trends between treatment and comparison, the absence of those terms would bias the estimates for the results. Essentially, if anything disproportionately affected the intervention or comparison groups concurrently with Activity 1 interventions, the estimates have bias unless the regression controls for the factor(s).²² Second, the DiD analysis assumes that there are no spillover effects between intervention and comparison groups as well as parallel trends in the outcome(s) between intervention and comparison prior to Activity 1, meaning that any difference over

²¹ As noted in Section 3.9, the regressions for EQ4 separated students by boys and girls.

²² Gertler, Martinez, Premand, Rawlings, and Vermeersch, *Impact Evaluation in Practice* (World Bank, 2016).

time in the outcome(s) between the two groups was roughly constant prior to Activity I.²³ Although MECC has no reason to believe any spillover occurred, MECC cannot guarantee that spillover did not occur during the implementation of Activity I. The research design did not allow for data collection in enough pre-Activity I intervals for analysts to check the parallel trends assumption; there were no comparable secondary data to test that assumption.

Sample size and statistical power for the Kiswahili language cohort. As mentioned in the sampling section (see Annex A), changes in ACCELERE! Activity I implementation caused a reduction in the number of intervention schools included in the 2015 baseline. The baseline sample in the Kiswahili language cohort resulted in statistical power of 0.65, which is below the standard threshold of 0.80 for impact evaluations. This means that only larger score differences between the intervention and comparison groups were needed to detect statistically significant differences. The Lingala and Tshiluba groups meet or exceed the generally accepted standard of 0.80 for statistical power.

Reporting at level of language cohort only. Though the baseline sample was originally drawn for reporting at the provincial level, the endline sample, following the “découpage,” was too small for reporting at the provincial level. The evaluation team determined that reporting could be done only at the language cohort level, which precludes a deep dive into provincial or subprovincial implementation differences that could explain results. See section 3.3 Methodology Overview and Annex A for additional details.

No random assignment of schools to treatment group (intervention or comparison) at baseline. The QED employed propensity score matching to create a matched comparison group. The QED’s limitations are pertinent to all four research questions. In general, the matching method requires acceptance of the assumption that the unobservable characteristics of the treatment group schools and potential matched comparison schools do not affect student performance on the EGRA subtasks. There is a risk of selection bias due to unobserved characteristics in the matched comparison group. Unfortunately, there is no statistical test or procedure to definitively rule out selection bias from unobserved characteristics.²⁴

Comparison schools in nontargeted subprovinces. There are potential differences in the schools in the targeted and nontargeted subprovinces that go beyond the EGRA baseline scores that were used for the matching. Although it is important to match on the main outcome variable of interest—i.e., the ORF scores as measured by EGRA—there could be differences in the schools that may affect the results on the endline, such as teacher quality, parental engagement, or infrastructure.

Lack of longitudinal data for teachers. For EQ3, the study cannot conclusively attribute changes between baseline and endline in teacher practices among intervention schools to Activity I. Longitudinal data would be needed to fully address this research question. Unfortunately, the QED was developed in the middle of implementation and the teacher data collected at baseline did not envision longitudinal data collection. Therefore, it is unknown if the teachers in intervention schools at endline are the same teachers who participated in the baseline. The results in this report can suggest seeming changes, but the ability to attribute them to Activity I is limited.

RECOMMENDATIONS

Following data analysis and presentations of initial findings, the MECC evaluation team organized a series of workshops with USAID, FCDO and Activity I to better understand the impact described by the endline impact evaluation results described above. A two-day contextualization workshop was held on

²³ Columbia University Mailman School of Public Health, *Difference-in-Difference Estimation* (Columbia University, 2019).

²⁴ Gertler et al., *Impact Evaluation in Practice*.

July 29 and 30, 2020, and was followed by a two-day recommendations workshop held on August 13 and 27, 2020.

Many of the recommendations address contextual and project management issues the workshop participants believed greatly influenced the implementation of Activity I’s interventions. Other recommendations are linked to the technical design of interventions and are linked to several components of USAID’s Reading Matters Conceptual Framework (Figure 20) for improved literacy instruction and acquisition.

Figure 20: USAID Reading MATTERS Conceptual Framework



- M** = Effective Coaches and **Mentors**
- A** = Quality **Administrative** Support and Supervision
- T** = Effective **Teachers** and Classroom Instruction
- T** = High-quality **Texts** and Materials
- E** = **Extra Practice** and Support Outside of School
- R** = **Regular Assessment** to Inform Instruction
- S** = Evidence-based **Standards**, Norms, and Policies

The following are key recommendations for USAID, FCDO, the GDRG and future education projects in the DRC that emerged from the workshops:

For USAID and FCDO

1. Communicate the research on locally piloted programs and international research with the MEPSP as a first step to obtain buy-in on an approach to reading instruction

For the GDRG

2. Identify at ministerial level closest to the school (e.g.: inspectorate/sous-PROVED/"bureau gestionnaires") staff responsible for teacher professional development (TPD) including in-service training, supervision and coaching (*M*)
3. Integrate curriculum reforms on the "didactique de lecture" in pre-service teacher training programs in colleges of education, including those studying in the "humanités pédagogiques" (*T*)
4. Work with the private sector, with support from USAID and implementing partners, to update and improve capacity for the development, production, distribution of TLMs (*T*)

For Implementing Partners

5. Start research activities as early as possible in the project and develop teaching and learning materials (TLMs) and training/coaching approaches based on findings (*M, T, T, S*)
6. Ensure teachers receive additional training, based on empirically based instructional strategies, on how to teach in multilingual classrooms (*T*)
7. Continuously train teachers on national and/or local language orthography and grammar (*T*)
8. Early in the project, and prior to developing teaching and learning materials (TLMs) in each language, conduct sociolinguistic mapping in each target community to better understand relationship between local languages (L1), national language (L2) and international language (L3) (*T*)

9. Develop bilingual supplementary materials in local languages (e.g.: Ngbaka) to transition to national language or French, and adapt training strategies accordingly (T, T)
10. Provide additional targeted training on "didactique de la lecture" and in coaching techniques, and follow up support to education leaders (directors/experienced teachers) (M, A)
11. Use other school-based personnel as coaches or peer coaching models - e.g., strong or interested teacher for example (M)
12. Continue to support and use the "réseau de proximité" model that is within the national teacher professional development policy to train teachers (M, T)
13. Work with GDRC to develop a national assessment framework for reading at three levels: 1) classroom-based continuous assessments; 2) yearly accountability assessments at provincial level; 3) national assessment every three years (R)
14. Accompany the GDRC in defining performance level descriptors and performance standards (benchmarks) for early grade reading in all grades and in all national languages (S)

For USAID, FCDO and Implementing Partners

15. Establish program of regular collaborating, learning and adapting (CLA) meetings
16. Ensure that research is actionable through an active, tailored and evolving learning agenda
17. Engage in strategic scenario planning to adapt effectively
18. Encourage the MEPSP to institute a "trilingual" approach (L1 to L2 to L3) in first years of primary school in areas where local languages are predominant, but national languages are not (T, T, S)
19. Adopt phased implementation to allow for sensitization of authorities prior to implementation

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ANNEXES

ANNEX A. SAMPLING STRATEGY

The Activity I implementation design guided the impact evaluation design. The evaluation approach used for this evaluation was driven heavily by two specific design decisions:

- Existence of pre-Activity I (baseline) data

In 2015, prior to the launch of Activity I, RTI International developed a sampling framework based on information about the project design and conducted a sample-based EGRA study to set a baseline on student reading levels. This endline evaluation design draws on the 2015 baseline and is combined with the endline to produce data to answer the evaluation questions.

- No established counterfactual

Whereas an intervention-only design can provide information on student reading levels, the analysis of impact requires a counterfactual. The 2015 EGRA study was not designed to have a comparison group, but this evaluation design capitalizes on changes in ACCELERE! implementation during the project rollout and on the GDRC's decision to create new provinces. The “découpage” by the GDRC altered the geographical target areas for Activity I. As a result, the endline evaluation design incorporates a comparison group to provide the counterfactual.

After the 2015 baseline study and prior to the matching of intervention and comparison schools, the sampling frame was modified in three ways. First, exclusion caused a slight reduction in the sample size. Second, “découpage” caused a reclassification of the samples into old and new provinces. Third, reduction caused a splitting of the sample into two groups, targeted and nontargeted.

Exclusion

The 2015 baseline study measured student reading performance in Kiswahili, Lingala, and Tshiluba in Grade 2 and in French in Grade 4 in formal public schools.²⁵ Additionally, the study included a small sample of CRSs (12 centers) in North and South Kivu. These CRSs will be excluded from the endline evaluation for two reasons. First, the sample is not representative of the CRS population targeted by Activity I. Second, the sample is too small to offer any statistically significant or meaningful comparisons at endline.

“Découpage”

For the 2015 baseline, RTI International used the province—i.e., Equateur, Kasai Occidental, Kasai Oriental, and Katanga—as its highest level of sampling. It targeted subprovinces within the provinces and then randomly selected schools within subprovinces, with sample sizes of between 40 and 80 schools per province (with 240 total schools in the sample). It also allowed for reporting results by province and by language, with Kiswahili in Katanga, Lingala in Equateur, and Tshiluba in the Kasais (Occidental and Oriental).

Following the selection of the sample for the 2015 baseline, the GDRC proceeded with a “découpage” (cutting up) of provinces, which resulted in the creation of 26 new provinces in the DRC, up from 11 provinces. Table 62 shows the effect of the “découpage” on Activity I.

²⁵ Since data were collected at the beginning of the school year, the beginning of Grade 3 serves as a proxy for the end of Grade 2 and the beginning of Grade 5 serves as a proxy for the end of Grade 4.

Table 62: Target Provinces for ACCELERE! Activity I

Former targeted province	New targeted province	Language cohort
Katanga	Haut-Katanga	Kiswahili
	Lualaba	
Equateur	Equateur	Lingala
	Sud Ubangi	
Kasaï Occidental	Kasaï Central	Tshiluba
Kasaï Oriental	Kasaï Oriental	

Reduction

Within the new provinces, some subprovinces are covered by Activity I and others are not. The evaluation team analyzed the 2015 baseline sample and found that the 240 sampled schools are now distributed in one of the following three ways:

1. In a “new” target province and target subprovince
2. In a “new” target province but in a nontarget subprovince
3. In a “new” nontarget province and nontarget subprovince

The team used school lists from Activity I to determine that of the 240 schools included in the baseline sample, 117 were outside Activity I target areas, and 123 were within the target areas. Table 63 shows the distribution of the 2015 sampled baseline schools following the “découpage” and the reduction.

Table 63: Distribution of 2015 Baseline Schools after the “Découpage”

Former provinces	Number of schools	New provinces	Schools in target areas	Schools in non-target areas
Katanga	80	Haut-Katanga	27	-
		Lualaba	12	6
		Haut-Lomami	-	23
		Tanganyika	-	12
Equateur	60	Equateur	23	8
		Sud Ubangi	24	-
		Nord Ubangi	-	5
Kasaï Occidental	60	Kasaï Central	22	19
		Kasaï	-	19
Kasaï Oriental	40	Lomami	-	19
		Kasaï Oriental	21	-
Total	240	Total	123	117

Clearly, the samples are too small to report endline data at the new provincial level, so the evaluation team looked at samples at the former province level while using the smallest baseline disaggregated

sample size—i.e., the 40 schools in Kasai Oriental—as a projected minimum.²⁶ Unfortunately, the split between target and nontarget areas caused even smaller samples:

- Katanga (Kiswahili) = 39 intervention + 41 comparison = 80 schools
- Equateur (Lingala) = 47 intervention + 13 comparison = 60 schools
- Kasai Occidental (Tshiluba) = 22 intervention + 38 comparison = 60 schools
- Kasai Oriental (Tshiluba) = 21 intervention + 19 comparison = 40 schools

Adjustments

To compensate for the small and inadequate provincial-level samples per group and to address the need to match schools across groups, the evaluation team conducted the following adjustments: (1) combine provincial samples at the language of instruction (language cohort) level; (2) augment the sample by collecting data from additional comparison group schools prior to Activity 1; and (3) match between intervention and comparison group schools by language cohort and create a balanced design.

First, the evaluation team combined the samples from the two Kasais, both of which use Tshiluba as the language of instruction. This resulted in 43 intervention schools and 57 comparison schools.

Second, MECC collaborated with Activity 1 to sample new comparison schools where the sample sizes in certain groups were the lowest. Thus, in Lingala, the team augmented the 2015 baseline sample prior to the start of Activity 1 interventions in those subprovinces. As part of its EGRA from October to December 2017, Activity 1 collected baseline data in 80 randomly selected schools in nonintervention subprovinces in Equateur and Sud Ubangi. For Kiswahili and Tshiluba, it was not necessary to collect data from additional schools. Table 64 presents the provinces and subprovinces targeted by treatment status (intervention or comparison).

Table 64: Sample by Province, Subprovince, Treatment

Intervention Subprovince	Province	Comparison Subprovince
Likasi, Sakania, Kipushi, Lubumbashi II	Haut-Katanga	
Kolwezi I, Kolwezi II	Lualaba	Kasaji, Mutshatsha
	Haut-Lomami	Kamina I
	Tanganyika	Kalemie
Mbandaka I, Mbandaka II	Equateur	Basankusu I, Basankusu II, Bolomba
Gemena I, Gemena II, Bikoro	Sud Ubangi	Kungu I, Kungu III, Budjala I, Budjala II
Miabi, Mbuji-Mayi I, Mbuji-Mayi II, Mbuji-Mayi III	Kasai Oriental	
Kazumba Sud, Kananga I, Kananga II	Kasai Central	Kazumba Centre, Kazumba Nord
	Kasai	Kamuesha / Tshikapa Est, Tshikapa Centre, Kitangua / Tshikapa Ouest
	Lomami	Kamiji, Kabinda I

Third, the evaluation team analyzed the data from the intervention and comparison schools. This resulted in a match between the comparison schools and the intervention schools from the 2015 baseline study using Grade 2 ORF scores for the Kiswahili and Tshiluba language cohorts. Similarly, the

²⁶ Based on previous experience and the number of schools in Kasai Oriental determined by RTI, the team assumed that a sample size of 40 schools in a group would be a minimum. However, to double-check, the team's statisticians conducted power calculations after the matching process and the estimates of the intraclass correlation coefficients for those samples.

team matched the intervention and comparison schools in the Lingala language cohorts using the 2015 baseline Grade 2 ORF scores for the intervention group and the augmented sample for the comparison group (using both 2015 and 2017 data). In this way, the team determined the final samples (Table 65).

Table 65: Sample by Language and Type

Language cohort	School year of initial intervention	Number of sampled intervention schools	Number of sampled comparison schools
Kiswahili	2016 – 2017	33	33
Lingala	2017 – 2018	46	46
Tshiluba	2017 – 2018	43	43
Total		122	122

Statistical Power

The evaluation team calculated statistical power for each language cohort. To understand the limitations of the sample size, as constrained by the 2015 baseline sample, the team calculated minimum detectable effects (MDEs) for the key intervention outcome: ORF. MDEs are the smallest intervention effects that the evaluation can detect—i.e., in this situation, MDEs are the differences in reading outcomes between intervention students and comparison students. Ideally, impact evaluations are powered to measure smaller rather than larger MDEs so that small yet meaningful effects, which are common in educational interventions, can be detected. MDEs depend on the study sample size and several other factors. For the endline evaluation, the evaluation team assumed a 95 percent confidence level (5 percent level of statistical significance) and power and intraclass correlation for each language cohort (Table 66). Statistical power for an evaluation generally needs to meet or exceed a 0.80 threshold to detect effects of 0.20.²⁷

Table 66: MDE and Statistical Power Calculations

Language cohort	MDE	ICC	Statistical Power	MDE at 0.80 Power
Kiswahili	0.20	0.02	0.65	0.24
Lingala	0.20	0.00	0.85	0.19
Tshiluba	0.20	0.02	0.80	0.20

Minimum detectable effects: The smallest true effect that has a reasonable chance of being detected.

Statistical power: The likelihood that a study will detect an effect when there is an effect to be detected. If statistical power is high, the probability of falsely concluding that there is no effect is low.

Confidence level: Degree of certainty that the result is true. A 95 percent confidence level means that if the study were replicated, the same results would be found 95 percent of the time.

Intraclass correlation (ICC): Describes the extent to which students in the same school are more alike than students in different schools (ranges from zero to one). If the ICC is close to one, then students in the same school are like one another and information within schools is highly redundant. In this scenario, statistical power relies heavily on the number of schools in the sample and more schools are needed to detect an impact. If the ICC is close to zero, fewer schools are needed to detect an impact.

²⁷ Note that statistical power is the probability of detecting an effect, given that the effect is a reality. Having power of 0.80 means that given an effect, the sample would allow the research to detect it 80 percent of the time, i.e., four times out of five that the study would be conducted. It also means that the effect would not be detected 20 percent of the time, even though there is an effect in reality. This is an acceptable trade-off between sample size/cost and detectability for most researchers on studies in the behavioral sciences. For further information, see J. Cohen, *Statistical Power Analysis for the Behavioral Sciences*, second edition (Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1988).

For the Kiswahili language cohort, though the sample size of 66 schools (33 per group) is small, the evaluation team could not augment the 2015 baseline since Activity I interventions began in the 2016–2017 school year. As seen in the table, this had ramifications for statistical power, which is below the threshold. This makes it more difficult to detect effects of 0.20.

For the Lingala language cohort, the augmentation in the sample resulted in 92 schools (46 per group), which provided statistical power of 0.85. This was above the threshold for detecting effects of 0.20.

For Tshiluba, power calculations showed a sample size of 86 schools (43 per group), which provided statistical power of 0.80. This met the threshold for showing effects of 0.20.

ANNEX B. MATCHING PROCEDURES AND RESULTS

To create a comparison group for each language group, intervention and comparison schools were matched based on observable characteristics collected at baseline in the student questionnaire, school director questionnaire, teacher questionnaire, classroom observations, classroom inventory, and school inventory. The matching produced a comparison school match for each treatment school. After the matching procedure, the evaluation design contained 66 Kiswahili schools (33 intervention and 33 comparison), 92 Lingala schools (46 intervention and 46 comparison), and 86 Tshiluba schools (43 intervention and 43 comparison).

Figure 21 to 23 demonstrate the distribution of propensity scores for the matched and unmatched schools by intervention and comparison groups. Within each language group, the figures show that the matched intervention and comparison schools have reasonably balanced propensity scores.

Figure 21: Kiswahili Matched and Unmatched Schools by Treatment Status

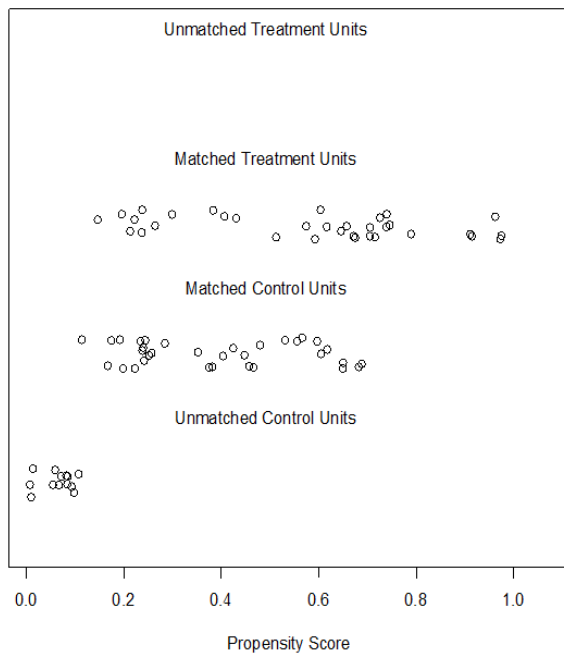


Figure 22: Lingala Matched and Unmatched Schools by Treatment Status

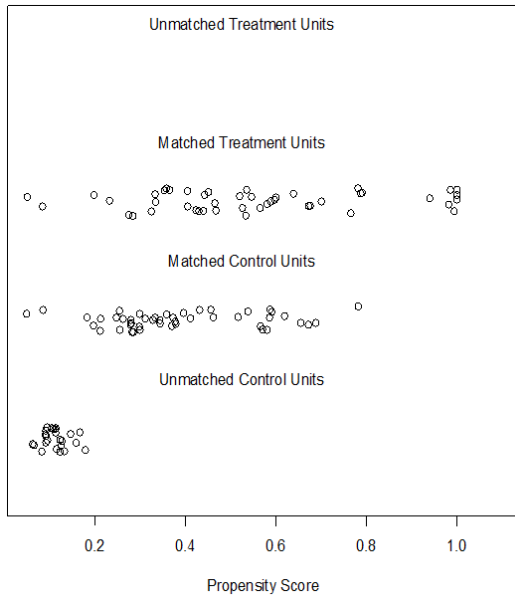
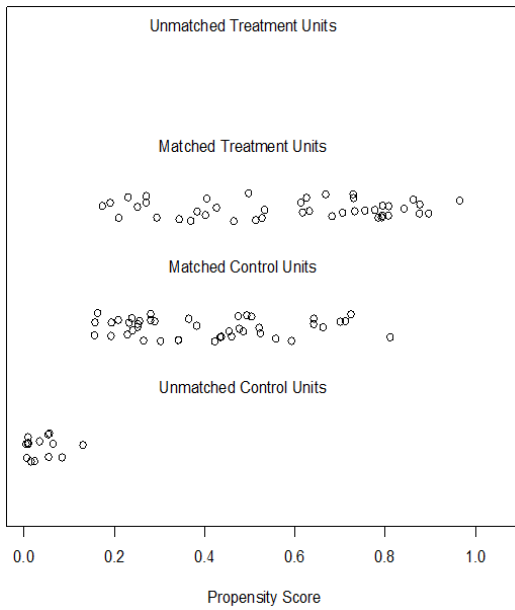


Figure 23: Tshiluba Matched and Unmatched Schools by Treatment Status



Analysis of the intervention and matched comparison groups demonstrated that the difference in mean scores for letter sound knowledge, familiar word reading, invented word reading, and ORF were not statistically significant, except for letter sound knowledge in Kiswahili (Tables 67–69).

Table 67: Comparison of Mean Scores between Intervention and Matched Comparison Groups after Matching of Schools, Kiswahili

Subtask	Comparison Mean	Intervention Mean	Mean Diff.
Letter sounds	7.8	10.6	2.8*
Familiar word reading	1.2	2.4	1.3
Invented word reading	0.7	1.9	1.2
Oral reading	0.8	1.5	0.7

*p-value ≤ 0.05

Table 68: Comparison of Mean Scores between Intervention and Matched Comparison Groups after Matching of Schools, Lingala

Subtask	Comparison Mean	Intervention Mean	Mean Diff.
Letter sounds	8.1	11.1	3.0
Familiar word reading	1.4	1.4	0.0
Invented word reading	0.5	0.9	0.4
Oral reading	1.8	2.2	0.4

Table 69: Comparison of Mean Scores between Intervention and Matched Comparison Groups after Matching of Schools, Tshiluba

Subtask	Comparison Mean	Intervention Mean	Mean Diff.
Letter sounds	15.7	12.8	-2.9
Familiar word reading	5.3	3.8	-1.5
Invented word reading	3.5	1.8	-1.7
Oral reading	3.3	2.3	-1.0

ANNEX C. SAMPLING AND WEIGHT PROCEDURES

This section details the weighting scheme used for the endline analysis. To use comparable weights at baseline and endline, MSI analysts had to structure and calculate the weights at endline in the same way that RTI International structured and calculated weights at baseline in 2015.

The schools were the first stage of the sample. The baseline stratification was maintained, meaning schools were stratified by province and anticipated intervention year (Table 70).

Table 70: School Population and Sample by Language Group and School Stage Strata

Language	School Strata	School Population	School Sample
Kiswahili	Year 1 - Katanga	450	43
	Year 3 - Katanga	483	23
	Kiswahili Total	933	66
Lingala	Year 2 - Equateur	509	43
	Year 3 -Equateur	557	43
	Lingala Total	1,066	86
Tshiluba	Year 2 - Kasai Occidental	672	25
	Year 2 - Kasai Oriental	46	19
	Year 3 - Kasai Occidental	581	19
	Year 3 - Kasai Oriental	212	21
	Tshiluba Total	2,571	84

The school population data for the endline were re-used from the baseline data. In addition, analysts identified the Lingala language comparison schools surveyed in 2017 with the appropriate strata using the education subdivision.

The classrooms within the grade of each school were the second stage of the sample. Within each grade level, the enumerators randomly selected one classroom. If there was only one class in a grade level, the one class was chosen. The classroom population data for the endline came from the school director questionnaire, using the number of teachers in each grade as a proxy for the number of classrooms (i.e., question 14 and question 15). In a limited number of cases, a school did not have data for the school director questionnaire. In those instances, analysts assumed the population and sample for the classroom in each grade was 1.

The students within each grade and of each classroom of each school were the third stage of the sample. Within each grade level, the enumerators were asked to randomly select 10 students—5 boys and 5 girls. However, this was not always possible when a classroom had fewer than 10 students or fewer than 5 students of either sex. The student population data for the endline came from the classroom inventory—questions 2 and 3—which counted the number of boys and girls present that day in the classroom assessed. There were two complications with the calculation of these weights. First, if data were missing for a classroom in a particular grade and school, analysts assumed the population and sample were the same number. Second, MSI typically calculates weights such that boys and girls within a school receive a different weight. However, the student-level weights at baseline did not differentiate between boys and girls. These baseline student-level weights were calculated using the total classroom enrollment. Analysts at endline felt compelled to calculate the student-level weights in the same way.

School weights were calculated as the inverse of the selection probability of the school. The school weight of a sampled school i in stratum s was calculated as:

$$W_{(s,i)}^1 = \frac{\sum \text{Schools in Stratum } s \text{ to which School } i \text{ belongs}}{\sum \text{Sampled Schools in Stratum } s}$$

Classroom weights were calculated as the inverse of the selection probability of the classroom. The classroom weight of sampled classroom c in grade g of school i was calculated as:

$$W_{(i,g,c)}^2 = \frac{\sum \text{Classrooms in Grade } g \text{ of School } i \text{ to which Classroom } c \text{ belongs}}{\sum \text{Sampled Classrooms in Grade } g \text{ of School } i}$$

Student weights were calculated as the inverse of the selection probability of the student. The student weight of sampled student x in classroom c was calculated as:

$$W_{(i,g,c,x)}^3 = \frac{\sum \text{Students } x \text{ in Classroom } c \text{ of Grade } g \text{ of School } i}{\sum \text{Sampled Students } x \text{ in Classroom } c \text{ of Grade } g \text{ of School } i}$$

The final school weights were calculated as:

$$FW_{(s,i,g,c,x)} = W_{(s,i)}^1 \cdot W_{(i,g,c)}^2 \cdot W_{(i,g,c,x)}^3$$

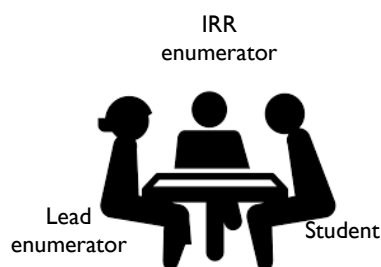
Analysts used the baseline (2015) population and weights for school, classroom, student, and final weight as calculated by RTI International. As with the endline, schools were stratified by province and anticipated intervention year. For the Lingala comparison schools from the baseline (2017), analysts did not have data in the baseline dataset for the classroom population in stage two or the student population in stage three. Consequently, analysts calculated these missing classroom populations as the mean of the existing baseline classroom populations within each stratum of Lingala. Similarly for student populations, analysts calculated these missing student populations as the mean of the existing baseline student populations within each stratum of Lingala.

ANNEX D. INTERRATER RELIABILITY

Interrater reliability (IRR) is defined as the measurement of the consistency between enumerators in the ordering or relative standing of student performance ratings, regardless of the absolute value of each enumerator’s rating. During the endline data collection, we conducted a sample-based IRR study to report how consistently the enumerators rated the students’ performance on the EGRA and how much variation occurred in their scores due to a lack of consistency in the enumerators’ ratings. Higher IRR estimates for a study would indicate higher levels of confidence in the data. An IRR estimate of 0.75 and above is considered “excellent.”²⁸

In each team, enumerators completed operational and IRR tests. When completing an IRR test, the enumerator “shadows” the lead enumerator (Figure 244). The enumerator completing the operational test leads the assessment—i.e., makes the introduction, registers student consent, asks all questions, and gives all instructions—while the enumerator collecting the IRR test registers the information provided by the student without referring to the enumerator conducting the test. Daily, each team was expected to complete 20 operational tests plus two IRR tests, or 10 percent of the operational tests. A subset of 453 students (i.e., 10 percent of the students tested) was included in the IRR endline study.

Figure 24: Testing Arrangement with IRR



Analysts calculated IRR for each subtask mean and for the entire EGRA test using Kappa, which provides information about how much the enumerators agree when corrected for chance agreement. The IRR estimates for subtasks ranged between 0.74 and 1.00 in Grade 2 and between 0.75 and 1.00 in Grade 4. (Tables 71 and 72).

Table 71: Grade 2 IRR by Subtask by Language

Subtask	Kiswahili		Lingala		Tshiluba	
	N Kappa	IRR (Kappa)	N Kappa	IRR (Kappa)	N Kappa	IRR (Kappa)
National Language Vocabulary AB	42	0.96	74	0.92	79	0.92
National Language Vocabulary C	53	0.94	70	0.86	75	0.95
Letter Sounds	41	0.74	51	0.81	50	0.78
Familiar Word Reading	28	0.96	83	1.00	39	0.93
Invented Word Reading	64	1.00	83	0.95	37	0.92
Oral Reading Fluency	64	1.00	83	1.00	51	0.88
Reading Comprehension	0	0.00	0	0.00	14	1.00
French Vocabulary AB	42	0.94	60	0.94	60	0.92
French Vocabulary C	34	0.92	49	0.96	39	0.94

²⁸ Landis and Koch, “The Measurement of Observer Agreement for Categorical Data,” *Biometrics* 33 (1977): 159–174; Fleiss, 1981; Cicchetti, 1994. [Add references here and in reference list.]

Table 72: Grade 4 IRR by Subtask by Language Zone

Subtask	Kiswahili Zone		Lingala Zone		Tshiluba Zone	
	N Kappa	IRR (Kappa)	N Kappa	IRR (Kappa)	N Kappa	IRR (Kappa)
French Vocabulary AB	48	0.91	50	0.94	59	0.92
French Vocabulary C	43	0.99	45	0.93	54	0.99
Letter Sounds	44	0.76	53	0.79	57	0.85
Familiar Word Reading	30	0.85	33	0.94	37	0.89
Invented Word Reading	33	0.82	31	0.85	37	0.88
Oral Reading Fluency	30	0.83	30	0.87	37	0.89
Reading Comprehension	19	0.75	11	1.00	19	1.00

ANNEX E. EGRA ENDLINE RESULTS GRADE 2

Table 73: Kiswahili Endline Results, Mean Scores Grade 2

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
Kiswahili vocabulary	11.9	12.8	11.2	-1.62*	638
Letter sounds	12.2	7.4	16.0	8.59*	638
Familiar word reading	4.1	0.9	6.8	5.85*	638
Invented word reading	1.9	0.2	3.2	3.01*	638
Oral reading	2.5	0.5	4.1	3.59*	638
Reading comprehension	0.1	0.0	0.1	0.13*	638
French vocabulary	9.5	6.7	11.7	5.06*	638

*p-value ≤ 0.05

Table 74: Kiswahili Endline Results, Mean Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Kiswahili vocabulary	13.1	12.5	-0.67*	11.5	11.0	-0.49
Letter sounds	8.5	6.0	-2.52	16.2	15.8	-0.37
Familiar word reading	1.2	0.5	-0.66	6.2	7.3	1.11
Invented word reading	0.3	0.2	-0.04	3.2	3.3	0.13
Oral reading	0.7	0.3	-0.37	3.9	4.3	0.38
Reading comprehension	0.0	0.0	0.01	0.1	0.2	0.09
French vocabulary	6.9	6.3	-0.59	11.3	12.2	0.88

*p-value ≤ 0.05

Table 75: Kiswahili Endline Results, Zero Scores Grade 2

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
Kiswahili vocabulary	0%	0%	1%	1%
Letter sounds	21%	31%	13%	-18%*
Familiar word reading	68%	90%	50%	-40%*
Invented word reading	87%	98%	78%	-20%*
Oral reading	80%	93%	69%	-24%*
Reading comprehension	94%	99%	90%	-9%*
French vocabulary	0%	0%	0%	0%

*p-value ≤ 0.05

Table 76: Kiswahili Endline Results, Zero Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Kiswahili vocabulary	0%	0%	0%	1%	1%	0%
Letter sounds	26%	37%	11%	15%	10%	-5%
Familiar word reading	98%	98%	0%	79%	77%	-2%
Invented word reading	85%	96%	11%*	54%	47%	-7%
Oral reading	90%	97%	7%	71%	67%	-4%
Reading comprehension	100%	99%	-1%	92%	88%	-4%
French vocabulary	0%	0%	0%	0%	0%	0%

*p-value ≤ 0.05

Table 77: Lingala Endline Results, Mean Scores Grade 2

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
Lingala vocabulary	14.0	14.3	13.7	-0.56	833
Letter sounds	9.0	4.9	12.1	7.21*	833
Familiar word reading	1.0	0.6	1.3	0.79	833
Invented word reading	0.7	0.5	0.9	0.44	833
Oral reading	1.4	0.7	1.9	1.18	833
Reading comprehension	0.1	0.1	0.1	0.07	833
French vocabulary	6.4	5.6	7.0	1.36*	833

*p-value ≤ 0.05

Table 78: Lingala Endline Results, Mean Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Lingala vocabulary	14.2	14.4	0.12	13.7	13.8	0.18
Letter sounds	6.0	3.7	-2.33*	11.3	12.9	1.57
Familiar word reading	0.8	0.4	-0.41	1.8	0.9	-0.91*
Invented word reading	0.7	0.3	-0.37	1.3	0.5	-0.79*
Oral reading	1.1	0.4	-0.78	2.7	1.1	-1.53*
Reading comprehension	0.1	0.0	-0.08	0.2	0.1	-0.09
French vocabulary	5.8	5.5	-0.29	7.2	6.8	-0.32

*p-value ≤ 0.05

Table 79: Lingala Endline Results, Zero Scores Grade 2

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
Lingala vocabulary	2%	2%	1%	-1%
Letter sounds	31%	47%	19%	-28%*
Familiar word reading	93%	96%	91%	-6%
Invented word reading	92%	95%	91%	-4%
Oral reading	91%	95%	89%	-6%*
Reading comprehension	95%	97%	93%	-4%
French vocabulary	3%	5%	2%	-3%

*p-value ≤ 0.05

Table 80: Lingala Endline Results, Zero Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Lingala vocabulary	3%	2%	-1%	2%	0%	-1%
Letter sounds	39%	54%	15%*	14%	24%	11%*
Familiar word reading	96%	97%	1%	88%	93%	5%
Invented word reading	93%	97%	4%	89%	92%	2%
Oral reading	95%	96%	1%	86%	92%	6%*
Reading comprehension	96%	98%	1%	91%	96%	4%
French vocabulary	6%	4%	-2%	3%	1%	-1%

*p-value ≤ 0.05

Table 81: Tshiluba Endline Results, Mean Scores Grade 2

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
Tshiluba vocabulary	17.9	16.7	18.6	1.90	837
Letter sounds	19.8	11.5	24.3	12.81*	837
Familiar word reading	7.0	2.3	9.5	7.15*	836
Invented word reading	3.9	1.1	5.4	4.29*	837
Oral reading	5.3	1.5	7.4	5.83*	837
Reading comprehension	0.5	0.1	0.7	0.58*	837
French vocabulary	8.6	7.2	9.4	2.17*	837

*p-value ≤ 0.05

Table 82: Tshiluba Endline Results, Mean Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Tshiluba vocabulary	16.8	16.5	-0.36	18.5	18.6	0.13
Letter sounds	14.7	8.3	-6.40*	25.9	22.7	-3.20
Familiar word reading	4.3	0.4	-3.85*	11.6	7.6	-3.99*
Invented word reading	2.2	0.1	-2.06*	6.5	4.4	-2.13*
Oral reading	2.8	0.2	-2.64*	9.1	5.7	-3.44*
Reading comprehension	0.3	0.0	-0.27*	0.9	0.5	-0.42*

French vocabulary	7.7	6.7	-0.98	9.5	9.3	-0.24
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*p-value ≤ 0.05

Table 83: Tshiluba Endline Results, Zero Scores Grade 2

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
Tshiluba vocabulary	1%	3%	0%	-3%
Letter sounds	12%	27%	4%	-23%*
Familiar word reading	57%	80%	45%	-35%*
Invented word reading	74%	90%	65%	-24%*
Oral reading	68%	85%	58%	-27%*
Reading comprehension	76%	91%	68%	-24%*
French vocabulary	0%	1%	0%	0% pts

*p-value ≤ 0.05

Table 84: Tshiluba Endline Results, Zero Scores Grade 2 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
Tshiluba vocabulary	3%	3%	0%	0%	0%	0%
Letter sounds	24%	30%	6%	2%	7%	5%
Familiar word reading	66%	94%	28%*	38%	52%	15%*
Invented word reading	80%	99%	19%*	60%	70%	10%
Oral reading	74%	97%	23%*	49%	67%	18%*
Reading comprehension	83%	99%	16%*	58%	77%	19%*
French vocabulary	1%	1%	0%	0%	1%	1%

*p-value ≤ 0.05

ANNEX F. EGRA ENDLINE RESULTS GRADE 4

Table 85: Kiswahili Endline Results, Mean Scores Grade 4

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
French vocabulary	13.9	11.3	15.7	4.42*	626
Letter sounds	23.8	19.5	26.6	7.12*	626
Familiar word reading	10.2	7.3	12.1	4.81*	626
Invented word reading	7.3	5.5	8.5	3.01	626
Oral reading	18.0	12.9	21.4	8.42*	626
Reading comprehension	1.0	0.5	1.3	0.73*	626

*p-value ≤ 0.05

Table 86: Kiswahili Endline Results, Mean Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	11.7	10.8	-0.85	15.7	15.7	-0.01
Letter sounds	22.3	16.1	-6.21*	26.0	27.3	1.22
Familiar word reading	9.0	5.3	-3.68*	12.8	11.5	-1.31
Invented word reading	6.7	3.9	-2.75*	8.8	8.1	-0.71
Oral reading	14.9	10.6	-4.34	21.5	21.3	-0.21
Reading comprehension	0.6	0.5	-0.06	1.2	1.4	0.24

*p-value ≤ 0.05

Table 87: Kiswahili Endline Results, Zero Scores Grade 4

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
French vocabulary	0%	0%	0%	0%
Letter sounds	8%	14%	4%	-10%*
Familiar word reading	45%	58%	36%	-21%*
Invented word reading	49%	59%	43%	-16%*
Oral reading	36%	44%	30%	-14%
Reading comprehension	58%	72%	49%	-23%*

*p-value ≤ 0.05

Table 88: Kiswahili Endline Results, Zero Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	0%	1%	1%	0%	0%	0%
Letter sounds	9%	20%	11%	5%	3%	-2%
Familiar word reading	49%	68%	19%*	37%	36%	-2%
Invented word reading	54%	66%	12%	45%	40%	-5%
Oral reading	41%	49%	8%	32%	29%	-3%
Reading comprehension	70%	75%	5%	52%	46%	-7%

*p-value ≤ 0.05

Table 89: Lingala Endline Results, Mean Scores Grade 4

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
French vocabulary	7.8	6.9	8.6	1.70	809
Letter sounds	14.8	12.7	16.4	3.72	809
Familiar word reading	4.4	3.3	5.2	1.89	809
Invented word reading	3.6	2.7	4.2	1.50	809
Oral reading fluency	7.8	5.5	9.7	4.22	809
Reading comprehension	0.2	0.1	0.3	0.21*	809

*p-value ≤ 0.05

Table 90: Lingala Endline Results, Mean Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	7.4	6.2	-1.17*	9.0	8.1	-0.92*
Letter sounds	16.3	8.7	-7.59*	18.2	14.6	-3.61
Familiar word reading	5.1	1.4	-3.76*	6.8	3.7	-3.08*
Invented word reading	4.1	1.2	-2.86*	5.2	3.3	-1.89
Oral reading	8.2	2.5	-5.69*	12.3	7.1	-5.14*
Reading comprehension	0.1	0.0	-0.08*	0.4	0.2	-0.25

*p-value ≤ 0.05

Table 91: Lingala Endline Results, Zero Scores Grade 4

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
French vocabulary	4%	3%	4%	1%
Letter sounds	19%	22%	17%	-6%
Familiar word reading	73%	77%	70%	-7%
Invented word reading	74%	78%	70%	-8%
Oral reading	71%	77%	66%	-10%
Reading comprehension	88%	93%	83%	-10%*

*p-value ≤ 0.05

Table 92: Lingala Endline Results, Zero Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	3%	3%	-1%	3%	5%	2%
Letter sounds	15%	30%	15%*	17%	17%	0%
Familiar word reading	67%	88%	20%*	62%	78%	16%*
Invented word reading	69%	88%	19%*	63%	77%	14%*
Oral reading	67%	87%	20%*	62%	70%	8%
Reading comprehension	91%	96%	5%*	80%	87%	7%

*p-value ≤ 0.05

Table 93: Tshiluba Endline Results, Mean Scores Grade 4

Subtask	Overall	Comparison Group (C)	Intervention Group (T)	T-C	Sample Size
French vocabulary	11.9	10.0	12.6	2.67*	831
Letter sounds	25.4	18.0	28.2	10.20*	831
Familiar word reading	10.6	5.4	12.6	7.15*	831
Invented word reading	8.1	4.0	9.7	5.64*	831
Oral reading	18.8	9.4	22.4	13.02*	831
Reading comprehension	0.8	0.4	1.0	0.57*	831

*p-value ≤ 0.05

Table 94: Tshiluba Endline Results, Mean Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	11.2	8.7	-2.48*	13.8	11.6	-2.16*
Letter sounds	22.4	13.6	-8.84*	32.1	25.0	-7.09*
Familiar word reading	7.8	3.0	-4.88*	16.6	9.1	-7.52*
Invented word reading	6.0	2.0	-4.09*	12.6	7.2	-5.45*
Oral reading	12.7	6.0	-6.60*	28.5	17.2	-11.27*
Reading comprehension	0.5	0.3	-0.20*	1.3	0.7	-0.60*

*p-value ≤ 0.05

Table 95: Tshiluba Endline Results, Zero Scores Grade 4

Subtask	Overall Score	Comparison Group (C)	Intervention Group (T)	T - C
French vocabulary	0%	1%	0%	0% pts
Letter sounds	5%	13%	2%	-11% pts***
Familiar word reading	45%	64%	38%	-26% pts***
Invented word reading	47%	70%	38%	-32% pts***
Oral reading	35%	58%	27%	-31% pts***
Reading comprehension	62%	78%	56%	-22% pts***

*p-value ≤ 0.05

Table 96: Tshiluba Endline Results, Zero Scores Grade 4 Disaggregated by Gender

Subtask	Comparison Group			Intervention Group		
	Boys (B)	Girls (A)	A - B	Boys (D)	Girls (C)	C - D
French vocabulary	1%	1%	0%	0%	0%	0%
Letter sounds	8%	18%	11%	1%	3%	2%
Familiar word reading	50%	80%	30%*	27%	47%	20%*
Invented word reading	53%	87%	34%*	28%	46%	18%*
Oral reading	42%	75%	33%*	19%	33%	13%*
Reading comprehension	70%	85%	15%*	44%	66%	22%*

*p-value ≤ 0.05

ANNEX G. ENDLINE DESCRIPTIVE RESULTS FOR SSME INSTRUMENTS

Tables 97 and 98 present endline results from the classroom observation and teacher questionnaire tools presented earlier in this report to answer EQ3. Data from the other SSME tools, namely the student questionnaire, school director questionnaire, classroom inventory and school inventory, will be shared separately with USAID.

Table 97: Classroom Observation Endline Data

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Grade	2nd Grade	100%	64	0%	0	100%	84	0%	0	100%	84	0%	0
	4th Grade	0%	0	100%	65	0%	0	100%	84	0%	0	100%	84
Language of the lesson	French	17%	10	98%	59	6%	5	98%	82	2%	2	95%	80
	Kiswahili	83%	49	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	94%	79	2%	2	2%	2	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	95%	80	5%	4
	Other	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Lesson Content	Read text aloud	33%	21	42%	27	48%	40	56%	47	36%	30	29%	24
	Silent reading	0%	0	12%	8	0%	0	0%	0	0%	0	6%	5
	Writing	36%	23	17%	11	11%	9	7%	6	12%	10	11%	9
	Penmanship	11%	7	5%	3	14%	12	1%	1	0%	0	2%	2
	Listening Comprehension	3%	2	0%	0	2%	2	2%	2	2%	2	1%	1
	Students' speaking time	8%	5	11%	7	10%	8	15%	13	27%	23	29%	24
	Grammar	2%	1	3%	2	0%	0	0%	0	12%	10	12%	10
	Vocabulary Discussion	0%	0	0%	0	0%	0	0%	0	0%	0	1%	1
Other	8%	5	11%	7	15%	13	18%	15	11%	9	10%	8	
Minute 3 Students Following Lesson	Less than half of students	83%	53	92%	60	94%	79	94%	79	99%	83	100%	84
	More than half of students	17%	11	8%	5	6%	5	6%	5	1%	1	0%	0
Minute 3 Teacher's Action	Speaks / says / explains	9%	6	9%	6	18%	15	19%	16	8%	7	8%	7
	Wrote on board	47%	30	31%	20	23%	19	13%	11	17%	14	18%	15
	Shows students example	3%	2	2%	1	1%	1	0%	0	1%	1	1%	1
	Made entire class repeat	9%	6	5%	3	35%	29	29%	24	23%	19	20%	17
	Made individual student repeat	5%	3	3%	2	8%	7	8%	7	6%	5	6%	5
	Asks / answers students questions	25%	16	34%	22	13%	11	20%	17	33%	28	31%	26

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Helps students	2%	1	12%	8	0%	0	1%	1	8%	7	13%	11
	Monitors / evaluates students	0%	0	2%	1	0%	0	0%	0	2%	2	0%	0
	Other	0%	0	3%	2	2%	2	10%	8	1%	1	2%	2
Language of the lesson	French	19%	12	97%	63	14%	12	96%	81	5%	4	92%	77
	Kiswahili	80%	51	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	86%	72	4%	3	1%	1	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	90%	76	8%	7
	Other	2%	1	2%	1	0%	0	0%	0	4%	3	0%	0
Minute 3 Item Used - Teacher's Manual	No	78%	50	63%	41	56%	47	24%	20	65%	55	54%	45
	Yes	22%	14	37%	24	44%	37	76%	64	35%	29	46%	39
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Table	No	16%	10	35%	23	17%	14	37%	31	18%	15	44%	37
	Yes	84%	54	65%	42	83%	70	63%	53	82%	69	56%	47
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Student Reading Manual	No	97%	62	75%	49	89%	75	71%	60	87%	73	60%	50
	Yes	3%	2	25%	16	11%	9	29%	24	13%	11	40%	34
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Student Reading Exercise Book	No	100%	64	98%	64	99%	83	98%	82	99%	83	100%	84
	Yes	0%	0	2%	1	1%	1	2%	2	1%	1	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Notebook	No	100%	64	98%	64	98%	82	100%	84	98%	82	99%	83
	Yes	0%	0	2%	1	2%	2	0%	0	2%	2	1%	1
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Alphabet Cards	No	95%	61	100%	65	99%	83	100%	84	90%	76	96%	81
	Yes	5%	3	0%	0	1%	1	0%	0	10%	8	4%	3
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 3 Item Used - Other	No	63%	40	66%	43	88%	74	96%	81	80%	67	88%	74
	Yes	38%	24	34%	22	12%	10	4%	3	20%	17	12%	10
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Lesson Content	Read text aloud	41%	26	48%	31	50%	42	67%	56	34%	28	45%	38
	Silent reading	0%	0	9%	6	0%	0	0%	0	1%	1	6%	5

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Writing	28%	18	11%	7	7%	6	6%	5	10%	8	5%	4
	Penmanship	16%	10	6%	4	13%	11	0%	0	2%	2	1%	1
	Listening Comprehension	2%	1	6%	4	8%	7	7%	6	5%	4	5%	4
	Students' speaking time	3%	2	6%	4	14%	12	14%	12	30%	25	14%	12
	Grammar	2%	1	5%	3	0%	0	0%	0	17%	14	17%	14
	Vocabulary Discussion	0%	0	2%	1	1%	1	0%	0	0%	0	4%	3
	Other	9%	6	8%	5	6%	5	6%	5	1%	1	4%	3
Minute 6 Students Following Lesson	Less than half of students	94%	60	91%	59	95%	80	94%	79	98%	81	100%	84
	More than half of students	6%	4	9%	6	5%	4	6%	5	2%	2	0%	0
Minute 6 Teacher's Action	Speaks / says / explains	11%	7	15%	10	18%	15	14%	12	18%	15	21%	18
	Wrote on board	23%	15	8%	5	11%	9	12%	10	10%	8	7%	6
	Shows students example	2%	1	11%	7	0%	0	0%	0	2%	2	2%	2
	Made entire class repeat	22%	14	15%	10	23%	19	35%	29	25%	21	29%	24
	Made individual student repeat	8%	5	11%	7	24%	20	11%	9	10%	8	10%	8
	Asks / answers students questions	20%	13	32%	21	23%	19	23%	19	29%	24	23%	19
	Helps students	6%	4	6%	4	1%	1	2%	2	4%	3	5%	4
	Monitors / evaluates students	5%	3	0%	0	0%	0	0%	0	2%	2	1%	1
Other	3%	2	2%	1	1%	1	4%	3	0%	0	2%	2	
Language of the lesson	French	17%	11	97%	63	14%	12	96%	81	6%	5	92%	77
	Kiswahili	81%	52	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	86%	72	4%	3	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	90%	75	7%	6
	Other	2%	1	2%	1	0%	0	0%	0	4%	3	1%	1
Minute 6 Item Used - Teacher's Manual	No	89%	57	55%	36	60%	50	27%	23	63%	53	56%	47
	Yes	11%	7	45%	29	40%	34	73%	61	37%	31	44%	37
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Item Used - Table	No	23%	15	49%	32	24%	20	55%	46	29%	24	49%	41
	Yes	77%	49	51%	33	76%	64	45%	38	71%	60	51%	43
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	No	97%	62	72%	47	90%	76	63%	53	87%	73	52%	44

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 6 Item Used - Student Reading Manual	Yes	3%	2	28%	18	10%	8	37%	31	13%	11	48%	40
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Item Used - Student Reading Exercise Book	No	100%	64	94%	61	100%	84	99%	83	100%	84	99%	83
	Yes	0%	0	6%	4	0%	0	1%	1	0%	0	1%	1
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Item Used - Notebook	No	98%	63	98%	64	99%	83	100%	84	99%	83	96%	81
	Yes	2%	1	2%	1	1%	1	0%	0	1%	1	4%	3
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Item Used - Alphabet Cards	No	91%	58	100%	65	98%	82	100%	84	94%	79	96%	81
	Yes	9%	6	0%	0	2%	2	0%	0	6%	5	4%	3
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 6 Item Used - Other	No	58%	37	74%	48	85%	71	94%	79	83%	70	88%	74
	Yes	42%	27	26%	17	15%	13	6%	5	17%	14	12%	10
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Lesson Content	Read text aloud	27%	17	57%	37	54%	45	67%	56	34%	28	44%	37
	Silent reading	0%	0	3%	2	0%	0	1%	1	0%	0	0%	0
	Writing	38%	24	6%	4	11%	9	4%	3	8%	7	12%	10
	Penmanship	14%	9	5%	3	11%	9	1%	1	4%	3	0%	0
	Listening Comprehension	6%	4	15%	10	8%	7	10%	8	8%	7	11%	9
	Students' speaking time	6%	4	5%	3	10%	8	8%	7	28%	23	15%	13
	Grammar	2%	1	3%	2	4%	3	0%	0	14%	12	14%	12
	Vocabulary Discussion	0%	0	2%	1	2%	2	1%	1	0%	0	2%	2
Other	8%	5	5%	3	1%	1	8%	7	4%	3	1%	1	
Minute 9 Students Following Lesson	Less than half of students	94%	60	95%	62	96%	81	96%	81	100%	83	100%	84
	More than half of students	6%	4	5%	3	4%	3	4%	3	0%	0	0%	0
Minute 9 Teacher's Action	Speaks / says / explains	5%	3	14%	9	13%	11	17%	14	17%	14	19%	16
	Wrote on board	13%	8	5%	3	12%	10	6%	5	10%	8	13%	11
	Shows students example	9%	6	6%	4	2%	2	1%	1	1%	1	2%	2
	Made entire class repeat	28%	18	25%	16	29%	24	36%	30	24%	20	26%	22
	Made individual student repeat	8%	5	8%	5	23%	19	18%	15	18%	15	15%	13
	Asks / answers students questions	23%	15	38%	25	19%	16	13%	11	23%	19	21%	18

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Helps students	8%	5	2%	1	0%	0	5%	4	1%	1	1%	1
	Monitors / evaluates students	3%	2	2%	1	1%	1	0%	0	5%	4	0%	0
	Other	3%	2	2%	1	1%	1	5%	4	1%	1	1%	1
Language of the lesson	French	14%	9	95%	62	13%	11	96%	81	6%	5	92%	77
	Kiswahili	83%	53	5%	3	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	87%	73	4%	3	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	90%	75	8%	7
	Other	3%	2	0%	0	0%	0	0%	0	4%	3	0%	0
Minute 9 Item Used - Teacher's Manual	No	83%	53	60%	39	60%	50	29%	24	56%	47	54%	45
	Yes	17%	11	40%	26	40%	34	71%	60	44%	37	46%	39
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Table	No	20%	13	48%	31	25%	21	57%	48	37%	31	42%	35
	Yes	80%	51	52%	34	75%	63	43%	36	63%	53	58%	49
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Student Reading Manual	No	92%	59	72%	47	93%	78	60%	50	81%	68	58%	49
	Yes	8%	5	28%	18	7%	6	40%	34	19%	16	42%	35
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Student Reading Exercise Book	No	100%	64	92%	60	100%	84	100%	84	99%	83	100%	84
	Yes	0%	0	8%	5	0%	0	0%	0	1%	1	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Notebook	No	98%	63	98%	64	100%	84	100%	84	98%	82	96%	81
	Yes	2%	1	2%	1	0%	0	0%	0	2%	2	4%	3
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Alphabet Cards	No	94%	60	100%	65	100%	84	100%	84	95%	80	98%	82
	Yes	6%	4	0%	0	0%	0	0%	0	5%	4	2%	2
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 9 Item Used - Other	No	67%	43	74%	48	82%	69	93%	78	81%	68	83%	70
	Yes	33%	21	26%	17	18%	15	7%	6	19%	16	17%	14
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Lesson Content	Read text aloud	31%	20	57%	37	57%	48	65%	55	33%	28	45%	38

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Silent reading	0%	0	6%	4	0%	0	2%	2	1%	1	1%	1
	Writing	34%	22	8%	5	15%	13	4%	3	12%	10	11%	9
	Penmanship	5%	3	3%	2	8%	7	0%	0	0%	0	0%	0
	Listening Comprehension	6%	4	11%	7	1%	1	10%	8	11%	9	12%	10
	Students' speaking time	17%	11	6%	4	11%	9	10%	8	29%	24	13%	11
	Grammar	0%	0	6%	4	0%	0	0%	0	8%	7	12%	10
	Vocabulary Discussion	2%	1	3%	2	5%	4	5%	4	0%	0	4%	3
	Other	5%	3	0%	0	2%	2	5%	4	6%	5	2%	2
Minute 12 Students Following Lesson	Less than half of students	94%	60	94%	61	95%	80	95%	80	99%	83	99%	83
	More than half of students	6%	4	6%	4	5%	4	5%	4	1%	1	1%	1
Minute 12 Teacher's Action	Speaks / says / explains	8%	5	8%	5	10%	8	15%	13	13%	11	14%	12
	Wrote on board	9%	6	9%	6	12%	10	6%	5	11%	9	12%	10
	Shows students example	8%	5	8%	5	1%	1	0%	0	1%	1	0%	0
	Made entire class repeat	23%	15	26%	17	27%	23	36%	30	26%	22	25%	21
	Made individual student repeat	16%	10	14%	9	29%	24	25%	21	12%	10	20%	17
	Asks / answers students questions	19%	12	18%	12	17%	14	13%	11	29%	24	23%	19
	Helps students	6%	4	6%	4	4%	3	2%	2	4%	3	1%	1
	Monitors / evaluates students	8%	5	5%	3	1%	1	0%	0	5%	4	1%	1
Other	3%	2	6%	4	0%	0	2%	2	0%	0	4%	3	
Language of the lesson	French	14%	9	97%	63	12%	10	95%	80	5%	4	88%	74
	Kiswahili	84%	54	3%	2	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	88%	74	5%	4	1%	1	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	92%	77	11%	9
	Other	2%	1	0%	0	0%	0	0%	0	2%	2	1%	1
Minute 12 Item Used - Teacher's Manual	No	81%	52	58%	38	64%	54	31%	26	56%	47	52%	44
	Yes	19%	12	42%	27	36%	30	69%	58	44%	37	48%	40
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Item Used - Table	No	28%	18	42%	27	24%	20	57%	48	37%	31	38%	32
	Yes	72%	46	58%	38	76%	64	43%	36	63%	53	62%	52
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	No	92%	59	71%	46	90%	76	57%	48	79%	66	58%	49

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 12 Item Used - Student Reading Manual	Yes	8%	5	29%	19	10%	8	43%	36	21%	18	42%	35
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Item Used - Student Reading Exercise Book	No	100%	64	94%	61	100%	84	96%	81	99%	83	100%	84
	Yes	0%	0	6%	4	0%	0	4%	3	1%	1	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Item Used - Notebook	No	95%	61	98%	64	95%	80	99%	83	96%	81	96%	81
	Yes	5%	3	2%	1	5%	4	1%	1	4%	3	4%	3
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Item Used - Alphabet Cards	No	92%	59	98%	64	100%	84	100%	84	96%	81	99%	83
	Yes	8%	5	2%	1	0%	0	0%	0	4%	3	1%	1
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 12 Item Used - Other	No	63%	40	74%	48	81%	68	94%	79	88%	74	86%	72
	Yes	38%	24	26%	17	19%	16	6%	5	12%	10	14%	12
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	3%	2	0%	0	12%	10	7%	6	2%	2	1%	1
	Yes	97%	62	100%	65	88%	74	93%	78	98%	82	99%	83
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Lesson Content	Read text aloud	39%	24	49%	32	50%	37	71%	55	35%	29	49%	41
	Silent reading	0%	0	6%	4	0%	0	0%	0	1%	1	1%	1
	Writing	31%	19	6%	4	15%	11	1%	1	16%	13	12%	10
	Penmanship	3%	2	0%	0	12%	9	0%	0	1%	1	0%	0
	Listening Comprehension	10%	6	15%	10	7%	5	6%	5	12%	10	8%	7
	Students' speaking time	10%	6	5%	3	12%	9	13%	10	15%	12	12%	10
	Grammar	2%	1	5%	3	0%	0	0%	0	17%	14	8%	7
	Vocabulary Discussion	0%	0	8%	5	3%	2	4%	3	0%	0	6%	5
Other	6%	4	6%	4	1%	1	5%	4	2%	2	2%	2	
Minute 15 Students Following Lesson	Less than half of students	89%	55	94%	61	95%	70	95%	74	100%	82	99%	82
	More than half of students	11%	7	6%	4	5%	4	5%	4	0%	0	1%	1
Minute 15 Teacher's Action	Speaks / says / explains	10%	6	11%	7	11%	8	9%	7	9%	7	17%	14
	Wrote on board	2%	1	8%	5	3%	2	0%	0	13%	11	17%	14

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Shows students example	8%	5	3%	2	0%	0	0%	0	0%	0	1%	1
	Made entire class repeat	24%	15	22%	14	32%	24	40%	31	21%	17	24%	20
	Made individual student repeat	13%	8	15%	10	22%	16	26%	20	21%	17	16%	13
	Asks / answers students questions	26%	16	29%	19	22%	16	22%	17	29%	24	19%	16
	Helps students	8%	5	5%	3	3%	2	1%	1	2%	2	0%	0
	Monitors / evaluates students	8%	5	8%	5	8%	6	0%	0	5%	4	2%	2
	Other	2%	1	0%	0	0%	0	3%	2	0%	0	4%	3
Language of the lesson	French	15%	9	97%	63	12%	9	97%	76	6%	5	90%	75
	Kiswahili	84%	52	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	88%	65	3%	2	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	90%	74	8%	7
	Other	2%	1	2%	1	0%	0	0%	0	4%	3	1%	1
Minute 15 Item Used - Teacher's Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Table	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Student Reading Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Student Reading Exercise Book	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Notebook	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Alphabet Cards	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 15 Item Used - Other	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	8%	5	0%	0	19%	16	12%	10	11%	9	8%	7
	Yes	92%	59	100%	65	81%	68	88%	74	89%	75	92%	77
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Lesson Content	Read text aloud	37%	22	54%	35	46%	31	68%	50	39%	29	39%	30
	Silent reading	0%	0	8%	5	0%	0	0%	0	0%	0	0%	0
	Writing	36%	21	5%	3	21%	14	5%	4	11%	8	12%	9
	Penmanship	2%	1	0%	0	7%	5	0%	0	1%	1	0%	0
	Listening Comprehension	3%	2	12%	8	3%	2	8%	6	8%	6	21%	16
	Students' speaking time	15%	9	9%	6	12%	8	9%	7	33%	25	10%	8
	Grammar	0%	0	8%	5	1%	1	0%	0	7%	5	8%	6
	Vocabulary Discussion	0%	0	5%	3	3%	2	5%	4	0%	0	8%	6
Other	7%	4	0%	0	7%	5	4%	3	1%	1	3%	2	
Minute 18 Students Following Lesson	Less than half of students	88%	52	94%	61	96%	65	96%	71	97%	73	99%	76
	More than half of students	12%	7	6%	4	4%	3	4%	3	3%	2	1%	1
Minute 18 Teacher's Action	Speaks / says / explains	12%	7	11%	7	9%	6	11%	8	8%	6	17%	13
	Wrote on board	7%	4	5%	3	9%	6	5%	4	5%	4	8%	6
	Shows students example	7%	4	6%	4	1%	1	0%	0	3%	2	0%	0
	Made entire class repeat	17%	10	23%	15	21%	14	31%	23	28%	21	29%	22
	Made individual student repeat	19%	11	17%	11	25%	17	31%	23	21%	16	16%	12
	Asks / answers students questions	24%	14	26%	17	21%	14	18%	13	32%	24	23%	18
	Helps students	10%	6	6%	4	1%	1	1%	1	0%	0	1%	1
	Monitors / evaluates students	3%	2	6%	4	10%	7	0%	0	3%	2	3%	2
Other	2%	1	0%	0	3%	2	3%	2	0%	0	4%	3	
Language of the lesson	French	14%	8	97%	63	10%	7	96%	71	5%	4	86%	66
	Kiswahili	85%	50	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	90%	61	4%	3	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	92%	69	10%	8
	Other	2%	1	2%	1	0%	0	0%	0	3%	2	4%	3

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 18 Item Used - Teacher's Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Table	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Student Reading Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Student Reading Exercise Book	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Notebook	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Alphabet Cards	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 18 Item Used - Other	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	9%	6	6%	4	23%	19	18%	15	15%	13	23%	19
	Yes	91%	58	94%	61	77%	65	82%	69	85%	71	77%	65
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Lesson Content	Read text aloud	45%	26	46%	28	46%	30	59%	41	38%	27	42%	27
	Silent reading	0%	0	5%	3	0%	0	1%	1	1%	1	2%	1
	Writing	28%	16	7%	4	28%	18	3%	2	11%	8	12%	8
	Penmanship	2%	1	0%	0	6%	4	0%	0	0%	0	0%	0
	Listening Comprehension	3%	2	15%	9	3%	2	19%	13	14%	10	9%	6
	Students' speaking time	17%	10	5%	3	6%	4	12%	8	24%	17	12%	8
	Grammar	0%	0	8%	5	2%	1	0%	0	6%	4	9%	6

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Vocabulary Discussion	2%	1	7%	4	2%	1	1%	1	1%	1	11%	7
	Other	3%	2	8%	5	8%	5	4%	3	4%	3	3%	2
Minute 21 Students Following Lesson	Less than half of students	90%	52	93%	57	91%	59	96%	66	99%	70	97%	63
	More than half of students	10%	6	7%	4	9%	6	4%	3	1%	1	3%	2
Minute 21 Teacher's Action	Speaks / says / explains	17%	10	10%	6	5%	3	17%	12	15%	11	17%	11
	Wrote on board	3%	2	8%	5	12%	8	1%	1	7%	5	9%	6
	Shows students example	3%	2	2%	1	0%	0	1%	1	0%	0	2%	1
	Made entire class repeat	26%	15	18%	11	20%	13	32%	22	23%	16	23%	15
	Made individual student repeat	12%	7	21%	13	31%	20	25%	17	18%	13	22%	14
	Asks / answers students questions	21%	12	25%	15	14%	9	17%	12	23%	16	14%	9
	Helps students	7%	4	2%	1	0%	0	0%	0	1%	1	3%	2
	Monitors / evaluates students	10%	6	11%	7	17%	11	4%	3	8%	6	8%	5
Other	0%	0	3%	2	2%	1	1%	1	4%	3	3%	2	
Language of the lesson	French	14%	8	97%	59	9%	6	97%	67	6%	4	91%	59
	Kiswahili	84%	49	3%	2	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	89%	58	3%	2	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	92%	65	8%	5
	Other	2%	1	0%	0	2%	1	0%	0	3%	2	2%	1
Minute 21 Item Used - Teacher's Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Item Used - Table	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Item Used - Student Reading Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Item Used - Student Reading Exercise Book	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 21 Item Used - Notebook	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Item Used - Alphabet Cards	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 21 Item Used - Other	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	16%	10	8%	5	29%	24	20%	17	25%	21	27%	23
	Yes	84%	53	92%	60	71%	60	80%	67	75%	63	73%	61
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Lesson Content	Read text aloud	25%	13	50%	30	38%	23	63%	42	32%	20	48%	29
	Silent reading	0%	0	3%	2	0%	0	1%	1	2%	1	2%	1
	Writing	51%	27	8%	5	25%	15	3%	2	13%	8	11%	7
	Penmanship	2%	1	0%	0	7%	4	0%	0	0%	0	0%	0
	Listening Comprehension	2%	1	17%	10	8%	5	13%	9	10%	6	3%	2
	Students' speaking time	15%	8	10%	6	12%	7	9%	6	29%	18	13%	8
	Grammar	0%	0	3%	2	2%	1	1%	1	11%	7	11%	7
	Vocabulary Discussion	0%	0	7%	4	0%	0	3%	2	0%	0	10%	6
Other	6%	3	2%	1	8%	5	6%	4	5%	3	2%	1	
Minute 24 Students Following Lesson	Less than half of students	91%	48	88%	53	90%	54	97%	65	98%	62	100%	61
	More than half of students	9%	5	12%	7	10%	6	3%	2	2%	1	0%	0
Minute 24 Teacher's Action	Speaks / says / explains	11%	6	7%	4	15%	9	10%	7	10%	6	16%	10
	Wrote on board	8%	4	3%	2	5%	3	3%	2	13%	8	8%	5
	Shows students example	4%	2	2%	1	2%	1	0%	0	0%	0	0%	0
	Made entire class repeat	8%	4	20%	12	10%	6	33%	22	29%	18	26%	16
	Made individual student repeat	6%	3	22%	13	28%	17	28%	19	16%	10	26%	16
	Asks / answers students questions	13%	7	25%	15	20%	12	16%	11	14%	9	15%	9
	Helps students	13%	7	13%	8	0%	0	0%	0	0%	0	0%	0
Monitors / evaluates students	30%	16	7%	4	15%	9	3%	2	17%	11	7%	4	

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Other	8%	4	2%	1	5%	3	6%	4	2%	1	2%	1
Language of the lesson	French	11%	6	98%	59	8%	5	97%	65	5%	3	87%	53
	Kiswahili	85%	45	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	90%	54	3%	2	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	92%	58	11%	7
	Other	4%	2	0%	0	2%	1	0%	0	3%	2	2%	1
Minute 24 Item Used - Teacher's Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Table	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Student Reading Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Student Reading Exercise Book	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Notebook	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Alphabet Cards	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 24 Item Used - Other	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	25%	16	15%	10	40%	34	27%	23	30%	25	35%	29
	Yes	75%	47	85%	55	60%	50	73%	61	70%	59	65%	55
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 27 Lesson Content	Read text aloud	22%	10	49%	27	42%	21	59%	36	32%	19	42%	23
	Silent reading	0%	0	0%	0	0%	0	3%	2	0%	0	0%	0
	Writing	57%	26	18%	10	22%	11	5%	3	15%	9	9%	5
	Penmanship	0%	0	2%	1	6%	3	0%	0	2%	1	0%	0
	Listening Comprehension	4%	2	7%	4	8%	4	11%	7	7%	4	15%	8
	Students' speaking time	9%	4	15%	8	14%	7	7%	4	22%	13	16%	9
	Grammar	0%	0	2%	1	0%	0	0%	0	12%	7	7%	4
	Vocabulary Discussion	0%	0	4%	2	0%	0	7%	4	3%	2	11%	6
Other	9%	4	4%	2	8%	4	8%	5	7%	4	0%	0	
Minute 27 Students Following Lesson	Less than half of students	83%	38	91%	50	88%	44	89%	54	97%	57	100%	55
	More than half of students	17%	8	9%	5	12%	6	11%	7	3%	2	0%	0
Minute 27 Teacher's Action	Speaks / says / explains	7%	3	9%	5	6%	3	13%	8	5%	3	22%	12
	Wrote on board	4%	2	4%	2	6%	3	7%	4	12%	7	7%	4
	Shows students example	0%	0	5%	3	0%	0	0%	0	2%	1	0%	0
	Made entire class repeat	11%	5	11%	6	12%	6	26%	16	31%	18	25%	14
	Made individual student repeat	9%	4	18%	10	28%	14	30%	18	15%	9	18%	10
	Asks / answers students questions	11%	5	27%	15	18%	9	13%	8	10%	6	20%	11
	Helps students	13%	6	4%	2	6%	3	0%	0	0%	0	0%	0
	Monitors / evaluates students	35%	16	16%	9	16%	8	8%	5	24%	14	4%	2
Other	11%	5	5%	3	8%	4	3%	2	2%	1	4%	2	
Language of the lesson	French	11%	5	98%	54	10%	5	95%	58	3%	2	87%	48
	Kiswahili	87%	40	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	90%	45	5%	3	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	93%	55	11%	6
	Other	2%	1	0%	0	0%	0	0%	0	3%	2	2%	1
Minute 27 Item Used - Teacher's Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 27 Item Used - Table	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Minute 27 Item Used - Student Reading Manual	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 27 Item Used - Student Reading Exercise Book	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 27 Item Used - Notebook	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 27 Item Used - Alphabet Cards	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 27 Item Used - Other	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does the lesson continue?	No	52%	33	33%	21	49%	41	33%	28	40%	34	43%	36
	Yes	48%	30	67%	43	51%	43	67%	56	60%	50	57%	48
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Minute 30 Lesson Content	Read text aloud	27%	8	37%	16	42%	18	54%	30	32%	16	44%	21
	Silent reading	7%	2	0%	0	0%	0	0%	0	0%	0	0%	0
	Writing	33%	10	14%	6	23%	10	7%	4	14%	7	8%	4
	Penmanship	3%	1	0%	0	2%	1	0%	0	0%	0	0%	0
	Listening Comprehension	13%	4	14%	6	7%	3	11%	6	8%	4	8%	4
	Students' speaking time	10%	3	21%	9	14%	6	9%	5	22%	11	21%	10
	Grammar	0%	0	2%	1	0%	0	0%	0	10%	5	2%	1
	Vocabulary Discussion	0%	0	7%	3	0%	0	9%	5	4%	2	6%	3
Other	7%	2	5%	2	12%	5	11%	6	10%	5	10%	5	
Minute 30 Students Following Lesson	Less than half of students	83%	25	93%	40	88%	38	93%	52	96%	48	98%	47
	More than half of students	17%	5	7%	3	12%	5	7%	4	4%	2	2%	1
Minute 30 Teacher's Action	Speaks / says / explains	13%	4	7%	3	5%	2	11%	6	6%	3	8%	4

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Wrote on board	0%	0	5%	2	5%	2	2%	1	8%	4	4%	2
	Shows students example	0%	0	0%	0	2%	1	0%	0	0%	0	0%	0
	Made entire class repeat	17%	5	14%	6	19%	8	25%	14	18%	9	25%	12
	Made individual student repeat	7%	2	19%	8	19%	8	32%	18	22%	11	23%	11
	Asks / answers students questions	7%	2	33%	14	16%	7	14%	8	20%	10	19%	9
	Helps students	13%	4	5%	2	5%	2	0%	0	2%	1	0%	0
	Monitors / evaluates students	40%	12	16%	7	23%	10	9%	5	22%	11	8%	4
	Other	3%	1	2%	1	7%	3	7%	4	2%	1	13%	6
Language of the lesson	French	10%	3	100%	43	5%	2	96%	54	2%	1	85%	41
	Kiswahili	87%	26	0%	0	0%	0	0%	0	0%	0	0%	0
	Lingala	0%	0	0%	0	95%	41	4%	2	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	94%	47	13%	6
	Other	3%	1	0%	0	0%	0	0%	0	4%	2	2%	1
Minute 30 - Items used	Teacher's manual	7%	2	16%	7	19%	8	23%	13	12%	6	13%	6
	Table	43%	13	47%	20	49%	21	29%	16	58%	29	38%	18
	Student reading manual	7%	2	9%	4	2%	1	34%	19	14%	7	31%	15
	Student reading exercise book	7%	2	7%	3	7%	3	4%	2	8%	4	2%	1
	Notebook	13%	4	5%	2	12%	5	7%	4	4%	2	8%	4
	Alphabet cards	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Other	23%	7	16%	7	12%	5	4%	2	4%	2	8%	4
Has the teacher clearly explained the objective of the lesson? - The teacher did not state the objective of the lesson.	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	100%	34	100%	38	100%	39	100%	51	100%	52	100%	43
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Has the teacher clearly explained the objective of the lesson? - The teacher wrote the objective of the lesson on the board.	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	100%	26	100%	27	100%	39	100%	38	100%	22	100%	34
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Has the teacher clearly explained the objective of the lesson? - The teacher stated the objective of the lesson.	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	100%	19	100%	18	100%	42	100%	34	100%	11	100%	16
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Has the teacher clearly explained the objective of the lesson? - The teacher explained the objective of the lesson.	Yes	100%	9	100%	6	100%	35	100%	26	100%	18	100%	16
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Has the teacher clearly explained the objective of the lesson? - The teacher discussed the purpose of the lesson with the students.	No	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Yes	100%	9	100%	6	100%	3	100%	2	100%	4	100%	6
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Did the students ask the teacher questions during the lesson (for example, clarification questions, or on another subject, etc.)?	No	98%	62	97%	63	100%	84	100%	84	100%	84	99%	83
	Yes	2%	1	3%	2	0%	0	0%	0	0%	0	1%	1
	Does not know / No response	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Table 98: Teacher Questionnaire Endline Data

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
Gender	Female	46%	30	67%	43	63%	53	73%	61	65%	54	87%	75
	Male	54%	35	33%	21	37%	31	27%	22	35%	29	13%	11
Native language	French	0%	0	2%	1	0%	0	0%	0	0%	0	0%	0
	Lingala	2%	1	0%	0	42%	35	23%	19	1%	1	0%	0
	Swahili	42%	27	31%	20	0%	0	0%	0	0%	0	1%	1
	Tshiluba	5%	3	5%	3	0%	0	0%	0	81%	67	80%	69
	Other	52%	34	61%	39	58%	49	77%	64	18%	15	19%	16
	Does not know / No answer	0%	0	2%	1	0%	0	0%	0	0%	0	0%	0
Education level	Secondary school diploma	78%	51	89%	57	79%	66	86%	71	89%	74	88%	76
	Master	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Ph.D.	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Other	20%	13	8%	5	20%	17	13%	11	8%	7	10%	9
	Graduat	2%	1	3%	2	1%	1	1%	1	1%	1	1%	1

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Bachelor	0%	0	0%	0	0%	0	0%	0	1%	1	0%	0
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Educational/teaching qualification	None	0%	0	0%	0	1%	1	0%	0	0%	0	0%	0
	Secondary school diploma	58%	38	63%	40	11%	9	12%	10	11%	9	14%	12
	D4A D4N	20%	13	8%	5	18%	15	11%	9	6%	5	6%	5
	D6A D6N	17%	11	28%	18	67%	56	72%	60	78%	65	78%	67
	Graduat G3	0%	0	0%	0	1%	1	1%	1	1%	1	1%	1
	Other:	0%	0	0%	0	2%	2	4%	3	4%	3	1%	1
	Does not know / No answer	5%	3	2%	1	0%	0	0%	0	0%	0	0%	0
Are you registered and paid?	Not registered	18%	12	17%	11	26%	22	27%	22	25%	21	23%	20
	Registered and unpaid	6%	4	6%	4	6%	5	8%	7	12%	10	12%	10
	Registered and paid	75%	49	77%	49	68%	57	65%	54	63%	52	65%	56
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
How do you receive your salary?	Receives it at school	4%	2	4%	2	56%	32	54%	29	12%	6	13%	7
	Receives it in person at the bank (must travel to receive his salary)	90%	44	92%	45	44%	25	44%	24	65%	34	63%	35
	Receives it automatically in their bank account or by phone	6%	3	4%	2	0%	0	0%	0	23%	12	25%	14
	Does not know / No answer	0%	0	0%	0	0%	0	2%	1	0%	0	0%	0
Are you paid on time?	Never	0%	0	2%	1	7%	4	11%	6	4%	2	13%	7
	Almost never	6%	3	2%	1	2%	1	0%	0	4%	2	9%	5
	Sometimes	14%	7	10%	5	51%	29	56%	30	29%	15	27%	15
	Most of the time	10%	5	12%	6	28%	16	24%	13	31%	16	25%	14
	All the time	69%	34	73%	36	12%	7	9%	5	33%	17	27%	15
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	No	11%	7	17%	11	12%	10	16%	13	16%	13	30%	26

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
During your initial training, were you trained to teach reading?	Yes	87%	54	83%	52	88%	73	84%	70	83%	69	70%	60
	Does not know / No answer	2%	1	0%	0	0%	0	0%	0	1%	1	0%	0
Have you attended in-service training on how to teach reading?	No	31%	20	33%	21	26%	22	51%	42	27%	22	47%	40
	Yes	69%	45	67%	43	74%	62	49%	41	73%	61	53%	46
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Who organized the last in-service training/education course on how to teach reading that you received? - Accelere!	No	71%	46	67%	43	70%	59	75%	62	59%	49	69%	59
	Yes	29%	19	33%	21	30%	25	25%	21	41%	34	31%	27
Who organized the last in-service training/education course on how to teach reading that you received? - MESP	No	77%	50	73%	47	69%	58	81%	67	81%	67	87%	75
	Yes	23%	15	27%	17	31%	26	19%	16	19%	16	13%	11
Who organized the last in-service training/education course on how to teach reading that you received? - Another organization.	No	86%	56	91%	58	86%	72	94%	78	87%	72	90%	77
	Yes	14%	9	9%	6	14%	12	6%	5	13%	11	10%	9
Who organized the last in-service training/education course on how to teach reading that you received? - Does not know/No answer	No	97%	63	97%	62	98%	82	100%	83	100%	83	100%	86
	Yes	3%	2	3%	2	2%	2	0%	0	0%	0	0%	0
Do you think you were able to use what you learned in the in-service training/education courses on how to teach reading in your classroom	No	2%	1	2%	1	5%	3	0%	0	3%	2	0%	0
	Yes	98%	44	98%	42	95%	59	100%	41	97%	59	100%	46
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
In which language do you mainly teach reading to students?	French	17%	11	97%	62	10%	8	95%	79	4%	3	92%	79
	Lingala	0%	0	2%	1	90%	76	5%	4	0%	0	0%	0
	Swahili	78%	51	2%	1	0%	0	0%	0	0%	0	0%	0
	Tshiluba	0%	0	0%	0	0%	0	0%	0	94%	78	8%	7
	Other	5%	3	0%	0	0%	0	0%	0	2%	2	0%	0
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
For the 2018-2019 year, did you receive the ACCELERE! Teacher's guide?	No	62%	40	70%	45	62%	52	70%	58	55%	46	66%	57
	Yes	37%	24	30%	19	36%	30	29%	24	45%	37	34%	29
	Does not know / No answer	2%	1	0%	0	2%	2	1%	1	0%	0	0%	0

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
When did you receive it?	During training	25%	6	11%	2	20%	6	4%	1	24%	9	7%	2
	During the 1st quarter (Sept-Dec)	33%	8	58%	11	53%	16	75%	18	22%	8	34%	10
	During the 2nd quarter (Jan-March)	17%	4	16%	3	20%	6	17%	4	27%	10	34%	10
	During the 3rd quarter (April-June)	4%	1	5%	1	7%	2	0%	0	16%	6	14%	4
	Other	0%	0	5%	1	0%	0	0%	0	3%	1	0%	0
	Does not know / No answer	21%	5	5%	1	0%	0	4%	1	8%	3	10%	3
Were you able to use the teacher's guide?	No	0%	0	5%	1	3%	1	0%	0	0%	0	7%	2
	Yes	100%	24	95%	18	97%	29	100%	24	100%	37	93%	27
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
How many times a week did you use it during the 2018-2019 school year?	Less than once a week	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	1 to 2 times a week	0%	0	6%	1	0%	0	8%	2	0%	0	11%	3
	3 to 4 times a week	4%	1	11%	2	28%	8	42%	10	16%	6	19%	5
	Every day (5 or 6 times a week)	92%	22	78%	14	72%	21	50%	12	84%	31	70%	19
	Does not know / No answer	4%	1	6%	1	0%	0	0%	0	0%	0	0%	0
For 2018-2019, have your students received ACCELERE! Project Reading books?	No	74%	48	89%	57	65%	55	87%	72	66%	55	93%	80
	Yes	25%	16	8%	5	32%	27	13%	11	34%	28	7%	6
	Does not know / No answer	2%	1	3%	2	2%	2	0%	0	0%	0	0%	0
When did your students receive these booklets?	During training	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	During the 1st quarter (Sept-Dec)	19%	3	20%	1	48%	13	64%	7	14%	4	33%	2
	During the 2nd quarter (Jan-March)	19%	3	0%	0	48%	13	9%	1	39%	11	33%	2
	During the 3rd quarter (April-June)	44%	7	60%	3	4%	1	18%	2	32%	9	33%	2
	Other	0%	0	0%	0	0%	0	0%	0	4%	1	0%	0
	Does not know / No answer	19%	3	20%	1	0%	0	9%	1	11%	3	0%	0
Have you received enough booklets for all students?	No	31%	5	20%	1	59%	16	45%	5	39%	11	50%	3
	Yes	69%	11	80%	4	41%	11	36%	4	61%	17	50%	3

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Does not know / No answer	0%	0	0%	0	0%	0	18%	2	0%	0	0%	0
How many times a week did students use these booklets during the 2018-2019 school year?	Less than once a week	0%	0	0%	0	0%	0	0%	0	4%	1	0%	0
	1 to 2 times a week	6%	1	0%	0	7%	2	9%	1	0%	0	17%	1
	3 to 4 times a week	13%	2	20%	1	37%	10	45%	5	14%	4	50%	3
	Every day (5 or 6 times a week)	81%	13	80%	4	56%	15	36%	4	79%	22	33%	2
	Does not know / No answer	0%	0	0%	0	0%	0	9%	1	4%	1	0%	0
Do your students go home with reading books?	No	85%	55	97%	62	92%	77	96%	80	87%	72	91%	78
	Yes	15%	10	2%	1	8%	7	4%	3	13%	11	9%	8
	Does not know / No answer	0%	0	2%	1	0%	0	0%	0	0%	0	0%	0
In your classroom, do you offer classes to students from multiple grades / levels at the same time (i.e. multi-grade class)?	No	89%	58	86%	55	93%	78	89%	74	89%	74	79%	68
	Yes	11%	7	14%	9	7%	6	10%	8	11%	9	19%	16
	Does not know / No answer	0%	0	0%	0	0%	0	1%	1	0%	0	2%	2
How many boys are enrolled in this class?	0 to 15	16%	9	14%	8	27%	22	30%	25	10%	8	30%	26
	16 to 30	27%	15	38%	21	42%	34	46%	38	52%	43	36%	31
	31+	56%	31	48%	27	31%	25	23%	19	39%	32	34%	29
How many girls are enrolled in this class?	0 to 15	22%	12	25%	14	26%	21	26%	21	22%	18	33%	28
	16 to 30	29%	16	29%	16	49%	40	52%	43	40%	33	40%	34
	31+	49%	27	46%	26	25%	20	22%	18	39%	32	28%	24
How many boys in your class repeated the grade?	0 to 5	85%	50	90%	53	86%	67	86%	67	88%	71	93%	79
	6 to 10	14%	8	8%	5	12%	9	12%	9	9%	7	4%	3
	11+	2%	1	2%	1	3%	2	3%	2	4%	3	4%	3
How many girls in your class repeated the grade?	0 to 5	91%	53	93%	55	86%	67	89%	70	85%	70	91%	77
	6 to 10	9%	5	5%	3	13%	10	10%	8	9%	7	8%	7
	11+	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
On a normal day, how many students are absent?	0 to 5	82%	50	87%	54	67%	55	67%	55	63%	52	70%	60
	6 to 10	13%	8	10%	6	22%	18	23%	19	20%	17	17%	15
	11+	5%	3	3%	2	11%	9	10%	8	17%	14	13%	11

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
How many students who arrive late to the class are there on a normal day?	0 to 5	76%	48	72%	46	68%	54	68%	55	72%	60	61%	52
	6 to 10	17%	11	23%	15	15%	12	19%	15	17%	14	22%	19
	11+	6%	4	5%	3	17%	14	14%	11	11%	9	16%	14
When weather is bad, are you able to continue teaching in the classroom?	No	52%	34	58%	37	83%	70	76%	63	75%	62	76%	65
	Yes	48%	31	42%	27	17%	14	23%	19	24%	20	24%	21
	Does not know / No answer	0%	0	0%	0	0%	0	1%	1	1%	1	0%	0
Does the principal or his/her assistant review your lesson preparation sheets (teacher subject planner) and your class journal?	No	5%	3	3%	2	6%	5	5%	4	1%	1	0%	0
	Yes	92%	60	97%	62	94%	79	95%	79	99%	82	100%	86
	Does not know / No answer	3%	2	0%	0	0%	0	0%	0	0%	0	0%	0
How many times during the 2018-2019 year have your lesson plans been reviewed?	Once a year	2%	1	0%	0	1%	1	0%	0	0%	0	1%	1
	Once every six months	2%	1	2%	1	0%	0	4%	3	0%	0	0%	0
	Once every 2 to 3 months	3%	2	3%	2	3%	2	1%	1	10%	8	6%	5
	Once a month	3%	2	2%	1	1%	1	3%	2	2%	2	7%	6
	Once every two weeks	2%	1	2%	1	4%	3	4%	3	2%	2	2%	2
	Once a week	10%	6	16%	10	16%	13	22%	17	10%	8	8%	7
	Daily	73%	44	73%	45	73%	58	65%	51	76%	62	72%	62
Does not know / No answer	5%	3	3%	2	1%	1	3%	2	0%	0	3%	3	
When you need pedagogical help, who do you go to?	I never need help	2%	1	2%	1	0%	0	1%	1	0%	0	0%	0
	There is no one to ask for help	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	I organize meetings with other teachers	2%	1	5%	3	1%	1	0%	0	5%	4	1%	1
	I chat from time to time with other teachers	20%	13	17%	11	8%	7	10%	8	6%	5	6%	5
	The school principal	58%	38	59%	38	80%	67	84%	70	73%	61	77%	66
	The school principal assistant	8%	5	8%	5	5%	4	0%	0	6%	5	2%	2
	The educational advisor/counselor or subject specialist	6%	4	9%	6	1%	1	2%	2	4%	3	8%	7

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Other:	2%	1	0%	0	4%	3	2%	2	5%	4	5%	4
	To the ACCELERE! reading staff	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Does not know / No answer	3%	2	0%	0	1%	1	0%	0	1%	1	1%	1
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	3%	2	2%	1	4%	3	5%	4	2%	2	1%	1
	Yes	94%	61	97%	62	93%	78	94%	78	98%	81	99%	85
	Does not know / No answer	3%	2	2%	1	4%	3	1%	1	0%	0	0%	0
How many times?	Never	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Once a year	2%	1	0%	0	0%	0	0%	0	0%	0	1%	1
	Once every six months	8%	5	6%	4	3%	2	3%	2	6%	5	13%	11
	Once every 2 to 3 months	21%	13	31%	19	22%	17	15%	12	26%	21	22%	19
	Once a month	5%	3	13%	8	6%	5	12%	9	11%	9	11%	9
	Once every two weeks	5%	3	11%	7	12%	9	17%	13	9%	7	18%	15
	Once a week	38%	23	21%	13	41%	32	36%	28	31%	25	21%	18
	Daily	18%	11	15%	9	14%	11	15%	12	14%	11	12%	10
Does not know / No answer	3%	2	3%	2	3%	2	3%	2	4%	3	2%	2	
After an observation from the principal, does he or she give you his / her opinion on how to improve your teaching abilities?	No	0%	0	0%	0	1%	1	1%	1	0%	0	0%	0
	Yes	100%	61	100%	62	99%	77	99%	77	100%	81	100%	85
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Is his/her advice useful?	Not at all useful	2%	1	0%	0	0%	0	0%	0	0%	0	0%	0
	Somewhat useful	3%	2	3%	2	0%	0	1%	1	1%	1	1%	1
	Very useful	95%	58	97%	60	100%	77	99%	76	99%	80	99%	84
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
During the 2018-2019 school year, did an inspector from the Ministry of Education (EPSP) come to inspect you?	No	20%	13	30%	19	44%	37	43%	36	18%	15	16%	14
	Yes	74%	48	69%	44	52%	44	54%	45	82%	68	81%	70
	Does not know / No answer	6%	4	2%	1	4%	3	2%	2	0%	0	2%	2

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
How many times?	Never	2%	1	0%	0	0%	0	2%	1	0%	0	0%	0
	Once a year	50%	24	43%	19	45%	20	54%	25	44%	30	44%	31
	Once every six months	25%	12	30%	13	25%	11	13%	6	26%	18	29%	20
	Once every 2 to 3 months	13%	6	18%	8	18%	8	22%	10	21%	14	23%	16
	Once a month	6%	3	9%	4	2%	1	2%	1	7%	5	3%	2
	Once every two weeks	0%	0	0%	0	7%	3	2%	1	1%	1	0%	0
	Once a week	2%	1	0%	0	2%	1	2%	1	0%	0	1%	1
	Does not know / No answer	2%	1	0%	0	0%	0	2%	1	0%	0	0%	0
Did a ACCELERE! project reading staff observe your lessons?	No	62%	40	78%	50	67%	56	76%	63	66%	55	71%	61
	Yes	32%	21	17%	11	31%	26	22%	18	34%	28	29%	25
	Does not know / No answer	6%	4	5%	3	2%	2	2%	2	0%	0	0%	0
How many times?	Never	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Once a year	43%	9	45%	5	54%	14	67%	12	21%	6	32%	8
	Once every six months	24%	5	18%	2	23%	6	11%	2	32%	9	24%	6
	Once every 2 to 3 months	0%	0	9%	1	19%	5	11%	2	25%	7	24%	6
	Once a month	19%	4	18%	2	4%	1	6%	1	11%	3	12%	3
	Once every two weeks	5%	1	0%	0	0%	0	0%	0	4%	1	4%	1
	Once a week	0%	0	0%	0	0%	0	6%	1	4%	1	4%	1
	Every day	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Does not know / No answer	10%	2	9%	1	0%	0	0%	0	4%	1	0%	0	
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?	No	5%	1	0%	0	15%	4	11%	2	7%	2	4%	1
	Yes	95%	20	100%	11	85%	22	89%	16	93%	26	96%	24
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Is his/her advice useful?	Not at all useful	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Somewhat useful	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
	Very useful	100%	20	100%	11	100%	22	100%	16	100%	26	100%	24

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
How do you measure the academic progress of your students? - Written checks	No	66%	43	63%	40	63%	53	64%	53	86%	71	91%	78
	Yes	34%	22	38%	24	37%	31	36%	30	14%	12	9%	8
How do you measure the academic progress of your students? - Oral assessments	No	26%	17	27%	17	11%	9	19%	16	60%	50	69%	59
	Yes	74%	48	73%	47	89%	75	81%	67	40%	33	31%	27
How do you measure the academic progress of your students? - Questions	No	60%	39	48%	31	42%	35	30%	25	52%	43	60%	52
	Yes	40%	26	52%	33	58%	49	70%	58	48%	40	40%	34
How do you measure the academic progress of your students? - Evaluations and other projects	No	100%	65	100%	64	100%	84	100%	83	100%	83	99%	85
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	1%	1
How do you measure the academic progress of your students? - Homework	No	82%	53	73%	47	39%	33	42%	35	59%	49	70%	60
	Yes	18%	12	27%	17	61%	51	58%	48	41%	34	30%	26
How do you measure the academic progress of your students? - Discussion / participation	No	100%	65	98%	63	99%	83	99%	82	100%	83	93%	80
	Yes	0%	0	2%	1	1%	1	1%	1	0%	0	7%	6
How do you measure the academic progress of your students? - Worksheets	No	100%	65	100%	64	100%	84	100%	83	98%	81	100%	86
	Yes	0%	0	0%	0	0%	0	0%	0	2%	2	0%	0
How do you measure the academic progress of your students? - End of quarter evaluation	No	72%	47	78%	50	70%	59	64%	53	90%	75	84%	72
	Yes	28%	18	22%	14	30%	25	36%	30	10%	8	16%	14
How do you measure the academic progress of your students? - End of year evaluation	No	75%	49	77%	49	83%	70	77%	64	94%	78	92%	79
	Yes	25%	16	23%	15	17%	14	23%	19	6%	5	8%	7
How do you measure the academic progress of your students? - Other	No	83%	54	64%	41	85%	71	87%	72	72%	60	71%	61
	Yes	17%	11	36%	23	15%	13	13%	11	28%	23	29%	25
How do you measure the academic progress of your students? - I do not measure	No	100%	65	100%	64	100%	84	100%	83	100%	83	100%	86
	Yes	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
How do you measure the academic progress of your students? - Does not know / No answer	No	94%	61	97%	62	100%	84	99%	82	96%	80	92%	79
	Yes	6%	4	3%	2	0%	0	1%	1	4%	3	8%	7
How do you use the results of assessments in your teaching? - Recording student grades in a notebook or record sheet	No	55%	36	50%	32	6%	5	7%	6	46%	38	52%	45
	Yes	45%	29	50%	32	94%	79	93%	77	54%	45	48%	41
	No	82%	53	81%	52	98%	82	99%	82	60%	50	65%	56

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
How do you use the results of assessments in your teaching? - Assessment of students' understanding of the subject	Yes	18%	12	19%	12	2%	2	1%	1	40%	33	35%	30
How do you use the results of assessments in your teaching? - Planning of educational activities	No	94%	61	80%	51	100%	84	100%	83	99%	82	92%	79
	Yes	6%	4	20%	13	0%	0	0%	0	1%	1	8%	7
How do you use the results of assessments in your teaching? - Adapting teaching methods to better meet the needs of students	No	69%	45	70%	45	95%	80	96%	80	92%	76	90%	77
	Yes	31%	20	30%	19	5%	4	4%	3	8%	7	10%	9
How do you use the results of assessments in your teaching? - Other	No	74%	48	69%	44	87%	73	80%	66	81%	67	80%	69
	Yes	26%	17	31%	20	13%	11	20%	17	19%	16	20%	17
How do you use the results of assessments in your teaching? - Does not know / No answer	No	92%	60	97%	62	98%	82	94%	78	93%	77	91%	78
	Yes	8%	5	3%	2	2%	2	6%	5	7%	6	9%	8
In your class, how many parents/people follow or monitor their children's homework at home?	None	11%	7	13%	8	20%	17	22%	18	14%	12	16%	14
	Some of them	37%	24	45%	29	55%	46	59%	49	59%	49	57%	49
	Most of them	37%	24	28%	18	18%	15	12%	10	12%	10	14%	12
	All	6%	4	8%	5	1%	1	1%	1	13%	11	9%	8
	Does not know / No answer	9%	6	6%	4	6%	5	6%	5	1%	1	3%	3
Overall, are you satisfied with the parents' participation in their children's school work?	No	28%	18	30%	19	32%	27	34%	28	23%	19	29%	25
	Yes	72%	47	69%	44	67%	56	65%	54	77%	64	71%	61
	Does not know / No answer	0%	0	2%	1	1%	1	1%	1	0%	0	0%	0
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st grade	9%	6	8%	5	0%	0	0%	0	6%	5	7%	6
	2nd grade	54%	35	17%	11	49%	41	17%	14	69%	57	21%	18
	3rd grade	31%	20	64%	41	39%	33	42%	35	18%	15	53%	46
	4th grade or higher grade	6%	4	11%	7	11%	9	41%	34	5%	4	19%	16
	Does not know / No answer	0%	0	0%	0	1%	1	0%	0	2%	2	0%	0
Starting from what grade do you think students should be able to write with confidence?	1st grade	9%	6	11%	7	1%	1	0%	0	5%	4	7%	6
	2nd grade	49%	32	9%	6	30%	25	12%	10	41%	34	17%	15
	3rd grade	23%	15	36%	23	40%	34	41%	34	39%	32	29%	25
	4th grade or higher grade	17%	11	44%	28	27%	23	47%	39	14%	12	47%	40

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
	Does not know / No answer	2%	1	0%	0	1%	1	0%	0	1%	1	0%	0
Do you feel safe at school?	No	12%	8	19%	12	5%	4	5%	4	11%	9	13%	11
	Yes	88%	57	81%	52	95%	80	95%	79	89%	74	87%	75
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Do you feel safe when you go to school and when you leave?	No	22%	14	20%	13	5%	4	6%	5	13%	11	14%	12
	Yes	78%	51	80%	51	95%	80	94%	78	86%	71	86%	74
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	1%	1	0%	0
Do you think students are safe at school?	No	17%	11	22%	14	2%	2	4%	3	5%	4	12%	10
	Yes	83%	54	78%	50	98%	82	96%	80	95%	79	88%	76
	Does not know / No answer	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
In the past week, how many times have you witnessed physical violence among students in school?	None (0 times)	91%	59	89%	57	50%	42	69%	57	82%	68	88%	76
	Once a day	2%	1	2%	1	5%	4	5%	4	0%	0	2%	2
	More than once a day	3%	2	0%	0	11%	9	6%	5	1%	1	0%	0
	A few times during the week	5%	3	9%	6	35%	29	19%	16	16%	13	6%	5
	Does not know / No answer	0%	0	0%	0	0%	0	1%	1	1%	1	3%	3
In the event of an argument or a fight among students in your class, how do you manage the situation? - I do not do anything / I do not pay attention to what is going on	No	98%	64	100%	64	100%	84	100%	83	99%	82	100%	86
	Yes	2%	1	0%	0	0%	0	0%	0	1%	1	0%	0
In the event of an argument or a fight among students in your class, how do you manage the situation? - I communicate with the principal's office	No	88%	57	84%	54	96%	81	80%	66	93%	77	87%	75
	Yes	12%	8	16%	10	4%	3	20%	17	7%	6	13%	11
In the event of an argument or a fight among students in your class, how do you manage the situation? - I communicate with parents	No	94%	61	89%	57	96%	81	92%	76	93%	77	95%	82
	Yes	6%	4	11%	7	4%	3	8%	7	7%	6	5%	4
In the event of an argument or a fight among students in your class, how do you manage the situation? - I talk to the	No	25%	16	25%	16	23%	19	24%	20	17%	14	19%	16
	Yes	75%	49	75%	48	77%	65	76%	63	83%	69	81%	70

Question	Group	Kiswahili G2		Kiswahili G4		Lingala G2		Lingala G4		Tshiluba G2		Tshiluba G4	
		Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs	Percent of Teachers	Obs
quarreling students and try to give them advice													
In the event of an argument or a fight among students in your class, how do you manage the situation? - I give more work / homework to the quarreling students	No	95%	62	100%	64	99%	83	100%	83	100%	83	99%	85
	Yes	5%	3	0%	0	1%	1	0%	0	0%	0	1%	1
In the event of an argument or a fight among students in your class, how do you manage the situation? - I discipline the quarreling students	No	82%	53	63%	40	68%	57	65%	54	93%	77	92%	79
	Yes	18%	12	38%	24	32%	27	35%	29	7%	6	8%	7
In the event of an argument or a fight among students in your class, how do you manage the situation? - I apply the school regulation code	No	95%	62	81%	52	81%	68	87%	72	98%	81	95%	82
	Yes	5%	3	19%	12	19%	16	13%	11	2%	2	5%	4
In the event of an argument or a fight among students in your class, how do you manage the situation? - I use corporal punishment	No	100%	65	100%	64	99%	83	100%	83	100%	83	100%	86
	Yes	0%	0	0%	0	1%	1	0%	0	0%	0	0%	0
In the event of an argument or a fight among students in your class, how do you manage the situation? - Other	No	80%	52	86%	55	88%	74	83%	69	88%	73	84%	72
	Yes	20%	13	14%	9	12%	10	17%	14	12%	10	16%	14
In the event of an argument or a fight among students in your class, how do you manage the situation? - Does not know / No answer	No	98%	64	100%	64	99%	83	99%	82	99%	82	99%	85
	Yes	2%	1	0%	0	1%	1	1%	1	1%	1	1%	1

ANNEX H. TEACHING PRACTICES CORRELATED WITH ENDLINE STUDENTS' ORF

Table 99: Kiswahili Endline Results for Intervention, Teacher Questionnaire Grade 2 Correlated with Mean ORF

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
Gender of teacher	Male	41%	3.9	145
	Female	59%	3.8	162
Trained to teach reading *	No	11%	1.3	18
	Yes	86%	3.8	252
	Don't know	3%	10.7	9
Attended in-service training on reading *	No	31%	2.0	65
	Yes	69%	4.7	242
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	56%	4.2	188
	Yes - MEPSP	7%	6.8	28
	Another organization	6%	6.7	18
	Don't know	0%	0.0	8
Were you able to use what you learned in the in-service training on how to teach reading?	No	--	--	--
	Yes	100%	4.7	242
	Don't know	--	--	--
In which language do you mainly teach reading to students?	French	9%	2.9	28
	Lingala	--	--	--
	Kiswahili	89%	3.9	269
	Tshiluba	--	--	--
	Other	1%	6.3	10
	Don't know	--	--	--
Did you receive the ACCELERE! Teacher's guide?	No	31%	3.1	76
	Yes	69%	4.2	223
	Don't know	0%	0.0	8
When did you receive the ACCELERE! Teacher's Guide?	During training	20%	4.7	58
	1st quarter	26%	3.6	67
	2nd quarter	21%	2.4	39
	3rd quarter	10%	7.8	10
	Other	--	--	--
	Don't know	24%	4.4	49
Were you able to use the teacher's guide?	No	--	--	--
	Yes	100%	4.2	223
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	5%	3.3	9
	Every day	87%	4.7	205

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
	Don't know	9%	0.0	9
Have your students received ACCELERE! reading books?	No	49%	4.0	143
	Yes	50%	3.8	154
	Don't know	1%	0.5	10
When did your students receive these booklets?	During training	--	--	--
	1st quarter	14%	5.5	30
	2nd quarter	18%	3.5	27
	3rd quarter	54%	4.1	67
	Other	--	--	--
	Don't know	15%	1.5	30
Have you received enough booklets for all students?	No	27%	3.3	49
	Yes	73%	4.0	105
	Don't know	--	--	--
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	3%	7.2	10
	3 to 4 times per week	15%	1.8	20
	Every day	81%	4.0	124
	Don't know	--	--	--
Do your students go home with reading books?	No	71%	4.2	217
	Yes	29%	3.0	90
	Don't know	--	--	--
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons? *	No	5%	1.4	8
	Yes	93%	4.0	281
	Don't know	1%	0.4	18
How many times? *	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	--	--	--
	Once every 2-3 months	18%	4.2	67
	Once a month	3%	14.1	10
	Once every two weeks	6%	3.8	20
	Once a week	59%	3.1	134
	Daily	14%	5.4	40
Don't know	1%	6.3	10	
Did an inspector from the Ministry of Education come to inspect you?	No	11%	1.9	46
	Yes	83%	4.2	233
	Don't know	6%	2.8	28
How many times? *	Never	--	--	--
	Once a year	50%	3.0	108
	Once every 6 months	25%	7.2	67
	Once every 2-3 months	13%	2.5	30

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
	Once a month	8%	1.2	18
	Once every two weeks	--	--	--
	Once a week	4%	11.8	10
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons? *	No	34%	2.3	94
	Yes	60%	5.1	185
	Don't know	6%	0.1	28
How many times?	Never	--	--	--
	Once per year	34%	5.4	77
	Every 6 months	25%	2.4	40
	Every 2 to 3 months	--	--	--
	Every month	23%	6.1	38
	Every 2 weeks	4%	5.2	10
	Once a week	--	--	--
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?	No	--	--	--
	Yes	100%	5.1	185
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	5.1	185
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	21%	4.4	69
	Yes	79%	3.7	238
	Don't know	--	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st Grade	21%	3.5	40
	2nd Grade	63%	4.3	230
	3rd Grade	16%	2.4	37
	4th Grade or Higher	--	--	--
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence? *	1st Grade	13%	5.8	30
	2nd Grade	66%	2.9	202
	3rd Grade	14%	4.6	55
	4th Grade or Higher	7%	7.1	20
	Don't know	--	--	--
Do you feel safe at school? *	No	7%	0.6	28
	Yes	93%	4.1	279
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

Table 100: Lingala Endline Results for Intervention, Teacher Questionnaire Grade 2 Correlated with Mean ORF

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
Gender of teacher	Male	70%	2.1	252
	Female	30%	1.3	147
Trained to teach reading	No	4%	0.1	16
	Yes	96%	2.1	373
	Don't know	--	--	--
Attended in-service training on reading	No	13%	0.1	48
	Yes	87%	2.2	351
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	59%	2.0	220
	Yes - MEPSP	9%	2.4	54
	Another organization	21%	2.1	90
	Don't know	1%	4.4	7
Were you able to use what you learned in the in-service training on how to teach reading?	No	--	--	--
	Yes	100%	2.2	351
	Don't know	--	--	--
In which language do you mainly teach reading to students? *	French	16%	4.5	46
	Lingala	84%	1.4	353
	Kiswahili	--	--	--
	Tshiluba	--	--	--
	Other	--	--	--
	Don't know	--	--	--
Did you receive the ACCELERE! teacher's guide?*	No	28%	0.2	104
	Yes	71%	2.5	277
	Don't know	1%	3.2	18
When did you receive the ACCELERE! teacher's guide?	During training	27%	0.7	60
	1st quarter	45%	1.9	140
	2nd quarter	22%	5.5	57
	3rd quarter	7%	4.5	20
	Other	--	--	--
	Don't know	--	--	--
Were you able to use the teacher's guide?	No	--	--	--
	Yes	100%	2.5	277
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	25%	0.2	70
	Every day	75%	3.3	207
	Don't know	--	--	--

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
Have your students received ACCELERE! reading books?*	No	40%	0.5	144
	Yes	58%	2.8	237
	Don't know	1%	3.5	18
When did your students receive these booklets?	During training	--	--	--
	1st quarter	41%	2.2	110
	2nd quarter	56%	3.2	117
	3rd quarter	3%	5.1	10
	Other	--	--	--
	Don't know	--	--	--
Have you received enough booklets for all students?	No	58%	1.8	150
	Yes	42%	4.3	87
	Don't know	--	--	--
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	13%	2.2	10
	3 to 4 times per week	31%	0.3	80
	Every day	57%	4.4	147
	Don't know	--	--	--
Do your students go home with reading books?	No	84%	1.9	342
	Yes	16%	1.8	57
	Don't know	--	--	--
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	0%	0.0	8
	Yes	99%	1.9	373
	Don't know	1%	3.2	18
How many times?	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	2%	0.0	10
	Once every 2-3 months	7%	2.6	35
	Once a month	11%	0.0	30
	Once every two weeks	7%	2.0	40
	Once a week	52%	2.4	180
	Daily	20%	1.5	78
Did an inspector from the Ministry of Education come to inspect you?	No	34%	3.2	154
	Yes	65%	1.2	227
	Don't know	1%	3.2	18
How many times?	Never	--	--	--
	Once a year	15%	1.1	60
	Once every 6 months	44%	1.2	90
	Once every 2-3 months	28%	1.6	60
	Once a month	--	--	--

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
	Once every two weeks	12%	0.6	17
	Once a week	--	--	--
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons?	No	32%	3.0	162
	Yes	67%	1.4	227
	Don't know	1%	0.1	10
How many times?	Never	--	--	--
	Once per year	52%	1.9	130
	Every 6 months	39%	0.4	60
	Every 2 to 3 months	7%	2.4	30
	Every month	2%	4.4	7
	Every 2 weeks	--	--	--
	Once a week	--	--	--
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?	No	19%	1.6	30
	Yes	81%	1.3	197
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	1.3	197
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	32%	1.7	126
	Yes	66%	2.0	263
	Don't know	2%	0.0	10
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st Grade	--	--	--
	2nd Grade	58%	2.8	224
	3rd Grade	34%	0.6	125
	4th Grade or Higher	9%	0.6	50
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st Grade	2%	5.1	10
	2nd Grade	29%	1.7	120
	3rd Grade	45%	2.3	162
	4th Grade or Higher	24%	1.1	107
	Don't know	--	--	--
Do you feel safe at school?	No	2%	0.0	20
	Yes	98%	1.9	379
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

Table 101: Tshiluba Endline Results for Intervention, Teacher Questionnaire Grade 2 Correlated with Mean ORF Scores

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
Gender of teacher	Male	56%	7.3	250
	Female	44%	7.4	170
Trained to teach reading	No	1%	6.3	10
	Yes	99%	7.4	410
	Don't know	--	--	--
Attended in-service training on reading	No	5%	1.3	20
	Yes	95%	7.6	400
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	87%	8.0	340
	Yes - MEPSP	7%	5.2	50
	Another organization	1%	0.1	10
	Don't know	--	--	--
Were you able to use what you learned in the in-service training on how to teach reading?	No	--	--	--
	Yes	100%	7.6	400
	Don't know	--	--	--
In which language do you mainly teach reading to students?	French	--	--	--
	Lingala	--	--	--
	Kiswahili	--	--	--
	Tshiluba	100%	7.3	420
	Other	--	--	--
	Don't know	--	--	--
Did you receive the ACCELERE! teacher's guide?	No	12%	6.9	50
	Yes	88%	7.4	370
	Don't know	--	--	--
When did you receive the ACCELERE! teacher's guide?*	During training	24%	6.8	90
	1st quarter	21%	10.0	80
	2nd quarter	28%	4.4	100
	3rd quarter	18%	9.3	60
	Other	1%	0.1	10
	Don't know	8%	9.7	30
Were you able to use the teacher's guide?	No	--	--	--
	Yes	100%	7.4	370
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	14%	6.2	60
	Every day	86%	7.6	310
	Don't know	--	--	--

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
Have your students received ACCELERE! project reading books?*	No	38%	6.4	170
	Yes	62%	7.9	250
	Don't know	--	--	--
When did your students receive these booklets?	During training	--	--	--
	1st quarter	5%	9.6	30
	2nd quarter	42%	7.7	110
	3rd quarter	49%	8.2	90
	Other	2%	4.8	10
	Don't know	2%	6.3	10
	Don't know	2%	6.3	10
Have you received enough booklets for all students? *	No	30%	9.2	90
	Yes	70%	7.4	160
	Don't know	--	--	--
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	12%	6.1	30
	Every day	86%	8.2	210
	Don't know	2%	6.3	10
Do your students go home with reading books?	No	79%	7.3	330
	Yes	21%	7.5	90
	Don't know	--	--	--
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	1%	9.6	10
	Yes	99%	7.3	410
	Don't know	--	--	--
How many times?	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	12%	5.6	30
	Once every 2-3 months	11%	6.2	50
	Once a month	14%	6.8	60
	Once every two weeks	10%	7.3	40
	Once a week	40%	7.6	180
	Daily	13%	9.9	40
Don't know	1%	3.5	10	
Did an inspector from the Ministry of Education come to inspect you?*	No	14%	3.4	60
	Yes	86%	8.0	360
	Don't know	--	--	--
How many times?*	Never	--	--	--
	Once a year	48%	7.5	160
	Once every 6 months	21%	5.7	90
	Once every 2-3 months	25%	9.8	80
	Once a month	5%	16.0	20

Question	Response	Intervention		
		Percent of Students	Mean ORF Score	Obs. (Students)
	Once every two weeks	2%	1.0	10
	Once a week	--	--	--
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons?	No	30%	5.9	140
	Yes	70%	8.0	280
	Don't know	--	--	--
How many times?	Never	--	--	--
	Once per year	30%	9.9	60
	Every 6 months	34%	6.2	90
	Every 2 to 3 months	19%	8.8	70
	Every month	7%	7.0	30
	Every 2 weeks	4%	6.3	10
	Once a week	3%	12.9	10
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?	No	16%	7.6	20
	Yes	84%	8.1	260
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	8.1	260
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	19%	7.5	90
	Yes	81%	7.3	330
	Don't know	--	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st Grade	4%	4.1	30
	2nd Grade	90%	7.4	360
	3rd Grade	4%	8.8	20
	4th Grade or Higher	3%	6.4	10
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st Grade	10%	7.3	40
	2nd Grade	51%	8.4	210
	3rd Grade	34%	6.1	140
	4th Grade or Higher	5%	5.6	30
	Don't know	--	--	--
Do you feel safe at school?	No	--	--	--
	Yes	100%	7.3	420
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

Table 102: Kiswahili Endline Results for Intervention, Teacher Questionnaire Grade 4 Correlated with Mean ORF Scores

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Gender of teacher	Male	55%	24.3	181
	Female	45%	17.7	127
Trained to teach reading	No	7%	14.1	30
	Yes	93%	21.7	268
	Don't know	--	--	--
Attended in-service training on reading	No	22%	31.3	60
	Yes	78%	18.6	248
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	69%	18.7	204
	Yes - MEPSP	11%	17.8	50
	Another organization	1%	8.4	13
	Don't know	--	--	--
Were you able to use what you learned in the in-service training on how to teach reading?	No	2%	17.2	10
	Yes	98%	18.6	238
	Don't know	--	--	--
In which language do you mainly teach reading to students?	French	97%	21.5	298
	Lingala	--	--	--
	Kiswahili	3%	15.2	10
	Tshiluba	--	--	--
	Other	--	--	--
	Don't know	--	--	--
Did you receive the ACCELERE! teacher's guide?	No	56%	22.1	141
	Yes	44%	20.4	167
	Don't know	--	--	--
When did you receive the ACCELERE! teacher's guide?	During training	7%	33.8	20
	1st quarter	62%	18.4	87
	2nd quarter	13%	22.9	30
	3rd quarter	7%	31.1	10
	Other	7%	13.2	10
	Don't know	4%	10.5	10
Were you able to use the teacher's guide?	No	18%	20.7	8
	Yes	82%	20.3	159
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	8%	18.8	10
	Every day	83%	21.2	139
	Don't know	9%	13.2	10

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Have your students received ACCELERE! project reading books?	No	89%	22.0	254
	Yes	11%	15.8	50
	Don't know	0%	17.3	4
When did your students receive these booklets?	During training	--	--	--
	1st quarter	35%	10.8	10
	2nd quarter	--	--	--
	3rd quarter	45%	18.3	30
	Other	--	--	--
	Don't know	21%	18.8	10
Have you received enough booklets for all students?	No	21%	18.8	10
	Yes	79%	15.1	40
	Don't know	--	--	--
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	21%	18.8	10
	Every day	79%	15.1	40
	Don't know	--	--	--
Do your students go home with reading books?	No	94%	21.3	294
	Yes	5%	23.1	10
	Don't know	0%	17.3	4
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	2%	23.3	10
	Yes	98%	21.3	294
	Don't know	0%	17.3	4
How many times? *	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	5%	13.1	29
	Once every 2-3 months	35%	27.1	90
	Once a month	15%	25.4	40
	Once every two weeks	1%	13.3	20
	Once a week	37%	15.5	95
	Daily	4%	15.8	10
Did an inspector from the Ministry of Education come to inspect you?	No	42%	24.5	85
	Yes	58%	19.2	219
	Don't know	0%	17.3	4
How many times?	Never	--	--	--
	Once a year	58%	19.2	119
	Once every 6 months	17%	23.7	40
	Once every 2-3 months	16%	17.4	40
	Once a month	10%	14.3	20

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
	Once every two weeks	--	--	--
	Once a week	--	--	--
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons?	No	69%	20.7	184
	Yes	26%	23.4	110
	Don't know	5%	20.5	14
How many times? *	Never	--	--	--
	Once per year	45%	29.7	50
	Every 6 months	9%	17.9	20
	Every 2 to 3 months	6%	10.5	10
	Every month	29%	19.7	20
	Every 2 weeks	--	--	--
	Once a week	--	--	--
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?	No	--	--	--
	Yes	100%	23.4	110
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	23.4	110
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	18%	21.9	80
	Yes	82%	21.2	228
	Don't know	--	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st Grade	15%	34.9	49
	2nd Grade	27%	19.7	70
	3rd Grade	36%	22.1	164
	4th Grade or Higher	21%	12.7	25
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st Grade	26%	28.5	70
	2nd Grade	11%	13.9	30
	3rd Grade	26%	15.9	80
	4th Grade or Higher	38%	22.2	128
	Don't know	--	--	--
Do you feel safe at school?	No	16%	22.1	74
	Yes	84%	21.2	234
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

Table 103: Lingala Endline Results for Intervention, Teacher Questionnaire Grade 4 Correlated with Mean ORF Scores

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Gender of teacher	Male	70%	11.6	266
	Female	30%	5.2	137
Trained to teach reading	No	15%	10.3	45
	Yes	85%	9.6	358
	Don't know	--	--	--
Attended in-service training on reading	No	42%	10.8	160
	Yes	58%	8.9	243
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	46%	6.0	198
	Yes - MEPSP	2%	0.4	15
	Another organization	10%	23.8	30
	Don't know	--	--	--
Were you able to use what you learned in the in-service training on how to teach reading?	No	--	--	--
	Yes	100%	8.9	243
	Don't know	--	--	--
In which language do you mainly teach reading to students? *	French	89%	10.9	386
	Lingala	11%	0.0	17
	Kiswahili	--	--	--
	Tshiluba	--	--	--
	Other	--	--	--
	Don't know	--	--	--
Did you receive the ACCELERE! teacher's guide?*	No	50%	5.2	211
	Yes	50%	14.2	192
	Don't know	--	--	--
When did you receive the ACCELERE! teacher's guide?	During training	3%	0.0	10
	1st quarter	43%	12.2	138
	2nd quarter	52%	17.2	40
	3rd quarter	--	--	--
	Other	--	--	--
	Don't know	3%	2.3	4
Were you able to use the teacher's guide?	No	--	--	--
	Yes	100%	14.2	192
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	18%	1.3	14
	3 to 4 times per week	37%	17.0	79
	Every day	45%	17.1	99
	Don't know	--	--	--

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Have your students received ACCELERE! project reading books? *	No	87%	9.1	340
	Yes	13%	13.8	63
	Don't know	--	--	--
When did your students receive these booklets?	During training	--	--	--
	1st quarter	51%	20.9	39
	2nd quarter	25%	6.2	10
	3rd quarter	13%	10.2	10
	Other	--	--	--
	Don't know	11%	2.3	4
	Don't know	11%	2.3	4
Have you received enough booklets for all students? *	No	64%	13.9	40
	Yes	13%	26.7	9
	Don't know	24%	6.5	14
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	11%	2.3	4
	3 to 4 times per week	65%	14.0	40
	Every day	24%	18.5	19
	Don't know	--	--	--
Do your students go home with reading books?	No	99%	9.6	393
	Yes	1%	16.0	10
	Don't know	--	--	--
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	6%	18.3	18
	Yes	90%	9.5	375
	Don't know	4%	0.0	10
How many times? *	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	1%	26.1	7
	Once every 2-3 months	6%	1.6	21
	Once a month	27%	2.1	49
	Once every two weeks	8%	8.4	47
	Once a week	38%	15.1	161
	Daily	17%	11.2	80
Did an inspector from the Ministry of Education come to inspect you?*	No	23%	2.3	121
	Yes	67%	12.0	264
	Don't know	10%	11.1	18
How many times? *	Never	2%	0.0	10
	Once a year	61%	9.3	147
	Once every 6 months	8%	15.1	49
	Once every 2-3 months	9%	17.2	44
	Once a month	5%	6.2	10

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
	Once every two weeks	2%	2.3	4
	Once a week	13%	22.8	10
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons?	No	47%	11.1	234
	Yes	49%	9.2	159
	Don't know	4%	0.0	10
How many times? *	Never	--	--	--
	Once per year	65%	12.8	120
	Every 6 months	29%	0.2	20
	Every 2 to 3 months	3%	26.7	9
	Every month	3%	0.0	10
	Every 2 weeks	--	--	--
	Once a week	--	--	--
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching? *	No	6%	0.0	20
	Yes	94%	9.7	139
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	9.7	139
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork? *	No	38%	9.0	138
	Yes	62%	10.1	265
	Don't know	--	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?*	1st Grade	--	--	--
	2nd Grade	3%	5.8	30
	3rd Grade	50%	13.8	180
	4th Grade or Higher	47%	5.5	193
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st Grade	--	--	--
	2nd Grade	12%	18.6	30
	3rd Grade	31%	12.1	110
	4th Grade or Higher	57%	6.5	263
	Don't know	--	--	--
Do you feel safe at school?	No	14%	8.8	18
	Yes	86%	9.8	385
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

Table 104: Tshiluba Endline Results for Intervention, Teacher Questionnaire Grade 4 Correlated with Mean ORF Scores

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Gender of teacher *	Male	85%	20.8	360
	Female	15%	31.4	60
Trained to teach reading *	No	4%	8.1	30
	Yes	96%	23.0	390
	Don't know	--	--	--
Attended in-service training on reading	No	19%	26.6	90
	Yes	81%	21.4	330
	Don't know	--	--	--
Who organized the last in-service training/education course on how to teach reading that you received? ‡	Yes - ACCELERE!	66%	20.6	270
	Yes - MEPSP	10%	24.7	40
	Another organization	7%	27.5	30
	Don't know	--	--	--
Were you able to use what you learned in the in-service training on how to teach reading?	No	--	--	--
	Yes	100%	21.4	330
	Don't know	--	--	--
In which language do you mainly teach reading to students?	French	100%	22.4	420
	Lingala	--	--	--
	Kiswahili	--	--	--
	Tshiluba	--	--	--
	Other	--	--	--
	Don't know	--	--	--
Did you receive the ACCELERE! teacher's guide?	No	39%	23.7	150
	Yes	61%	21.6	270
	Don't know	--	--	--
When did you receive the ACCELERE! teacher's guide?	During training	14%	17.5	20
	1st quarter	32%	21.0	90
	2nd quarter	44%	23.9	100
	3rd quarter	5%	11.7	30
	Other	--	--	--
	Don't know	6%	25.2	30
Were you able to use the teacher's guide?	No	5%	26.1	20
	Yes	95%	21.3	250
	Don't know	--	--	--
How many times a week did you use it to teach reading during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	23%	19.2	30
	3 to 4 times per week	10%	24.6	40
	Every day	67%	21.5	180
	Don't know	--	--	--

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
Have your students received ACCELERE! project reading books?	No	96%	22.6	400
	Yes	4%	17.2	20
	Don't know	--	--	--
When did your students receive these booklets?*	During training	--	--	--
	1st quarter	--	--	--
	2nd quarter	63%	24.6	10
	3rd quarter	37%	4.9	10
	Other	--	--	--
	Don't know	--	--	--
	Don't know	--	--	--
Have you received enough booklets for all students?*	No	63%	24.6	10
	Yes	37%	4.9	10
	Don't know	--	--	--
How many times a week did your students use these booklets during the 2018-2019 school year?	Less than once per week	--	--	--
	1 to 2 times per week	--	--	--
	3 to 4 times per week	--	--	--
	Every day	100%	17.2	20
	Don't know	--	--	--
Do your students go home with reading books?	No	85%	21.9	380
	Yes	15%	25.2	40
	Don't know	--	--	--
During the 2018-2019 school year, did the principal or his/her assistant observe your lessons?	No	3%	20.4	10
	Yes	97%	22.5	410
	Don't know	--	--	--
How many times? *	Never	--	--	--
	Once a year	--	--	--
	Once every 6 months	11%	30.4	40
	Once every 2-3 months	14%	22.6	80
	Once a month	12%	14.8	60
	Once every two weeks	27%	21.5	90
	Once a week	23%	24.1	90
	Daily	14%	22.1	50
Did an inspector from the Ministry of Education come to inspect you?	No	17%	22.9	70
	Yes	81%	22.7	340
	Don't know	2%	7.6	10
How many times?	Never	--	--	--
	Once a year	48%	20.7	150
	Once every 6 months	29%	23.4	100
	Once every 2-3 months	14%	22.8	70
	Once a month	6%	32.7	10

Question	Response	Intervention		
		Percent of Students	Mean Student ORF	Obs. (Students)
	Once every two weeks	--	--	--
	Once a week	3%	25.2	10
	Daily	--	--	--
	Don't know	--	--	--
Did ACCELERE! project reading staff observe your lessons? *	No	51%	26.8	190
	Yes	49%	17.8	230
	Don't know	--	--	--
How many times? *	Never	--	--	--
	Once per year	35%	13.7	60
	Every 6 months	16%	17.7	60
	Every 2 to 3 months	33%	21.2	60
	Every month	9%	21.4	30
	Every 2 weeks	3%	24.0	10
	Once a week	3%	10.9	10
	Every day	--	--	--
After an observation from the reading staff, does he or she give you his/her opinion on how to improve your teaching?*	No	3%	2.7	10
	Yes	97%	18.4	220
	Don't know	--	--	--
Is his/her advice useful?	Not useful at all	--	--	--
	Somewhat useful	--	--	--
	Very useful	100%	18.4	220
	Don't know	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	26%	18.8	110
	Yes	74%	23.6	310
	Don't know	--	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?*	1st Grade	9%	23.2	50
	2nd Grade	16%	17.8	80
	3rd Grade	66%	24.6	230
	4th Grade or Higher	9%	14.6	60
	Don't know	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st Grade	9%	23.0	50
	2nd Grade	13%	25.4	40
	3rd Grade	38%	19.2	160
	4th Grade or Higher	40%	24.4	170
	Don't know	--	--	--
Do you feel safe at school?	No	7%	20.0	40
	Yes	93%	22.6	380
	Don't know	--	--	--

*p-value ≤ 0.05 ‡ Mark all that apply

ANNEX I. TEACHING PRACTICES BASELINE-ENDLINE COMPARISON

Table 105: Kiswahili Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 2

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
Gender of teacher	Male	53%	17	47%	15
	Female	47%	15	53%	17
What is your native language?	French	16%	5	--	--
	Lingala	--	--	3%	1
	Kiswahili	6%	2	50%	16
	Tshiluba	--	--	9%	3
	Other	78%	25	38%	12
	Don't know	--	--	--	--
What is your education level?	Secondary Diploma	88%	28	75%	24
	Masters	--	--	--	--
	PhD	--	--	--	--
	Other	9%	3	22%	7
	Graduat	--	--	3%	1
	Bachelors	--	--	--	--
What is your educational/teaching qualification?	Don't know	--	--	--	--
	None	--	--	--	--
	Secondary Diploma	34%	11	38%	12
	D4A D4N	16%	5	22%	7
	D6A D6N	50%	16	31%	10
	Gradut 3	--	--	--	--
Are you paid on time?	Other	--	--	--	--
	Don't know	--	--	9%	3
	Never	3%	1	--	--
	Almost never	6%	2	4%	1
	Sometimes	34%	11	16%	4
	Most of the time	13%	4	--	--
Were you able to use what you learned in in-service training on how to teach reading?	All the time	44%	14	80%	20
	Don't know	--	--	--	--
	No	3%	1	--	--
Do you offer classes to students from multiple grades / levels at the same time?	Yes	56%	18	100%	25
	Don't know	41%	13	--	--
	No	56%	18	88%	28
Does the principal review your lesson preparation sheets and your class journal?	Yes	44%	14	13%	4
	Don't know	--	--	--	--
	No	--	--	3%	1
Does the principal review your lesson preparation sheets and your class journal?	Yes	100%	32	94%	30
	Don't know	--	--	3%	1
	No	--	--	--	--

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
After observation from principal, does he/she give his/her opinion on how to improve your teaching?	No	--	--	--	--
	Yes	97%	31	100%	29
	Don't know	3%	1	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
	A little useful	--	--	--	--
	Not useful, not useless	--	--	--	--
	Somewhat useful	--	--	3%	1
	Very useful	97%	31	97%	28
	Don't know	3%	1	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	22%	7	16%	5
	Yes	38%	12	75%	24
	Don't know	3%	1	9%	3
How do you measure the School progress of your students? ‡	Written checks	41%	13	34%	11
	Oral assessments	69%	22	75%	24
	Questions	59%	19	28%	9
	Evaluations of projects	--	--	--	--
	Homework	38%	12	19%	6
	Discussion	3%	1	--	--
	Worksheets	--	--	--	--
	End of quarter evaluation	--	--	41%	13
	End of year evaluation	6%	2	41%	13
	Other	--	--	22%	7
	Don't know	3%	1	3%	1
How do you use the results of assessments in your teaching? ‡	Record grades	66%	21	25%	8
	Assess student	28%	9	13%	4
	Plan activities	--	--	13%	4
	Adapt teaching	3%	1	56%	18
	Other	13%	4	25%	8
	Don't know	3%	1	6%	2
In your class, how many parents/people follow or monitor their children's homework at home?	None	9%	3	3%	1
	Some	53%	17	38%	12
	Most	19%	6	44%	14
	All	16%	5	13%	4
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	31%	10	22%	7
	Yes	69%	22	78%	25
	Don't know	--	--	--	--
	1st grade	16%	5	13%	4

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	2nd grade	19%	6	75%	24
	3rd grade	44%	14	13%	4
	4th grade	22%	7	--	--
	Don't know	--	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	6%	2	9%	3
	2nd grade	25%	8	66%	21
	3rd grade	47%	15	19%	6
	4th grade	22%	7	6%	2
	Don't know	--	--	--	--
Do you feel safe at school?	No	25%	8	9%	3
	Yes	75%	24	91%	29
	Don't know	--	--	--	--
Do you feel safe when you go to school and when you leave?	No	13%	4	28%	9
	Yes	88%	28	72%	23
	Don't know	--	--	--	--
Do you think students are safe at school?	No	13%	4	16%	5
	Yes	88%	28	84%	27
	Don't know	--	--	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	9%	3	22%	7
	Communicate w/ parents	3%	1	3%	1
	Talk to students	47%	15	78%	25
	Give more work	9%	3	6%	2
	Discipline students	38%	12	9%	3
	Apply school rules	9%	3	6%	2
	Corporal punishment	--	--	--	--
	Other	--	--	--	--
Don't know	--	--	--	--	

‡ Mark all that apply

Table 106: Kiswahili Baseline-Endline Results for Intervention, Classroom Observation Grade 2

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.0	33	3.3	33
Content: Read silent	0.4	33	0.1	33
Content: Writing	1.1	33	2.5	33
Content: Penmanship	0.0	33	0.7	33
Content: Listening comprehension	2.3	33	0.3	33
Content: Student speaking	0.0	33	1.0	33
Content: Grammar	1.7	33	0.1	33
Content: Vocabulary	0.3	33	0.0	33
Content: Other	0.1	33	0.9	33
Less than half follow lesson	8.5	33	8.2	33
More than half follow lesson	0.5	33	0.7	33
Teacher: Speaks	1.7	33	0.9	33
Teacher: Writes	1.4	33	0.8	33
Teacher: Shows	0.0	33	0.4	33
Teacher: Everyone repeats	1.2	33	1.9	33
Teacher: Individual repeats	0.6	33	0.5	33
Teacher: Asks	1.9	33	2.1	33
Teacher: Helps	0.0	33	0.8	33
Teacher: Monitors	0.0	33	1.1	33
Teacher: Other	2.1	33	0.3	33
Language: French	8.8	33	1.1	33
Language: Lingala	0.0	33	0.0	33
Language: Kiswahili	0.1	33	7.8	33
Language: Tshiluba	0.0	33	0.0	33
Language: Other	0.0	33	0.0	33
Language: Don't know	0.0	33	0.0	33
Item: Teacher's manual	3.7	33	2.5	33
Item: Blackboard	6.5	33	5.7	33
Item: Student's reading manual	3.3	33	0.7	33
Item: Student's exercise book	0.2	33	0.1	33
Item: Notebook	0.2	33	0.6	33
Item: Alphabet cards	0.0	33	0.7	33
Item: Other	0.5	33	4.8	33

Table 107: Lingala Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 2

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
Gender of teacher	Male	83%	34	63%	26
	Female	17%	7	37%	15
What is your native language?	French	--	--	--	--
	Lingala	12%	5	59%	24
	Kiswahili	--	--	--	--
	Tshiluba	2%	1	--	--
	Other	85%	35	41%	17
	Don't know	--	--	--	--
	What is your education level?	Secondary Diploma	76%	31	76%
Masters		--	--	--	--
Ph.D		--	--	--	--
Other		24%	10	22%	9
Graduat		--	--	2%	1
Bachelors		--	--	--	--
Don't know		--	--	--	--
What is your educational/teaching qualification?	None	--	--	2%	1
	Secondary Diploma	7%	3	--	--
	D4A D4N	22%	9	17%	7
	D6A D6N	63%	26	73%	30
	Gradut 3	--	--	2%	1
	Other	5%	2	5%	2
	Don't know	2%	1	--	--
Are you paid on time?	Never	20%	8	8%	2
	Almost never	12%	5	--	--
	Sometimes	32%	13	63%	15
	Most of the time	12%	5	21%	5
	All the time	12%	5	8%	2
	Don't know	12%	5	--	--
Were you able to use what you learned in in-service training on how to teach reading?	No	2%	1	--	--
	Yes	41%	17	100%	36
	Don't know	56%	23	--	--
Do you offer classes to students from multiple grades / levels at the same time?	No	73%	30	90%	37
	Yes	27%	11	10%	4
	Don't know	--	--	--	--
Does the principal review your lesson preparation sheets and your class journal?	No	7%	3	2%	1
	Yes	93%	38	98%	40
	Don't know	--	--	--	--
After observation from principal, does he/she give	No	10%	4	3%	1
	Yes	90%	37	97%	37

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
his/her opinion on how to improve your teaching?	Don't know	--	--	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
		2%	1	--	--
		--	--	--	--
	Somewhat useful	2%	1	--	--
	Very useful	85%	35	100%	37
	Don't know	10%	4	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	22%	9	39%	16
	Yes	32%	13	56%	23
	Don't know	5%	2	5%	2
How do you measure the school progress of your students? ‡	Written checks	46%	19	44%	18
	Oral assessments	68%	28	90%	37
	Questions	80%	33	59%	24
	Evaluations of projects	--	--	--	--
	Homework	59%	24	59%	24
	Discussion	--	--	--	--
	Worksheets	--	--	--	--
	End of quarter evaluation	59%	24	27%	11
	End of year evaluation	59%	24	22%	9
	Other	--	--	22%	9
	Don't know	2%	1	--	--
How do you use the results of assessments in your teaching? ‡	Record grades	83%	34	90%	37
	Assess student	15%	6	5%	2
	Plan activities	2%	1	--	--
	Adapt teaching	--	--	10%	4
	Other	2%	1	12%	5
	Don't know	12%	5	5%	2
In your class, how many parents/people follow or monitor their children's homework at home?	None	24%	10	15%	6
	Some	46%	19	63%	26
	Most	29%	12	12%	5
	All	--	--	2%	1
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	22%	9	32%	13
	Yes	76%	31	66%	27
	Don't know	2%	1	2%	1
Starting from which grade do you think students should be able to fluently read (decode)	1st grade	5%	2	--	--
	2nd grade	5%	2	56%	23
	3rd grade	78%	32	32%	13

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
and understand) short and simple texts?	4th grade	12%	5	12%	5
	Don't know	--	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	--	--	2%	1
	2nd grade	7%	3	29%	12
	3rd grade	61%	25	41%	17
	4th grade	32%	13	27%	11
	Don't know	--	--	--	--
Do you feel safe at school?	No	44%	18	5%	2
	Yes	54%	22	95%	39
	Don't know	2%	1	--	--
Do you feel safe when you go to school and when you leave?	No	27%	11	5%	2
	Yes	71%	29	95%	39
	Don't know	2%	1	--	--
Do you think students are safe at school?	No	22%	9	2%	1
	Yes	78%	32	98%	40
	Don't know	--	--	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	29%	12	2%	1
	Communicate w/ parents	7%	3	5%	2
	Talk to students	24%	10	80%	33
	Give more work	5%	2	--	--
	Discipline students	--	--	29%	12
	Apply school rules	--	--	2%	1
	Corporal punishment	--	--	--	--
	Other	--	--	15%	6
Don't know	--	--	2%	1	

‡ Mark all that apply

Table 108: Lingala Baseline-Endline Results for Intervention, Classroom Observation Grade 2

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.4	43	4.4	43
Content: Read silent	0.2	43	0.0	43
Content: Writing	1.1	43	0.9	43
Content: Penmanship	0.0	43	0.3	43
Content: Listening comprehension	3.3	43	0.6	43
Content: Student speaking	0.1	43	1.6	43
Content: Grammar	0.0	43	0.1	43
Content: Vocabulary	0.0	43	0.0	43
Content: Other	0.7	43	0.9	43
Less than half follow lesson	8.5	43	8.1	43
More than half follow lesson	0.3	43	0.7	43
Teacher: Speaks	3.0	43	0.8	43
Teacher: Writes	1.0	43	0.7	43
Teacher: Shows	0.0	43	0.0	43
Teacher: Everyone repeats	0.7	43	1.9	43
Teacher: Individual repeats	0.2	43	2.2	43
Teacher: Asks	0.2	43	2.3	43
Teacher: Helps	0.0	43	0.2	43
Teacher: Monitors	0.0	43	0.5	43
Teacher: Other	3.5	43	0.2	43
Language: French	1.7	43	1.4	43
Language: Lingala	7.1	43	7.4	43
Language: Kiswahili	0.0	43	0.0	43
Language: Tshiluba	0.0	43	0.0	43
Language: Other	0.0	43	0.0	43
Language: Don't know	0.0	43	0.0	43
Item: Teacher's manual	1.5	43	4.0	43
Item: Blackboard	6.8	43	5.7	43
Item: Student's reading manual	0.3	43	1.2	43
Item: Student's exercise book	0.0	43	0.3	43
Item: Notebook	0.4	43	0.3	43
Item: Alphabet cards	0.0	43	0.1	43
Item: Other	5.8	43	1.0	43

Table 109: Tshiluba Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 2

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
Gender of teacher	Male	65%	26	60%	25
	Female	35%	14	40%	17
What is your native language?	French	--	--	--	--
	Lingala	--	--	2%	1
	Kiswahili	3%	1	--	--
	Tshiluba	77%	31	83%	35
	Other	20%	8	14%	6
	Don't know	--	--	--	--
	What is your education level?	Secondary Diploma	82%	33	93%
Masters		--	--	--	--
PhD		--	--	--	--
Other		17%	7	7%	3
Graduat		--	--	--	--
Bachelors		--	--	--	--
Don't know		--	--	--	--
What is your educational/teaching qualification?	None	--	--	--	--
	Secondary Diploma	13%	5	2%	1
	D4A D4N	17%	7	10%	4
	D6A D6N	68%	27	88%	37
	Gradut 3	--	--	--	--
	Other	3%	1	--	--
	Don't know	--	--	--	--
Are you paid on time?	Never	13%	5	3%	1
	Almost never	13%	5	--	--
	Sometimes	57%	23	34%	10
	Most of the time	5%	2	38%	11
	All the time	5%	2	24%	7
	Don't know	8%	3	--	--
Were you able to use what you learned in in-service training on how to teach reading?	No	5%	2	--	--
	Yes	38%	15	100%	40
	Don't know	57%	23	--	--
Do you offer classes to students from multiple grades / levels at the same time?	No	65%	26	93%	39
	Yes	35%	14	7%	3
	Don't know	--	--	--	--
Does the principal review your lesson preparation sheets and your class journal?	No	--	--	--	--
	Yes	100%	40	100%	42
	Don't know	--	--	--	--
After observation from principal, does he/she give	No	--	--	--	--
	Yes	98%	39	100%	41

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
his/her opinion on how to improve your teaching?	Don't know	3%	1	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
	A little useful	--	--	--	--
	Not useful, not useless	--	--	--	--
	Somewhat useful	--	--	--	--
	Very useful	98%	39	100%	41
	Don't know	3%	1	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	30%	12	14%	6
	Yes	35%	14	86%	36
	Don't know	3%	1	--	--
How do you measure the school progress of your students? ‡	Written checks	55%	22	26%	11
	Oral assessments	60%	24	45%	19
	Questions	82%	33	62%	26
	Evaluations of projects	--	--	--	--
	Homework	85%	34	57%	24
	Discussion	5%	2	--	--
	Worksheets	--	--	5%	2
	End of quarter evaluation	8%	3	14%	6
	End of year evaluation	--	--	7%	3
	Other	15%	6	19%	8
	Don't know	3%	1	--	--
How do you use the results of assessments in your teaching? ‡	Record grades	93%	37	64%	27
	Assess student	15%	6	57%	24
	Plan activities	--	--	2%	1
	Adapt teaching	8%	3	7%	3
	Other	5%	2	19%	8
	Don't know	--	--	--	--
In your class, how many parents/people follow or monitor their children's homework at home?	None	20%	8	10%	4
	Some	55%	22	48%	20
	Most	17%	7	24%	10
	All	--	--	17%	7
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	40%	16	21%	9
	Yes	50%	20	79%	33
	Don't know	10%	4	--	--
Starting from which grade do you think students should be	1st grade	3%	1	7%	3
	2nd grade	22%	9	86%	36

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
able to fluently read (decode and understand) short and simple texts?	3rd grade	57%	23	5%	2
	4th grade	15%	6	2%	1
	Don't know	3%	1	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	--	--	10%	4
	2nd grade	8%	3	50%	21
	3rd grade	75%	30	33%	14
	4th grade	15%	6	7%	3
	Don't know	3%	1	--	--
Do you feel safe at school?	No	32%	13	--	--
	Yes	68%	27	100%	42
	Don't know	--	--	--	--
Do you feel safe when you go to school and when you leave?	No	10%	4	5%	2
	Yes	90%	36	95%	40
	Don't know	--	--	--	--
Do you think students are safe at school?	No	25%	10	2%	1
	Yes	73%	29	98%	41
	Don't know	3%	1	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	13%	5	5%	2
	Communicate w/ parents	17%	7	5%	2
	Talk to students	85%	34	93%	39
	Give more work	17%	7	--	--
	Discipline students	47%	19	5%	2
	Apply school rules	15%	6	2%	1
	Corporal punishment	--	--	--	--
	Other	--	--	10%	4
Don't know	--	--	--	--	

‡ Mark all that apply

Table 110: Tshiluba Baseline-Endline Results for Intervention, Classroom Observation Grade 2

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.1	42	2.9	42
Content: Read silent	0.0	42	0.1	42
Content: Writing	1.7	42	1.0	42
Content: Penmanship	0.0	42	0.1	42
Content: Listening comprehension	3.1	42	1.1	42
Content: Student speaking	0.0	42	2.3	42
Content: Grammar	0.1	42	1.3	42
Content: Vocabulary	0.0	42	0.1	42
Content: Other	0.4	42	0.5	42
Less than half follow lesson	8.2	42	9.2	42
More than half follow lesson	0.2	42	0.2	42
Teacher: Speaks	2.0	42	1.1	42
Teacher: Writes	1.4	42	1.1	42
Teacher: Shows	0.0	42	0.0	42
Teacher: Everyone repeats	1.2	42	1.8	42
Teacher: Individual repeats	1.6	42	1.2	42
Teacher: Asks	1.0	42	3.1	42
Teacher: Helps	0.0	42	0.3	42
Teacher: Monitors	0.1	42	0.7	42
Teacher: Other	1.0	42	0.1	42
Language: French	0.5	42	0.0	42
Language: Lingala	0.0	42	0.0	42
Language: Kiswahili	0.0	42	0.0	42
Language: Tshiluba	8.0	42	9.4	42
Language: Other	0.0	42	0.0	42
Language: Don't know	0.0	42	0.0	42
Item: Teacher's manual	2.1	42	5.6	42
Item: Blackboard	5.6	42	5.3	42
Item: Student's reading manual	0.5	42	2.2	42
Item: Student's exercise book	1.0	42	0.3	42
Item: Notebook	0.3	42	0.3	42
Item: Alphabet cards	0.0	42	0.5	42
Item: Other	5.6	42	2.0	42

Table 111: Kiswahili Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 4

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
Gender of teacher	Male	75%	24	59%	19
	Female	25%	8	41%	13
What is your native language?	French	--	--	3%	1
	Lingala	--	--	--	--
	Kiswahili	34%	11	50%	16
	Tshiluba	6%	2	3%	1
	Other	59%	19	41%	13
	Don't know	--	--	3%	1
	What is your education level?	Secondary Diploma	88%	28	81%
Masters		--	--	--	--
PhD		--	--	--	--
Other		6%	2	13%	4
Graduat		--	--	6%	2
Bachelors		--	--	--	--
Don't know		--	--	--	--
What is your educational/teaching qualification?	None	--	--	--	--
	Secondary Diploma	25%	8	41%	13
	D4A D4N	16%	5	13%	4
	D6A D6N	53%	17	44%	14
	Gradut 3	6%	2	--	--
	Other	--	--	--	--
	Don't know	--	--	3%	1
Are you paid on time?	Never	6%	2	--	--
	Almost never	--	--	--	--
	Sometimes	47%	15	13%	3
	Most of the time	6%	2	4%	1
	All the time	41%	13	83%	20
	Don't know	--	--	--	--
Were you able to use what you learned in in-service training on how to teach reading?	No	--	--	4%	1
	Yes	44%	14	96%	25
	Don't know	56%	18	--	--
Do you offer classes to students from multiple grades / levels at the same time?	No	66%	21	84%	27
	Yes	34%	11	16%	5
	Don't know	--	--	--	--
Does the principal review your lesson preparation sheets and your class journal?	No	--	--	3%	1
	Yes	100%	32	97%	31
	Don't know	--	--	--	--
After observation from principal, does he/she give	No	--	--	--	--
	Yes	100%	32	100%	30

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
his/her opinion on how to improve your teaching?	Don't know	--	--	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
	A little useful	3%	1	--	--
	Not useful, not useless	3%	1	--	--
	Somewhat useful	3%	1	--	--
	Very useful	91%	29	100%	30
	Don't know	--	--	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	16%	5	28%	9
	Yes	50%	16	69%	22
	Don't know	--	--	3%	1
How do you measure the school progress of your students? ‡	Written checks	50%	16	34%	11
	Oral assessments	72%	23	69%	22
	Questions	53%	17	56%	18
	Evaluations of projects	--	--	--	--
	Homework	34%	11	25%	8
	Discussion	6%	2	--	--
	Worksheets	--	--	--	--
	End of quarter evaluation	9%	3	34%	11
	End of year evaluation	13%	4	38%	12
	Other	3%	1	38%	12
	Don't know	--	--	6%	2
How do you use the results of assessments in your teaching? ‡	Record grades	72%	23	19%	6
	Assess student	34%	11	22%	7
	Plan activities	--	--	31%	10
	Adapt teaching	--	--	50%	16
	Other	6%	2	41%	13
	Don't know	--	--	6%	2
In your class, how many parents/people follow or monitor their children's homework at home?	None	19%	6	6%	2
	Some	47%	15	47%	15
	Most	22%	7	34%	11
	All	13%	4	9%	3
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	38%	12	25%	8
	Yes	63%	20	75%	24
	Don't know	--	--	--	--
Starting from which grade do you think students should be	1st grade	13%	4	16%	5
	2nd grade	16%	5	22%	7

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
able to fluently read (decode and understand) short and simple texts?	3rd grade	44%	14	53%	17
	4th grade	22%	7	9%	3
	Don't know	6%	2	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	16%	5	22%	7
	2nd grade	9%	3	9%	3
	3rd grade	34%	11	28%	9
	4th grade	34%	11	41%	13
	Don't know	6%	2	--	--
Do you feel safe at school?	No	56%	18	25%	8
	Yes	41%	13	75%	24
	Don't know	3%	1	--	--
Do you feel safe when you go to school and when you leave?	No	22%	7	25%	8
	Yes	75%	24	75%	24
	Don't know	3%	1	--	--
Do you think students are safe at school?	No	22%	7	25%	8
	Yes	75%	24	75%	24
	Don't know	3%	1	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	38%	12	9%	3
	Communicate w/ parents	13%	4	9%	3
	Talk to students	47%	15	84%	27
	Give more work	6%	2	--	--
	Discipline students	9%	3	31%	10
	Apply school rules	16%	5	31%	10
	Corporal punishment	--	--	--	--
	Other	--	--	19%	6
Don't know	--	--	--	--	

‡ Mark all that apply

Table 112: Kiswahili Baseline-Endline Results for Intervention, Classroom Observation Grade 4

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.2	33	4.3	33
Content: Read silent	0.6	33	0.5	33
Content: Writing	1.6	33	0.7	33
Content: Penmanship	0.0	33	0.3	33
Content: Listening comprehension	2.2	33	0.7	33
Content: Student speaking	0.1	33	1.1	33
Content: Grammar	1.2	33	0.7	33
Content: Vocabulary	0.6	33	0.4	33
Content: Other	0.2	33	0.7	33
Less than half follow lesson	9.4	33	8.8	33
More than half follow lesson	0.2	33	0.5	33
Teacher: Speaks	1.4	33	0.9	33
Teacher: Writes	1.6	33	0.8	33
Teacher: Shows	0.0	33	0.5	33
Teacher: Everyone repeats	0.8	33	1.2	33
Teacher: Individual repeats	0.5	33	0.8	33
Teacher: Asks	2.2	33	3.2	33
Teacher: Helps	0.0	33	0.7	33
Teacher: Monitors	0.1	33	0.9	33
Teacher: Other	3.1	33	0.3	33
Language: French	9.6	33	9.1	33
Language: Lingala	0.0	33	0.0	33
Language: Kiswahili	0.0	33	0.3	33
Language: Tshiluba	0.0	33	0.0	33
Language: Other	0.0	33	0.0	33
Language: Don't know	0.0	33	0.0	33
Item: Teacher's manual	3.7	33	4.1	33
Item: Blackboard	6.6	33	4.9	33
Item: Student's reading manual	3.7	33	1.8	33
Item: Student's exercise book	0.6	33	0.2	33
Item: Notebook	0.5	33	0.6	33
Item: Alphabet cards	0.0	33	0.1	33
Item: Other	0.4	33	3.8	33

Table 113: Lingala Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 4

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
Gender of teacher	Male	90%	37	65%	28
	Female	10%	4	35%	15
What is your native language?	French	--	--	--	--
	Lingala	20%	8	30%	13
	Kiswahili	--	--	--	--
	Tshiluba	--	--	--	--
	Other	80%	33	70%	30
	Don't know	--	--	--	--
What is your education level?	Secondary Diploma	83%	34	84%	36
	Masters	--	--	--	--
	Ph.D	--	--	--	--
	Other	12%	5	14%	6
	Graduat	--	--	2%	1
	Bachelors	--	--	--	--
What is your educational/teaching qualification?	Don't know	--	--	--	--
	None	--	--	--	--
	Secondary Diploma	7%	3	--	--
	D4A D4N	7%	3	9%	4
	D6A D6N	78%	32	84%	36
	Gradut 3	2%	1	2%	1
	Other	5%	2	5%	2
Are you paid on time?	Don't know	--	--	--	--
	Never	20%	8	14%	3
	Almost never	20%	8	--	--
	Sometimes	32%	13	77%	17
	Most of the time	--	--	9%	2
	All the time	15%	6	--	--
Were you able to use what you learned in in-service training on how to teach reading?	Don't know	15%	6	--	--
	No	5%	2	--	--
	Yes	51%	21	100%	25
Do you offer classes to students from multiple grades / levels at the same time?	Don't know	44%	18	--	--
	No	71%	29	81%	35
	Yes	27%	11	16%	7
Does the principal review your lesson preparation sheets and your class journal?	Don't know	2%	1	2%	1
	No	12%	5	5%	2
	Yes	88%	36	95%	41
After observation from principal, does he/she give	Don't know	--	--	--	--
	No	15%	6	--	--
	Yes	80%	33	100%	40

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
his/her opinion on how to improve your teaching?	Don't know	5%	2	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
		7%	3	--	--
		--	--	--	--
	Somewhat useful	2%	1	--	--
	Very useful	71%	29	100%	40
	Don't know	20%	8	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	32%	13	30%	13
	Yes	27%	11	65%	28
	Don't know	--	--	5%	2
How do you measure the school progress of your students? ‡	Written checks	44%	18	42%	18
	Oral assessments	61%	25	77%	33
	Questions	85%	35	72%	31
	Evaluations of projects	--	--	--	--
	Homework	59%	24	67%	29
	Discussion	--	--	2%	1
	Worksheets	2%	1	--	--
	End of quarter evaluation	63%	26	28%	12
	End of year evaluation	63%	26	21%	9
	Other	5%	2	16%	7
Don't know	5%	2	--	--	
How do you use the results of assessments in your teaching? ‡	Record grades	85%	35	95%	41
	Assess student	22%	9	--	--
	Plan activities	5%	2	--	--
	Adapt teaching	2%	1	7%	3
	Other	5%	2	26%	11
	Don't know	7%	3	2%	1
In your class, how many parents/people follow or monitor their children's homework at home?	None	17%	7	19%	8
	Some	44%	18	63%	27
	Most	22%	9	12%	5
	All	2%	1	2%	1
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	22%	9	35%	15
	Yes	63%	26	65%	28
	Don't know	15%	6	--	--
Starting from which grade do you think students should be able to fluently read (decode and understand) short and simple texts?	1st grade	--	--	--	--
	2nd grade	5%	2	7%	3
	3rd grade	46%	19	44%	19
	4th grade	44%	18	49%	21

Characteristic	Group	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs	Percent of Teachers	Obs
	Don't know	5%	2	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	--	--	--	--
	2nd grade	2%	1	7%	3
	3rd grade	15%	6	28%	12
	4th grade	78%	32	65%	28
	Don't know	5%	2	--	--
	Do you feel safe at school?	No	41%	17	5%
Yes		59%	24	95%	41
Don't know		--	--	--	--
Do you feel safe when you go to school and when you leave?	No	10%	4	2%	1
	Yes	90%	37	98%	42
	Don't know	--	--	--	--
Do you think students are safe at school?	No	17%	7	5%	2
	Yes	83%	34	95%	41
	Don't know	--	--	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	37%	15	26%	11
	Communicate w/ parents	12%	5	14%	6
	Talk to students	--	--	72%	31
	Give more work	--	--	--	--
	Discipline students	--	--	40%	17
	Apply school rules	--	--	5%	2
	Corporal punishment	--	--	--	--
	Other	--	--	16%	7
Don't know	--	--	--	--	

‡ Mark all that apply

Table 114: Lingala Baseline-Endline Results for Intervention, Classroom Observation Grade 4

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.5	43	4.7	43
Content: Read silent	0.1	43	0.2	43
Content: Writing	1.6	43	0.4	43
Content: Penmanship	0.0	43	0.0	43
Content: Listening comprehension	3.1	43	1.0	43
Content: Student speaking	0.0	43	1.5	43
Content: Grammar	0.0	43	0.0	43
Content: Vocabulary	0.0	43	0.3	43
Content: Other	0.8	43	1.1	43
Less than half follow lesson	8.7	43	8.6	43
More than half follow lesson	0.4	43	0.6	43
Teacher: Speaks	2.7	43	1.2	43
Teacher: Writes	1.4	43	0.6	43
Teacher: Shows	0.0	43	0.0	43
Teacher: Everyone repeats	0.7	43	2.0	43
Teacher: Individual repeats	0.1	43	2.0	43
Teacher: Asks	0.3	43	2.5	43
Teacher: Helps	0.0	43	0.1	43
Teacher: Monitors	0.0	43	0.3	43
Teacher: Other	3.9	43	0.4	43
Language: French	8.9	43	8.9	43
Language: Lingala	0.1	43	0.4	43
Language: Kiswahili	0.0	43	0.0	43
Language: Tshiluba	0.0	43	0.0	43
Language: Other	0.0	43	0.0	43
Language: Don't know	0.0	43	0.0	43
Item: Teacher's manual	5.0	43	5.5	43
Item: Blackboard	4.9	43	4.6	43
Item: Student's reading manual	3.4	43	3.4	43
Item: Student's exercise book	0.2	43	0.3	43
Item: Notebook	0.4	43	0.3	43
Item: Alphabet cards	0.0	43	0.0	43
Item: Other	4.7	43	0.4	43

Table 115: Tshiluba Baseline-Endline Results for Intervention, Teacher Questionnaire Grade 4

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
Gender of teacher	Male	83%	35	60%	25
	Female	17%	7	40%	17
What is your native language?	French	2%	1	--	--
	Lingala	--	--	2%	1
	Kiswahili	--	--	--	--
	Tshiluba	76%	32	83%	35
	Other	21%	9	14%	6
	Don't know	--	--	--	--
	What is your education level?	Secondary Diploma	83%	35	93%
Masters		--	--	--	--
PhD		--	--	--	--
Other		12%	5	7%	3
Graduat		--	--	--	--
Bachelors		--	--	--	--
Don't know		2%	1	--	--
What is your educational/teaching qualification?	None	--	--	--	--
	Secondary Diploma	7%	3	2%	1
	D4A D4N	21%	9	10%	4
	D6A D6N	71%	30	88%	37
	Gradut 3	--	--	--	--
	Other	--	--	--	--
	Don't know	--	--	--	--
Are you paid on time?	Never	17%	7	3%	1
	Almost never	5%	2	--	--
	Sometimes	50%	21	34%	10
	Most of the time	10%	4	38%	11
	All the time	14%	6	24%	7
	Don't know	5%	2	--	--
Were you able to use what you learned in in-service training on how to teach reading?	No	--	--	--	--
	Yes	40%	17	100%	40
	Don't know	60%	25	--	--
Do you offer classes to students from multiple grades / levels at the same time?	No	79%	33	93%	39
	Yes	19%	8	7%	3
	Don't know	2%	1	--	--
Does the principal review your lesson preparation sheets and your class journal?	No	--	--	--	--
	Yes	100%	42	100%	42
	Don't know	--	--	--	--
After observation from principal, does he/she give	No	2%	1	--	--
	Yes	98%	41	100%	41

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
his/her opinion on how to improve your teaching?	Don't know	--	--	--	--
Is his/her advice useful?	Not at all useful	--	--	--	--
	A little useful	--	--	--	--
	Not useful, not useless	--	--	--	--
	Somewhat useful	--	--	--	--
	Very useful	98%	41	100%	41
	Don't know	2%	1	--	--
Did an inspector from the Ministry of Education come to inspect you?	No	24%	10	14%	6
	Yes	31%	13	86%	36
	Don't know	--	--	--	--
How do you measure the academic progress of your students? ‡	Written checks	48%	20	26%	11
	Oral assessments	55%	23	45%	19
	Questions	90%	38	62%	26
	Evaluations of projects	--	--	--	--
	Homework	90%	38	57%	24
	Discussion	2%	1	--	--
	Worksheets	--	--	5%	2
	End of quarter evaluation	24%	10	14%	6
	End of year evaluation	2%	1	7%	3
	Other	12%	5	19%	8
	Don't know	2%	1	--	--
How do you use the results of assessments in your teaching? ‡	Record grades	93%	39	64%	27
	Assess student	21%	9	57%	24
	Plan activities	--	--	2%	1
	Adapt teaching	7%	3	7%	3
	Other	7%	3	19%	8
	Don't know	2%	1	--	--
In your class, how many parents/people follow or monitor their children's homework at home?	None	33%	14	10%	4
	Some	50%	21	48%	20
	Most	7%	3	24%	10
	All	--	--	17%	7
	Don't know	--	--	--	--
Overall, are you satisfied with the parents' participation in their children's schoolwork?	No	62%	26	21%	9
	Yes	33%	14	79%	33
	Don't know	5%	2	--	--
Starting from which grade do you think students should be	1st grade	--	--	7%	3
	2nd grade	12%	5	86%	36

Question	Response	Baseline Intervention		Endline Intervention	
		Percent of Teachers	Obs.	Percent of Teachers	Obs.
able to fluently read (decode and understand) short and simple texts?	3rd grade	62%	26	5%	2
	4th grade	26%	11	2%	1
	Don't know	--	--	--	--
Starting from what grade do you think students should be able to write with confidence?	1st grade	2%	1	10%	4
	2nd grade	2%	1	50%	21
	3rd grade	64%	27	33%	14
	4th grade	31%	13	7%	3
	Don't know	--	--	--	--
Do you feel safe at school?	No	40%	17	--	--
	Yes	57%	24	100%	42
	Don't know	2%	1	--	--
Do you feel safe when you go to school and when you leave?	No	10%	4	5%	2
	Yes	88%	37	95%	40
	Don't know	2%	1	--	--
Do you think students are safe at school?	No	33%	14	2%	1
	Yes	67%	28	98%	41
	Don't know	--	--	--	--
In the event of an argument or a fight among students in your class, how do you manage the situation? ‡	Communicate w/ principal	21%	9	5%	2
	Communicate w/ parents	31%	13	5%	2
	Talk to students	90%	38	93%	39
	Give more work	10%	4	--	--
	Discipline students	45%	19	5%	2
	Apply school rules	12%	5	2%	1
	Corporal punishment	--	--	--	--
	Other	--	--	10%	4
Don't know	--	--	--	--	

‡ Mark all that apply

Table 116: Tshiluba Baseline-Endline Results for Intervention, Classroom Observation Grade 4

Variable	Baseline		Endline	
	Mean Count of Activity	Observations	Mean Count of Activity	Observations
Content: Read aloud	3.0	42	3.6	42
Content: Read silent	0.2	42	0.2	42
Content: Writing	1.0	42	0.5	42
Content: Penmanship	0.0	42	0.0	42
Content: Listening comprehension	3.8	42	0.8	42
Content: Student speaking	0.2	42	1.4	42
Content: Grammar	0.6	42	1.2	42
Content: Vocabulary	0.0	42	0.9	42
Content: Other	0.0	42	0.4	42
Less than half follow lesson	8.5	42	8.9	42
More than half follow lesson	0.3	42	0.0	42
Teacher: Speaks	2.3	42	1.7	42
Teacher: Writes	1.0	42	0.7	42
Teacher: Shows	0.1	42	0.1	42
Teacher: Everyone repeats	1.3	42	1.9	42
Teacher: Individual repeats	1.9	42	1.0	42
Teacher: Asks	1.7	42	2.3	42
Teacher: Helps	0.0	42	0.4	42
Teacher: Monitors	0.1	42	0.3	42
Teacher: Other	0.5	42	0.5	42
Language: French	8.8	42	8.9	42
Language: Lingala	0.0	42	0.0	42
Language: Kiswahili	0.0	42	0.0	42
Language: Tshiluba	0.0	42	0.0	42
Language: Other	0.0	42	0.0	42
Language: Don't know	0.0	42	0.0	42
Item: Teacher's manual	4.8	42	5.7	42
Item: Blackboard	3.5	42	4.1	42
Item: Student's reading manual	4.4	42	3.9	42
Item: Student's exercise book	0.4	42	0.0	42
Item: Notebook	0.1	42	0.3	42
Item: Alphabet cards	0.0	42	0.3	42
Item: Other	3.6	42	1.0	42

ANNEX J. SUBTASK PEARSON CORRELATION COEFFICIENTS

The subtask correlations reveal how the subtasks and their underlying reading skills relate to each other. For example, there is a very strong relationship between the familiar word reading and oral reading subtasks, meaning that an ability to correctly identify common words is predictive of reading fluency ability in a passage of connected text. Correlations between subtasks were calculated for each language and grade level using the Pearson correlation coefficient (r). The closer r approaches 1, the stronger the correlation—i.e., positive linear relationship—between the subtasks. One guideline for interpreting the strength of the relationship suggests $0.00 < r < 0.19$ is a very weak positive relationship, $0.20 < r < 0.39$ is a weak positive relationship, $0.40 < r < 0.59$ is a moderate positive relationship, $0.60 < r < 0.79$ is a strong positive relationship, $0.80 < r < 1.0$ is a very strong positive relationship.²⁹

Table 117: Kiswahili Grade 2 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. Kiswahili Vocabulary AB	2. Kiswahili Vocabulary C	3. Letter Sound Knowledge	4. Familiar Word Reading	5. Nonword Reading	6. Oral Reading Fluency	7. Reading Comprehension	8. French Vocabulary AB	9. French Vocabulary C
1. Kiswahili Vocabulary AB	1								
2. Kiswahili Vocabulary C	0.355	1							
3. Letter Sound Knowledge	0.239	0.092	1						
4. Familiar Word Reading	0.161	0.084	0.742	1					
5. Nonword Reading	0.147	0.143	0.614	0.782	1				
6. Oral Reading Fluency	0.150	0.085	0.696	0.896	0.838	1			
7. Reading Comprehension	0.130	0.125	0.339	0.591	0.626	0.669	1		
8. French Vocabulary AB	0.373	0.033	0.383	0.335	0.277	0.300	0.210	1	
9. French Vocabulary C	0.163	0.019	0.236	0.239	0.233	0.213	0.170	0.546	1

²⁹ J. Evans, *Straightforward Statistics for Behavioral Sciences* (Pacific Grove, CA: Brooks/Cole Publishing Company, 1996).

Table 118: Lingala Grade 2 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. Lingala Vocabulary AB	2. Lingala Vocabulary C	3. Letter Sound Knowledge	4. Familiar Word Reading	5. Nonword reading	6. Oral Reading Fluency	7. Reading Comprehension	8. French Vocabulary AB	9. French Vocabulary C
1. Lingala Vocabulary AB	1								
2. Lingala Vocabulary C	0.479	1							
3. Letter Sound Knowledge	0.192	0.246	1						
4. Familiar Word Reading	0.118	0.128	0.559	1					
5. Nonword reading	0.116	0.122	0.543	0.871	1				
6. Oral Reading Fluency	0.117	0.113	0.547	0.968	0.870	1			
7. Reading Comprehension	0.115	0.098	0.449	0.853	0.780	0.874	1		
8. French Vocabulary AB	0.435	0.253	0.291	0.236	0.220	0.234	0.245	1	
9. French Vocabulary C	0.302	0.368	0.233	0.227	0.212	0.213	0.212	0.339	1

Table 119: Tshiluba Grade 2 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. Tshiluba Vocabulary AB	2. Tshiluba Vocabulary C	3. Letter Sound Knowledge	4. Familiar Word Reading	5. Nonword reading	6. Oral Reading Fluency	7. Reading Comprehension	8. French Vocabulary AB	9. French Vocabulary C
1. Tshiluba Vocabulary AB	1								
2. Tshiluba Vocabulary C	0.509	1							
3. Letter Sound Knowledge	0.237	0.226	1						
4. Familiar Word Reading	0.204	0.194	0.763	1					
5. Nonword Reading	0.130	0.102	0.630	0.812	1				
6. Oral Reading Fluency	0.179	0.151	0.683	0.912	0.830	1			
7. Reading Comprehension	0.192	0.177	0.614	0.827	0.757	0.880	1		
8. French Vocabulary AB	0.120	0.112	0.349	0.310	0.293	0.286	0.251	1	
9. French Vocabulary C	0.091	0.119	0.356	0.406	0.392	0.386	0.358	0.552	1

Table 120: Kiswahili Grade 4 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. French Vocabulary AB	2. French Vocabulary C	3. Letter sound knowledge	4. Familiar word reading	5. Nonword reading	6. Oral reading	7. Reading Comprehension
1. French Vocabulary AB	1						
2. French Vocabulary C	0.604	1					
3. Letter Sound Knowledge	0.523	0.504	1				
4. Familiar Word Reading	0.417	0.423	0.814	1			
5. Nonword Reading	0.386	0.391	0.792	0.942	1		
6. Oral Reading Fluency	0.449	0.449	0.823	0.929	0.908	1	
7. Reading Comprehension	0.467	0.438	0.716	0.801	0.782	0.831	1

Table 121: Lingala Grade 4 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. French Vocabulary AB	2. French Vocabulary C	3. Letter sound knowledge	4. Familiar word reading	5. Nonword reading	6. Oral reading	7. Reading Comprehension
1. French Vocabulary AB	1						
2. French Vocabulary C	0.488	1					
3. Letter Sound Knowledge	0.418	0.424	1				
4. Familiar Word Reading	0.352	0.358	0.672	1			
5. Nonword Reading	0.353	0.358	0.670	0.934	1		
6. Oral Reading Fluency	0.360	0.375	0.689	0.923	0.896	1	
7. Reading Comprehension	0.382	0.318	0.462	0.710	0.690	0.694	1

Table 122: Tshiluba Grade 4 Pearson Correlation Coefficients by EGRA Subtask

Subtask	1. French Vocabulary AB	2. French Vocabulary C	3. Letter sound knowledge	4. Familiar word reading	5. Nonword reading	6. Oral reading	7. Reading Comprehension
1. French Vocabulary AB	1						
2. French Vocabulary C	0.607	1					
3. Letter Sound Knowledge	0.515	0.534	1				
4. Familiar Word Reading	0.484	0.528	0.769	1			
5. Nonword Reading	0.470	0.506	0.749	0.940	1		
6. Oral Reading Fluency	0.490	0.542	0.777	0.908	0.886	1	
7. Reading Comprehension	0.523	0.494	0.614	0.752	0.739	0.764	1

ANNEX K. STUDENT PERFORMANCE AGAINST BENCHMARKS

The following tables present student performance against benchmarks for reading fluency at the end of Grade 2 in Kiswahili (25 CWPM), Lingala (30 CWPM), Tshiluba (25 CWPM) and in French at the end of Grade 4 (45 CWPM). The reading comprehension benchmark is set at 60% for students in both grades and for all languages.

Table 123 summarizes results at baseline (B) and endline (E) for the proportion of students in Grade 2 in intervention (I) and comparison (C) schools and by benchmark.

Table 123: Grade 2 Student Performance By Language and Benchmark

Benchmark	Performance Categories	Kiswahili Grade 2				Lingala Grade 2				Tshiluba Grade 2			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	99.8%	96.7%	99.2%	100.0%	98.1%	97.9%	98.4%	98.8%	97.4%	90.4%	98.2%	98.8%
	Fluent	0.2%	3.3%	0.8%	0.0%	1.9%	2.1%	1.6%	1.2%	2.6%	9.6%	1.8%	1.2%
Comprehension Only	Do not meet	100.0%	98.5%	99.5%	100.0%	98.1%	97.8%	98.9%	99.1%	99.5%	87.2%	97.0%	98.5%
	Meet	0.0%	1.5%	0.5%	0.0%	1.9%	2.2%	1.1%	0.9%	0.5%	12.8%	3.0%	1.5%
Reading and Comprehension	Do not meet	100.0%	98.5%	99.5%	100.0%	98.1%	98.0%	99.1%	99.3%	99.5%	92.7%	99.0%	98.8%
	Meet	0.0%	1.5%	0.5%	0.0%	1.9%	2.0%	0.9%	0.7%	0.5%	7.3%	1.0%	1.2%

Table 124 summarizes results at baseline (B) and endline (E) for the proportion of students in Grade 4 in intervention (I) and comparison (C) schools and by benchmark.

Table 124: Grade 4 Student Performance By Language and Benchmark

Benchmark	Performance Categories	French - Kiswahili Zone Grade 4				French - Lingala Zone Grade 4				French - Tshiluba Zone Grade 4			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	83.5%	82.7%	91.9%	95.8%	94.9%	91.6%	95.5%	96.6%	86.6%	82.4%	93.3%	95.7%
	Fluent	16.5%	17.3%	8.1%	4.2%	5.1%	8.4%	4.5%	3.4%	13.4%	17.6%	6.7%	4.3%
Comprehension Only	Do not meet	83.3%	76.3%	92.0%	92.1%	96.0%	95.6%	95.9%	99.6%	92.5%	83.3%	94.0%	0.0%
	Meet	16.7%	23.7%	8.0%	7.9%	4.0%	4.4%	4.1%	0.4%	7.5%	16.7%	6.0%	0.0%
Reading and Comprehension	Do not meet	88.3%	86.9%	95.7%	96.4%	97.6%	96.4%	97.3%	100.0%	96.3%	89.1%	97.1%	98.1%
	Meet	11.7%	13.1%	4.3%	3.6%	2.4%	3.6%	2.7%	0.0%	3.7%	10.9%	2.9%	1.9%

Table 125 summarizes results for boys in Grade 2 by language, school type and benchmark.

Table 125: Performance of Boys in Grade 2 By ORF and Comprehension Benchmark

Benchmark	Performance Categories	Kiswahili Grade 2				Lingala Grade 2				Tshiluba Grade 2			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	99.7%	97.5%	98.4%	100.0%	97.2%	97.4%	99.6%	97.5%	94.3%	88.2%	97.1%	97.7%
	Fluent	0.3%	2.5%	1.6%	0.0%	2.8%	2.6%	0.4%	2.5%	5.7%	11.8%	2.9%	2.3%
Comprehension Only	Do not meet	100.0%	99.5%	99.0%	100.0%	97.2%	97.3%	99.6%	98.2%	99.0%	84.9%	96.8%	97.2%
	Meet	0.0%	0.5%	1.0%	0.0%	2.8%	2.7%	0.4%	1.8%	1.0%	15.1%	3.2%	2.8%
Reading and Comprehension	Do not meet	100.0%	99.5%	99.0%	100.0%	97.2%	97.6%	100.0%	98.6%	99.0%	91.0%	98.6%	97.7%
	Meet	0.0%	0.5%	1.0%	0.0%	2.8%	2.4%	0.0%	1.4%	1.0%	9.0%	1.4%	2.3%

Table 126 summarizes results for girls in Grade 2 by language, school type and benchmark.

Table 126: Performance of Girls in Grade 2 By ORF and Comprehension Benchmark

Benchmark	Performance Categories	Kiswahili Grade 2				Lingala Grade 2				Tshiluba Grade 2			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	100.0%	96.0%	100.0%	100.0%	99.2%	98.4%	97.3%	100.0%	100.0%	92.6%	99.4%	99.9%
	Fluent	0.0%	4.0%	0.0%	0.0%	0.8%	1.6%	2.7%	0.0%	0.0%	7.4%	0.6%	0.1%
Comprehension Only	Do not meet	100.0%	97.6%	100.0%	100.0%	99.2%	98.4%	98.2%	100.0%	99.8%	89.4%	97.2%	99.9%
	Meet	0.0%	2.4%	0.0%	0.0%	0.8%	1.6%	1.8%	0.0%	0.2%	10.6%	2.8%	0.1%
Reading and Comprehension	Do not meet	100.0%	97.6%	100.0%	100.0%	99.2%	98.4%	98.2%	100.0%	100.0%	94.3%	99.5%	99.9%
	Meet	0.0%	2.4%	0.0%	0.0%	0.8%	1.6%	1.8%	0.0%	0.0%	5.7%	0.5%	0.1%

Table 125 Table 127 summarizes results for boys in Grade 4 in French by language zone, school type and benchmark.

Table 127: Performance of Boys in Grade 4 By ORF and Comprehension Benchmark

Benchmark	Performance Categories	French - Kiswahili Zone Grade 4				French - Lingala Zone Grade 4				French - Tshiluba Zone Grade 4			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	90.5%	81.8%	88.9%	94.2%	94.1%	89.0%	94.6%	95.0%	80.2%	75.3%	90.8%	96.9%
	Fluent	9.5%	18.2%	11.1%	5.8%	5.9%	11.0%	5.4%	5.0%	19.8%	24.7%	9.2%	3.1%
Comprehension Only	Do not meet	87.5%	76.8%	92.3%	90.4%	95.0%	91.9%	94.9%	99.2%	92.2%	76.7%	93.4%	92.1%
	Meet	12.5%	23.2%	7.7%	9.6%	5.0%	8.1%	5.1%	0.8%	7.8%	23.3%	6.6%	7.9%
Reading and Comprehension	Do not meet	95.2%	86.4%	94.1%	95.3%	97.3%	93.6%	97.1%	100.0%	95.2%	84.5%	97.0%	98.9%
	Meet	4.8%	13.6%	5.9%	4.7%	2.7%	6.4%	2.9%	0.0%	4.8%	15.5%	3.0%	1.1%

Table 128 summarizes results for girls in Grade 4 in French by language zone, school type and benchmark.

Table 128: Performance of Girls in Grade 4 By ORF and Comprehension Benchmark

Benchmark	Performance Categories	French - Kiswahili Zone Grade 4				French - Lingala Zone Grade 4				French - Tshiluba Zone Grade 4			
		B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)	B (I)	E (I)	B (C)	E (C)
Reading Only	Not Fluent	75.4%	83.5%	96.0%	97.7%	96.0%	94.3%	96.5%	98.5%	92.8%	88.4%	97.0%	94.6%
	Fluent	24.6%	16.5%	4.0%	2.3%	4.0%	5.7%	3.5%	1.5%	7.2%	11.6%	3.0%	5.4%
Comprehension Only	Do not meet	78.5%	75.9%	91.5%	94.2%	97.2%	99.2%	97.0%	100.0%	92.7%	88.9%	95.0%	94.6%
	Meet	21.5%	24.1%	8.5%	5.8%	2.8%	0.8%	3.0%	0.0%	7.3%	11.1%	5.0%	5.4%
Reading and Comprehension	Do not meet	80.2%	87.4%	97.9%	97.7%	98.0%	99.2%	97.5%	100.0%	97.3%	93.0%	97.2%	97.4%
	Meet	19.8%	12.6%	2.1%	2.3%	2.0%	0.8%	2.5%	0.0%	2.7%	7.0%	2.8%	2.6%

ANNEX L. INSTRUMENTS

The instruments used for this endline impact evaluation are provided in a separate document.



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Monitoring, Evaluation, and Coordination Contract (MECC):

ACCELERE! Activity I Reading Impact Evaluation Report – Annex L: Instruments

AID-660-TO-16-00002

September 2020

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ACCELERE! Activity I Reading Impact Evaluation Report – Annex L: Instruments

September 2020

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EARLY GRADE READING ASSESSMENT (EGRA)

**LIVRET DES REPONSES DES ELEVES -
INSTRUCTIONS ET PROTOCOLE POUR
L'ENQUETEUR**

**ACCELERE ! 1 EVALUATION FINALE
KISWAHILI - 3EME ANNÉE**

12 septembre 2019

Instructions générales

1. Il est important de lire à voix haute lentement et clairement SEULEMENT les parties en caractères gras dans les boîtes grises.
2. Notez toujours la réponse de l'élève avant de passer à l'instruction / à l'exercice suivant.

Il est important de créer un environnement ludique et détendu avec les enfants qui seront évalués à l'aide d'une simple conversation initiale sur des sujets d'intérêt pour l'élève (voir l'exemple ci-dessous). L'élève doit percevoir l'évaluation qui suit presque comme un jeu à apprécier plutôt qu'un examen ou une situation difficile.



Jambo! Jina langu ni _____ na mimi na ishi _____. Ningependa kukueleza kidogo kuhusu mimi. [Loisirs, nombre d'enfants, etc.]

1. **Jima yako ni nani ? _____** . [Nom de l'élève] **hebu nieleze kwa ufupi kuhusu jamii yako.** [Attendez la réponse ; si l'élève semble hésitant, demandez la question numéro 2, mais si l'élève semble confortable, continuez avec le consentement verbal.]

2. Unapenda kufanya nini wakati hupo masomo?

Consentement Verbal

- **Ninataka kukuambia sababu gani niko hapa. Tunatafuta kujua namna gani watoto wanasoma usomi.**
- **Tunataka utusaidie. Lakini haukazishwe kwa kushiriki kama hautake.**
- **Tutafanya michezo ya herufi na usomi. Mimi nda kulombe usome herufi na maneno kwa sauti juu**
- **Hii haiko mashindano habataweka alama na majibu yako.**
- **Nitakuuliza tena maulizo ya jamaa yako, kama: lugha gani unasemaka katika jamaa nyumbani, na jamaa yako ina vitu gani.**
- **Sitaandika jina lako, hakuna mwenyewe atajua majibu yako.**
- **Kwa sasa una maulizo?**
- **Wa kati mimi na anza ma ulizo, haukazishwe ku jibu, kama hautaki ku jibu, hakuna maneno.**
- **Huku tayari tuanze?**

Cochez la case si le consentement verbal est obtenu : **Oui**

(Si le consentement verbal n'est pas obtenu, remerciez l'élève et passez au prochain élève)

Vocabulaire Oral

I – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B



A. Parties du corps

Nitakuambia maneno ambayo inaonyesha vipande vya mwili wako. Utanionyesha sehemu gani ya mwili wako kila neno inaonyesha. Mfano, « Unionyeshe pua yako »

Si l'élève répond correctement, dites-lui : **Vizuri sana ! Tupime tena mfano.**

Si l'élève ne répond pas correctement, dites-lui : **Iyi ndjo pua. [Touchez votre nez] Tupime tena mfano.**

Unionyeshe jicho lako.

Si l'élève répond correctement, dites-lui : **Vizuri sana !**

Si l'élève ne répond pas correctement, dites-lui : **Ile ndjo jicho. [Touchez votre œil].**

Utanionyesha sehemu gani ya mwili wako kila neno inaonyesha. Uko tayari ? Tuanze ? « Unionyeshe ... »

1	sura yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	ligoti yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	kisingino cha mkono yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	kidevu chako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	libega yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	mkono wako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	unyuzi wako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	mguu wako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse



B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Unaona kalamu ya risasi ? Utaitia pale nitakuambia. « Tia kalamu ya risasi... »

9	mbele yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	chini ya kartasi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	nyuma yako	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	ku udongo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	juu ya kartasi ¹	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	pembeni ya kartasi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

¹ Written as "juu kartasi" in baseline codebook; corrected at endline

Vocabulaire Oral I – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3**
SECONDES, dites « **Continue** »



Si l'élève ne fournit pas une réponse
correcte parmi les **4 premiers** mots,
dites « **Arrête** »

Oral Vocabulary C



Hapa ni masanamu. Uniambie jina ya kilakitu, mu kiswahili, kinacho onyeshwa katika sanamu hii? Mfano, [montrez l'oiseau du doigt], ni picha la ndege. Kama unaona hii picha, utasema « ndege ». Tujizoezi. Uniambie jina lake [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : **Nzuri. Ni mbwa.**


Si l'élève ne répond pas correctement, dites-lui : [montrez le chien du doigt] **Ni mbwa.**


Uniambie wanasema nini mu kiswahili kitu unaona kwa kila sanamu? Uko tayari? Basi tuanze.


1	Kitabu	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	Chura	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	Gari la mabawa	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	Bata	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	Suruali	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	Mbuzi	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	Kitika	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	Ua	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							


Connaissance des Graphèmes

 Cahier de l'élève

 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Letter Knowledge (letter names and sounds)





Angalia kartasi ambayo inajaa herufi na mikusanyo ya herufi. Nisomee majina zao ao sauti zao. Kwa mfano, herufi hii [indiquez le "O" dans la ligne des exemples] inasomeka /O/ kama ndani ya neno « KOPO ». Tujizoezi sasa. Unisomee herufi hii [indiquez le "u" dans la ligne des exemples].

*Si l'élève répond correctement, dites-lui : **Vizuri sana, herufi hii inasomeka /u/ kama ndani ya neno « ua ».***
*Si l'élève ne répond pas correctement, dites-lui : **Herufi hii inasomeka /u/ kama ndani ya neno « ua ».***

Tupime ingine kwa sasa. Unisomee herufi hii [indiquez le "t" dans la ligne des exemples] :


*Si l'élève répond correctement, dites-lui : **Vizuri sana, herufi hii inasomeka /tél/ ao /t'/.***
*Si l'élève ne répond pas correctement, dites-lui : **Herufi hii inasomeka /tél/ ao /t'/.***


Kama ninasema "Anza", uta soma herufi ku anzia apa [montrez la première lettre et faites glisser votre doigt jusqu'à la dernière lettre de la ligne], mpaka kule, mstari kwa mstari. [Montrez les lignes en glissant le doigt de la première lettre à la dernière lettre de la ligne]. Uka fika mwisho ya mstari, anza mstari ya kufata. Uko tayari? Anza.


Exemples : O u T										
1	2	3	4	5	6	7	8	9	10	
u	k	A	m	a	o	n	T	n	a	10
j	a	g	a	i	a	O	A	i	z	20
m	i	u	L	N	ny	i	w	h	a	30
n	e	p	N	sh	i	n	h	c	e	40
i	a	j	a	i	a	u	n	a	f	50
a	i	A	u	a	F	n	a	b	d	60
v	b	l	a	y	a	i	u	n	a	70
a	o	a	p	a	z	a	i	a	i	80
K	i	M	r	D	sh	s	n	i	U	90
v	f	a	u	a	i	n	a	D	a	100
 <i>Durée restante (nombre de SECONDES)</i>										
 <i>Nombre de lettres lues correctement</i>										
<input checked="" type="checkbox"/> <i>Cochez si un arrêt automatique</i>										<input type="checkbox"/>


Lecture de Mots Familiars

 Cahier de l'élève

 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Familiar Words Reading



Angalia ndani ya kartasi maneno ambayo utasoma. Kwa mfano, neno hii [Indiquez le mot « pa » avec le doigt] inasomeka « pa ». Tujizoezi sasa. Unisomee neno hii [Indiquez le mot “iko” dans le rang des exemples]

Si l'élève répond correctement, dites-lui : **Vizuri sana, neno hii ni « iko ».**

Si l'élève ne répond pas correctement, dites-lui : **Neno hii ni « iko ».**

Tupime ingine kwa sasa. Unisomee neno hii [Indiquez le mot “sema” dans le rang des exemples]


Si l'élève répond correctement, dites-lui : **Vizuri sana, « sema ».**


Si l'élève ne répond pas correctement, dites-lui : **Neno hii ni « sema ».**

Kama ninasema "Anza", Uta soma neno ku anzia apa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne], mpaka kule mstari kwa mstari. [Montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. Uka fika mwisho ya mstari, anza mstari ya kufata. Uko tayari ? Anza.

Exemples : pa iko sema

1	2	3	4	5	
kuku	lakini	kima	wao	katika	5
makaku	somo	ile	moto	safi	10
tena	huyu	popo	moja	ya	15
ina	siku	yake	samaki	baba	20
bwana	kwa	kweli	ona	mama	25
yeye	kumi	sasa	mkate	kazi	30
la	wote	wa	huyu	jua	35
walimaji	kama	bibi	kila	tatu	40
watoto	wake	ni	ana	kiisha	45
hawa	rafiki	leo	na	bata	50

 Durée restante (nombre de SECONDES)


 Nombre de mots lus correctement


Cochez si un arrêt automatique





Lecture de Mots Inventés

 Cahier de l'élève

 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Invented/Non-word Decoding



Angalia maneno ambayo hawaione hata. Lakini ninapenda upime kusoma. Kwa mfano, hii neno ya kwanza [indiquez le mot « bi » avec le doigt] **inasomeka « bi ».** Tujizoezi sasa. **Unisomee neno hii** [Indiquez le mot "tok" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Vizuri sana, « tok ».**

Si l'élève ne répond pas correctement, dites-lui : **Neno hii ni « tok ».**



Tupime ingine kwa sasa. Unisomee neno hii [Indiquez le mot "nar" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Vizuri sana, « nar ».**

Si l'élève ne répond pas correctement, dites-lui : **Neno hii ni « nar ».**


Kama ninasema "Anza", Uta soma neno ku anzia apa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne], **mpaka kula mstari kwa mstari.** [Montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. **Uka fika mwisho ya mstari, anza mstari ya kufata. Uko tayari ? Anza.**


Exemples: bi tok nar


1	2	3	4	5	
jot	net	ge	mit	bat	5
bun	wan	tit	nyi	ir	10
lit	ret	ik	kun	ve	15
run	ra	fut	tot	fon	20
kot	su	osh	wu	lo	25
ru	ki	be	cot	rut	30
tun	ze	ken	zut	kut	35
ne	pat	ko	hin	ban	40
ich	cun	ho	jan	pi	45
yin	pu	sun	sut	sin	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


Lecture et Compréhension d'un Texte

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »




 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Reading Passage and Comprehension

 **Kwa sasa ninapenda usome kwa sauti juu hadisi hii ya Kembo [montrez le titre du doigt]. Susoma hii hadisi kwa sauti juu. Kisha, nitakupatiya maulizo kuusu ile ume soma. Wakati nasema « anza », soma hadisi hii vizuri kama unawezao kusoma. Kama unakuta neno ile ahufaamu, unapita kuneno ingine. Onesha kwa kidole neno yote enye una soma. Uko tayari ? Anza.**

PRENEZ le cahier de l'élève. Lisez les instructions à l'élève. Ensuite, lisez chaque question lentement et clairement. Après avoir lu chaque question, donnez 10 secondes à l'élève pour répondre à la question, marquez la réponse de l'élève comme correcte ou incorrecte et passez à la question suivante.

 **Kwasasa, ta kuhuliza maulizo moja moja kuhusu hadisi unatoka kusoma. Jaribu kujibiya kadiri unawezao ku jibiya.**

TEXTE		QUESTIONS	REPONSES		
Kembo ameweza mashindano ya masomo.	5	Ni nani ameweza mashindano ya masomo ? [Kembo]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Mama yake anamuaga kupitisha mapumziko kwa shangazi Safi.	13	Mama yake anamuaga nini? [kupitisha mapumziko yake kwa shangazi Safi]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Anafika kwa shangazi Safi. Yeye anamuuzia kinga.	20	Nini shaganzi yake alimuuzia? [kinga]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Kembo anacheza na kinga ndani ya bustani. Anaanguka cini. Shangazi yake anakuya kumuamusha.	33	Wapi Kembo anacheza na kinga yake? [Kembo anacheza na kinga ndani ya bustani]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Kembo anampigia shangazi yake aksanti na anaendelea kutembeza kinga mu bustani. Yeye amepitisha mapumziko yake kwa shangazi.	50	Nini Kembo anaendelea kufanya? [Anaendelea kutembeza Kinga]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
			 Durée restante (nombre de SECONDES)		
			 Nombre de mots lus correctement		
			<input checked="" type="checkbox"/> Cochez si un arrêt automatique		
			<input type="checkbox"/>		
			 Nombre de réponse correcte		

Vocabulaire Oral

2 – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B



A. Parties du corps

Je vais te dire des mots qui désignent des parties du corps. Montre-moi la partie de ton corps que chaque mot désigne. Par exemple, « Montre-moi ton nez »

Si l'élève répond correctement, dites-lui : « Très bien ! Essayons encore un exemple. »

Si l'élève ne répond pas correctement, dites-lui : « Voici le nez [touchez votre nez]. Essayons encore un exemple. »

Montre-moi « ton œil »

Si l'élève répond correctement, dites-lui : « Très bien ! »

Si l'élève ne répond pas correctement, dites-lui : « Voici l'œil [touchez votre œil] »

**Montre-moi la partie de ton corps que chaque mot désigne. Tu es prêt(e) ?
Commençons. « Montre-moi... »**

1	Ta bouche	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	Ton pied	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	Ton coude	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	Ton menton	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	Ton épaule	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	Ton bras	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	Ton dos	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	Ton genou	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse



B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Tu vois ce crayon ? Tu vas le poser là où je te le demande.

« Mets le crayon ... »

9	Devant toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	Sous la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	Derrière toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	Par terre	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	Sur la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	À côté de la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral

2 – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »



Si l'élève ne fournit pas une réponse correcte parmi les **4 premiers** mots, dites « **Arrête** »

Oral Vocabulary C

Voici des images. Dis-moi en français comment s'appelle ce que tu vois sur chaque image. Par exemple, [montrez l'oiseau du doigt], c'est la photo d'un oiseau. Quand tu vois cette photo, tu dois dire « oiseau ». Faisons un exemple. Comment cela s'appelle [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : « **Bien. C'est un chien** »

Si l'élève ne répond pas correctement, dites-lui : « [Montrez le chien du doigt] **C'est un chien** »

**Dis-moi comment s'appelle en français ce que tu vois sur chaque image. Tu es prêt(e) ?
Commençons.**

1	Livre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	Crapaud/grenouille	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	Avion	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	Canard	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	Pantalon	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	Chèvre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	Banane	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	Fleur	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							

EARLY GRADE READING ASSESSMENT (EGRA)

**LIVRET DES REPONSES DES ELEVES -
INSTRUCTIONS ET PROTOCOLE POUR
L'ENQUETEUR**

**ACCELERE ! 1 EVALUATION FINALE
LINGALA - 3EME ANNÉE**

12 septembre 2019

Instructions générales

- Il est important de lire à voix haute lentement et clairement SEULEMENT les parties en caractères gras dans les boîtes grises.
- Notez toujours la réponse de l'élève avant de passer à l'instruction / à l'exercice suivant.

Il est important de créer un environnement ludique et détendu avec les enfants qui seront évalués à l'aide d'une simple conversation initiale sur des sujets d'intérêt pour l'élève (voir l'exemple ci-dessous). L'élève doit percevoir l'évaluation qui suit presque comme un jeu à apprécier plutôt qu'un examen ou une situation difficile.

🗣️ Mbote. Nkombo na ngai _____ Navandaka na _____ Na ko sololisa yo moke makambo etali nga. [Loisirs, nombre d'enfants, etc.]

1. Nkombo nayo nani? [L'élève donne son nom]. [Nom de l'élève] **Lobela ngai moke maye matali yon a libota lia yo** [Attendez la réponse ; si l'élève semble hésitant, demandez la question numéro 2, mais si l'élève semble confortable, continuez avec le consentement verbal.]

2. Soki aza la kalasi te nini olingaka kosala

Consentement Verbal

- **Liboso lya kobanda, nalingi koloba na yo mpo na nini nazali awa. Nalingi koyeba ndenge nini bana bayekolaka kotanga.**
- **Tolingi osalisa biso toyeba ndenge nini bana bayekolaka kotanga. Kasi osengeli koyanola na mituna na biso te soki olingi te.**
- **Tokosala lisano na botangi . Nakosange yo kotanga makasi letele, maloba mpe lisolo**
- **Ezali momekano te, tokopesa yo bilembo te na biyano bya yo mpo na eteyelo**
- **Na suka ya lisano, Nakotuna yo mpe mituna mitali libota lya yo, lokola lokota nini olobaka na libota ntango bozali na ndako, mpe malakisi yo ayekolaka na eteyelo.**
- **Nakokoma nkombo na yo te, mpe moto moko te akoyeba te biyano biye bizali bya yo**
- **Ozali na mituna ?**
- **Ntango tokobanda, soki oboyi kopesa eyano na motuna moko, ezali likambo te.**
- **Malamu mingi, tokoki kobanda ?**

Cochez la case si le consentement verbal est obtenu : **Oui**

(Si le consentement verbal n'est pas obtenu, remerciez l'élève et passez au prochain élève)

Vocabulaire Oral I – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B



A. Parties du corps

Nakotangela yo maloba maye makolakisa biteni bya nzoto. Okolakisa ngai eteni kani ya nzoto ya yo liloba lyoko lyoko ekolakisa. Ndakisa, « Lakisa ngai zolo ya yo »

Si l'élève répond correctement, dites-lui : **Malamu mingi. Tomeka ndakisa esusu.**

Si l'élève ne répond pas correctement, dites-lui : **Eye ezali zolo [touchez votre nez]. Tomeka ndakisa esusu.**

Lakisa ngai « liso lya yo. »

Si l'élève répond correctement, dites-lui : **Malamu mingi.**

Si l'élève ne répond pas correctement, dites-lui : **Eye ezali liso [touchez votre œil].**

Oko lakisa ngai biteni bya nzoto ya yo oyo liloba lioko liko elakisi. Omibongisi ? Tobanda. « Lakisa ngai... »

1	elongi lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	libolongo lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	monoko lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	ebeku lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	lipeke/lipeka lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	loboko lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	monkeke/monkiki/mokongo lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	lokolo lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse



B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Omoni keleyo eye ? Okotya yango esika nakosenge yo otya yango. « Tiya kelelo... ».

9	liboso lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	na nsé lya lokasa	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	sima lya yo	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	na mabelé	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	likolo lya lokasa	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	mpembeni lya lokasa	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral I – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3**
SECONDES, dites « **Continue** »



Si l'élève ne fournit pas une réponse
correcte parmi les **4 premiers** mots,
dites « **Arrête** »

Oral Vocabulary C

Tala bilili biye. Lobela ngai na lingala lolenge kani bakobengaka eye ozali komono na elili yoko yoko. Ndakisa, [montrez l'oiseau du doigt], tala foto ya ndeke. Ntango ozali kolakisa foto ena, osengeli koloba « ndeke ». Tomeka. Lobela ngai lolenge kani bakobengaka oyo [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : **Malamu. Ezali mbwa.**


Si l'élève ne répond pas correctement, dites-lui : [Montrez le chien du doigt] **Ezali mbwa.**


Lobela ngai na lingala lolenge kani bakobengaka eye ozali komono na elili yoko yoko. Omibongisi? Tobanda.


1	buku	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	ligborodo	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	mpepo/avyo	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	libata/lisweswe	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	patalo/pabatalo/bapatalo	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	ntaba	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	etabe/likemba	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	lombe/fulele/fololo	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
						Nombre de réponses correctes	


Connaissance des Graphèmes

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Letter Knowledge (letter names and sounds)

 **Tala lokasa lotondi na letele. Tangela ngai ba letele yango na bopesaka nkombo to eleleli na yango. Ndakisa, letele eye [indiquez le "O" dans la ligne des exemples] etangemaka /o/ lokola na liloba « lelo ». Tomeka sikoyo. Tangela ngai letele liye [indiquez le "i" dans le rang des exemples] :**

Si l'élève répond correctement, dites-lui : **Malamu mingi, /i/ lokola na liloba « izali ».**



Si l'élève ne répond pas correctement, dites-lui : **Letele iye litangemaka /i/ lokola na liloba « izali ».**

Tomeka ndakisa esusu. Tangela ngai letele eye [indiquez le « n » dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Malamu mingi, /né/ to /n/.**


Si l'élève ne répond pas correctement, dites-lui : **Letele eye etangemaka /né/ to /n/.**


Soki nalobi « banda », tanga kobanda awa [montrez la première lettre et faites glisser votre doigt jusqu'à la dernière lettre de la ligne] kino awa, molongo moko sima ya esusu [montrez les lignes en glissant le doigt de la première lettre à la dernière lettre de la ligne]. Na suka ya molongo, leka na molongo elandi. Omibongisi? Banda.


Ndakisa :										
1	2	3	4	5	6	7	8	9	10	
o	f	g	O	m	a	K	e	k	M	10
l	V	n	u	i	L	a	W	O	l	20
e	d	B	a	o	p	n	e	b	O	30
b	K	n	e	a	m	K	b	M	i	40
e	a	O	a	m	N	l	a	j	p	50
g	z	a	i	k	g	N	k	a	l	60
O	t	o	a	y	a	i	a	m	a	70
i	L	a	y	a	b	o	l	O	a	80
s	i	S	k	S	e	a	i	u	N	90
n	t	O	n	y	K	e	B	a	t	100
 Durée restante (nombre de SECONDES)										
 Nombre de lettres lues correctement										
<input checked="" type="checkbox"/> Cochez si un arrêt automatique										<input type="checkbox"/>


Lecture de Mots Familiars

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Familiar Words Reading

 **Tala lokasa lozali na maloba. Ndakisa, liloba liye** [indiquez le mot « ta » avec le doigt] **etangemaka « kasi ». Tomeka. Tanga liloba liye.** [Indiquez le mot "yo" dans le rang des exemples]

Si l'élève répond correctement, dites-lui : **Malamu mingi, « yo ».**



Si l'élève ne répond pas correctement, dites-lui : **Liloba liye litangemaka « yo ».**

Tomake ndakisa esusu sika oyo. Tanga liloba liye [indiquez le mot "pesa" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Malamu mingi, « pesa ».**


Si l'élève ne répond pas correctement, dites-lui : **Liloba lye litangemaka « pesa ».**


Soki nalobi "Banda", okotanga maloba kobanda awa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne]. **Kino awa, molongo moko sima ya esusu** [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. **Na suka ya molongo, leka na molongo alandi. Omibongisi? Banda.**


Ndakisa :					
kasi	yo	pesa			
1	2	3	4	5	
mboloko	lelo	babale	akomi	ntongo	5
mwana	mwa	tata	eye	na	10
izali	mama	lya	te	ba	15
ebale	epayi	Biloko	kinshasa	bazali	20
ya	mya	bango	apesi	ndako	25
ngai	lobi	ye	mbisi	elanga	30
akei	ndenge	bya	enene	mpe	35
olali	biso	kelasi	noko	alobi	40
ezali	nyama	ma	mbandaka	mpepo	45
bilanga	mboka	mwasi	wa	ndako	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


Lecture de Mots Inventés²

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Invented/Non-word Decoding

 **Tala maloba maye mbele omono naino te. Kasi nalingi otanga mango. Ndakisa, liloba liye** [Indiquez le mot « dot » avec le doigt] **etangemaka « dot ».** **Tomeka. Tanga liloba liye.** [Indiquez le mot "Kam" dans le rang des exemples]

Si l'élève répond correctement, dites-lui : **Malamu mingi, « kam ».**



Si l'élève ne répond pas correctement, dites-lui ; **Liloba lye litangemaka « kam ».**

Tomake ndakisa esusu sika oyo. Tanga liloba liye [indiquez le mot "vat" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Malamu mingi, « vat ».**

Si l'élève ne répond pas correctement, dites-lui : **Liloba lye litangemaka « vat ».**


Soki nalobi "Banda", okotanga maloba kobanda awa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne]. **Kino awa, molongo moko sima ya esusu** [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. **Na suka ya molongo, leka na molongo alandi. Omibongisi? Banda.**


Ndakisa: dot kam vat					
1	2	3	4	5	
it	tif	baw	yint	pi	5
fan	kiw	yat	zu	bez	10
lez	fa	un	won	do	15
pat	keans	pit	wik	zut	20
net	den	tet	tuv	fiw	25
ut	tuv	po	ga	sot	30
be	vanf	yet	gat	yit	35
ten	lik	lent	wif	don	40
bo	vet	mon	ta	oh	45
cut	hoh	ja	jif	jan	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


² Moved all words starting with h and j to end of table since those letters do not exist in Lingala.


Lecture et Compréhension d'un Texte

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »




 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Reading Passage and Comprehension

 **Tala lisolo na nkombo Mongali** [montrez le titre du doigt.]. **Sikawa na lingi otangela ngai na mongongo makasi lisolo oyo. Na sima ya kotanga na kotuna yo mwa mituna na lisolo oyo osili kotanga. Soki na lobi «banda» tanga lisolo oyo malamumu na ndenge okoki. Soki omoni nkombo oyo oyebi te oleki na nkombo elandi. Tia mosapi na nkombo lioko lioko eye ozali kotanga. Na lingi ko yoka yo. Omibongisi ? Banda.**

PRENEZ le cahier de l'élève. Lisez les instructions à l'élève. Ensuite, lisez chaque question lentement et clairement. Après avoir lu chaque question, donnez 10 secondes à l'élève pour répondre à la question, marquez la réponse de l'élève comme correcte ou incorrecte et passez à la question suivante.

 **Sika oyo na lingi na tuna yo mwa mituna na lisolo oyo outi kotanga. Meka koyanola na lolenge okoki.**

TEXTE		QUESTIONS	REPONSES		
Mongali azali mwana botosi.	4	Nani azali mwana botosi? [Mongali]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Amemelaka yaya wa ye mayi na katini.	11	Ameme laka yaya wa ye nini? [Mayi]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Na bozongi bwa ye o nzela ya libulu, Mongali amoni nkoko ya mwasi alali na nse ya nzete.	29	Mongali amoni nani na bozongi bwa ye o nzela? [nkoko moko ya mwasi]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Asimbi ye na loboko mpe amemi ye epai na ye.	39	Asali na ye nini? [Asimbi ye na loboko]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Bana ya nkoko wana, basepeli mingi na Mongali.	47	Bana ya nkoko wana basali nini? [Basepeli mingi na Mongali]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
			 <i>Durée restante (nombre de SECONDES)</i>		
			 <i>Nombre de mots lus correctement</i>		
			<input checked="" type="checkbox"/> <i>Cochez si un arrêt automatique</i>		
			<input type="checkbox"/>		
			 <i>Nombre de réponse correcte</i>		

Vocabulaire Oral

2 – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B

A. Parties du corps

Je vais te dire des mots qui désignent des parties du corps. Montre-moi la partie de ton corps que chaque mot désigne. Par exemple, « Montre-moi ton nez »

Si l'élève répond correctement, dites-lui : **Très bien ! Essayons encore un exemple.**

Si l'élève ne répond pas correctement, dites-lui : **Voici le nez** [touchez votre nez]. **Essayons encore un exemple.**

Montre-moi « ton œil »

Si l'élève répond correctement, dites-lui : **Très bien !**

Si l'élève ne répond pas correctement, dites-lui : **Voici l'œil** [touchez votre œil].

**Montre-moi la partie de ton corps que chaque mot désigne. Tu es prêt(e) ?
Commençons. « Montre-moi... »**

1	Ta bouche	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	Ton pied	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	Ton coude	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	Ton menton	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	Ton épaule	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	Ton bras	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	Ton dos	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	Ton genou	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Tu vois ce crayon ? Tu vas le poser là où je te le demande. « Mets le crayon ... »

9	Devant toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	Sous la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	Derrière toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	Par terre	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	Sur la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	À côté de la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral

2 – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »



Si l'élève ne fournit pas une réponse correcte parmi les **4 premiers** mots, dites « **Arrête** »

Oral Vocabulary C

Voici des images. Dis-moi en Lingala comment s'appelle ce que tu vois sur chaque image. Par exemple, [montrez l'oiseau du doigt], c'est la photo d'un oiseau. Quand tu vois cette photo, tu dois dire « oiseau ». Faisons un exemple. Comment cela s'appelle [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : **Bien. C'est un chien.**

Si l'élève ne répond pas correctement, dites-lui : [Montrez le chien du doigt] **C'est un chien.**

**Dis-moi comment s'appelle en lingala ce que tu vois sur chaque image. Tu es prêt(e) ?
Commençons.**

1	Livre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	Crapaud/grenouille	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	Avion	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	Canard	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	Pantalon	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	Chèvre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	Banane	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	Fleur	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							

EARLY GRADE READING ASSESSMENT (EGRA)

**LIVRET DES REPONSES DES ELEVES -
INSTRUCTIONS ET PROTOCOLE POUR
L'ENQUETEUR**

**ACCELERE ! 1 EVALUATION FINALE
TSHILUBA/CILUBA - 3EME ANNÉE**

12 septembre 2019

Instructions générales

- Il est important de lire à voix haute lentement et clairement SEULEMENT les parties en caractères gras dans les boîtes grises.
- Notez toujours la réponse de l'élève avant de passer à l'instruction / à l'exercice suivant.

Il est important de créer un environnement ludique et détendu avec les enfants qui seront évalués à l'aide d'une simple conversation initiale sur des sujets d'intérêt pour l'élève (voir l'exemple ci-dessous). L'élève doit percevoir l'évaluation qui suit presque comme un jeu à apprécier plutôt qu'un examen ou une situation difficile.

🗨️ Moyo ! Ndi mbikidibua mudina dia _____ ne ntu musombela _____. Ndi musue kukuambila tshindi mu miaku mikese. *[Loisirs, nombre d'enfants, etc.]*

1. Kadi wewe, udi ubikidibua mudina kayi ? *[L'élève donne son nom]. [Nom de l'élève] ngambila koku mu miaku mikese tshiudi ne tshidi diku diebe.* *[Attendez la réponse ; si l'élève semble hésitant, demandez la question numéro 2, mais si l'élève semble confortable, continuez avec le consentement verbal.]*

2. Ntshinganyi tshiutu munange kweza pawudi kuyi mu kalasa ?

Consentement Verbal

- Suaku nkuambila kendela kanyi muabeu lelu. Tudi tuteta bua kumanya mushindu udi bana balonga mua kubala.**
- Tudi tujinga se utuambuluisha koku. Kadi katuena tukuenzeja ku bukole to bua kuandamuna pawikala kuyi musue.**
- Netuenze manaya a dibala. Ne kulomba bua wewa kubala maleta, miaku ne bisumbu bikesa bia miaku diyi dikola**
- Kadi ki nditeta dia mu kalasa to, ne mandamuna ebe ka akubadibua mu bipeta bieba bia mukalasa to.**
- Panyiba pa manaya a kubala. Nenkuela makonka pa diku diebe, pa muakulu utu wakula ku nzubu kuenu, ni pa malongesha autu ulonga mukalasa.**
- Tshiakufunda dina diebe to ne muntu nansha umue kakumanya mandamuna ebe to.**
- Udi peba ne lukonku luakungela anyi ?**
- Patudi tutuadija, pawikala kuyi ne dijinga dia kuandamuna ku lukonku, Udi muakungambila, kabiena ne bualu nansha bumue to.**
- Pawikala pabuipi, tudi muakutuadija ?**

Cochez la case si le consentement verbal est obtenu : **Oui**

(Si le consentement verbal n'est pas obtenu, remerciez l'élève et passez au prochain élève)

Information de base

A. Section	
B. Sexe	<input type="checkbox"/> (0) Garçon <input type="checkbox"/> (1) Fille
C. Udi ne bidimu binga ?	<input type="text"/> <input type="text"/> Ans

Vocabulaire Oral

I – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B

A. Parties du corps

Ndi nkupesha mena aa bitupa bia mubidi. undeja tshitupa tshia mubidi weba tshidi dina ndidi ntela dileja. Tshilejelu, « Ndeja diulu diebe »

Si l'élève répond correctement, dites-lui : **Bimpe ! Tuteta tshilejelu tshikuabu.**

Si l'élève ne répond pas correctement, dites-lui : **Diulu diedi. [Touchez votre nez] Tuteta tshilejelu tshikuabu.**

Ndejaku disu diebe.

Si l'élève répond correctement, dites-lui : **Bimpe !**

Si l'élève ne répond pas correctement, dites-lui : **Disu diedi [touchez votre œil].**

Ndeja tshitupa tshia mubidi weba tshidi dina dionso dileja. Udi pabuipi anyi ? Tutuadija. « Ndeja ... »

1	mpala webe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	tshinu tshiebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	lunkenyibwa luebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	tshibanga tshiebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	dikaya diebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	diboku diebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	dikiki diebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	dikasa diebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Udi mumona keediyo eu anyi ? Neukateeka mwaba undi nkwambila. « Teeka keediyo... »

9	kumpala kuebe	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	kuinshi kua dibeji	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	panyima pa dibeji	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	panshi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	pa dibeji	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	ku luseka lua dibeji	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral I – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3**
SECONDES, dites « **Continue** »



Si l'élève ne fournit pas une réponse
correcte parmi les **4 premiers** mots,
dites « **Arrête** »

Oral Vocabulary C

Tangila bimfuanyi. Ngambila mu tshiluba dina dia tshiudi umona pa tshimfuanyi tshionso. Tshilejelu, [montrez l'oiseau du doigt], foto wa nyunyi. Paudi umona tshimfuanyi etshi, udi ne tshia kuamba ne « nyunyi ». tuenza tshilejelu . Ngambila dina dia etshi [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : **Bimpe. Etshi mbua.**


Si l'élève ne répond pas correctement, dites-lui : [montrez le chien du doigt] **Etshi mbua.**


Ngambila mushindu udibo babikila mu tshiluba tshiudi umona pa tshimfuanyi tshionso. Udi pabuipi anyi ? Tutuadija.


1	mukanda	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	tshiula/ludimba	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	ndeka	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	dibata	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	mupanu	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	mbuji	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	tshibote(a)	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	tshilongu	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							


Connaissance des Graphèmes³

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Letter Knowledge (letter names and sounds)

 **Mona dibeji dia maleta ne bisumbu bia maleta. Mbadila maleta aa ne ungambila mena awu anyi tshikuma tshiawu. Tshilejelu, dileta edi [indiquez le "O" dans la ligne des exemples] didi dibadibua /O/ bu mu muaku « DIBOKU ».** Tuenza tshikuabo mpindiewu. Mbadila dileta edi [indiquez le "u" dans la ligne des exemples].

Si l'élève répond correctement, dites-lui : **Bimpe, /u/ bu mu muaku « mu ».**

Si l'élève ne répond pas correctement, dites-lui : **Badi babala tshisumbu tshia maleta etshi ne /u/ bu mu muaku « mu ».**

Tuteta kabidi tshikuabo. Mbadila dileta edi [indiquez le "t" dans la ligne des exemples] :


Si l'élève répond correctement, dites-lui : **Bimpe, /tél/ anyi /t'!**

Si l'élève ne répond pas correctement, dites-lui : **Badi babala dileta edi ne /tél/ anyi /t'!**

Pandi ngamba ne « Tuadija », ubala maleta kutuadijila apa [montrez la première lettre et faites glisser votre doigt jusqu'à la dernière lettre de la ligne], tii ne apa, mulongu pa mulongu [montrez les lignes en glissant le doigt de la première lettre à la dernière lettre de la ligne]. Kundekelu kua molongu, ne upita ku mulongu udi ulonda. Udi pabuipi anyi ? Tuadija.

Exemples : O u t

1	2	3	4	5	6	7	8	9	10	
U	i	n	a	E	U	N	b	u	i	10
N	j	u	d	a	L	v	d	B	n	20
K	n	l	Z	e	D	M	p	U	M	30
Y	a	B	N	Y	u	i	e	s	n	40
l	u	m	A	i	b	l	D	k	T	50
t	f	n	t	U	o	N	T	e	L	60
o	E	u	m	w	a	k	s	l	K	70
m	A	S	u	k	u	A	n	M	B	80
a	K	M	A	m	A	e	a	u	A	90
l	a	l	u	b	w	U	d	g	r	100

 Durée restante (nombre de SECONDES)


 Nombre de lettres lues correctement


Cochez si un arrêt automatique


³ Moved letters G and R to end of grid since they don't exist in Tshiluba. G is always preceded by N.


Lecture de Mots Familiars

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Familiar Words Reading

 **Tangila dibeji edi didi ne miaku. Tshilejelu, muaku eu** [indiquez le mot « ta » avec le doigt] **udi ubadibua ne « ta ».** **Tuenza tshikuabo mpindiewu. Mbadila muaku eu** [indiquez le mot “bidi” dans le rang des exemples]

Si l'élève répond correctement, dites-lui : **Bimpe, « bidi ».**

Si l'élève ne répond pas correctement, dites-lui : **Muaku eu udi ubadibua ne « bidi ».**



Tuteta muaku mukuabu. Mbadila muaku eu [indiquez le mot “nansha” dans le rang des exemples]

Si l'élève répond correctement, dites-lui : **Bimpe, « nansha ».**

Si l'élève ne répond pas correctement, dites-lui : **Muaku eu udi ubadibua ne « nansha ».**

Pandi ngamba ne « Tuadija », ubala miaku kutuadijila apa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne], **tii ne apa, mulongu pa mulongu** [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. **Kundekelu kua molungu, ne upita ku mulongu udi ulonda. Udi pabuipi anyi ? Tuadija.**

Exemples : ta bidi nansha

1	2	3	4	5	
bintu	ku	muana	mu	ki	5
to	ewu	bualu	tatu	bua	10
pa	nzolo	ebi	tudi	wa	15
amu	adi	anyi	udi	pambelu	20
bia	wa	njila	mayi	pende ⁴	25
ne	aa	kuenza	buloba	mesa	30
badi	ne	yeya	midimu	utu	35
etu	bintu	bantu	bana	muntu	40
dileta	ku	kalasa	batu	kubadisha	45
kalasa	mua	dia	tshia ⁵	dileta ⁶	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


⁴ Changed from “pandi” at baseline


⁵ Moved to end of table to avoid issues between C and TSH.


⁶ Moved since used twice at baseline


Lecture de Mots Inventés⁷

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Invented/Non-word Decoding

 **Tangila miaku eyi iudi kuyi muanji kumona to. Ndi musue bua uteta mwa ku yibale. Tshilejelu, muaku eu** [indiquez le mot « pu » avec le doigt] **udi ubadibua ne « pu ».** Tuenza tshikuabo mpindiewu. **Mbadila muaku eu** [indiquez le mot “kad” dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Bimpe, « kad ».**

Si l'élève ne répond pas correctement, dites-lui : **Muaku eu udi ubadibua ne « kad ».**



Tuteta muaku mukuabu. Mbadila muaku eu [indiquez le mot “vab” dans le rang des exemples].

Si l'élève répond correctement, dites-lui : **Bimpe, « vab ».**

Si l'élève ne répond pas correctement, dites-lui : **Muaku eu udi ubadibua ne « vab ».**

Pandi ngamba ne « Tuadija », ubala miaku kutuadijila apa [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne], **tii ne apa, mulongu pa mulongu** [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. **Kundekelu kua molungu, ne upita ku mulongu udi ulonda. Udi pabuipi anyi ? Tuadija.**

Exemples : pu kad vab

1	2	3	4	5	
vol	tit	dat	yul	lape	5
yat	va	san	ten	tot	10
tin	fet	wi	din	lat	15
wun	ven	zon	un	dal	20
zat	nut	jat	zil	lit	25
til ⁸	nat	zen	fe	kot	30
yin	ot	bet	min	yat	35
fon	zan	pul	nal	zot	40
cial ⁹	rul	ren	ri	ru	45
run	ran	ral	ro	rol	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


⁷ Words shuffled. Put at end of the grid words that start with “r” which are extremely rare in Tshiluba.


⁸ Moved.


⁹ Moved and inserted i.


Lecture et Compréhension d'un Texte

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »




 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Reading Passage and Comprehension

 **Tangila ka muyuki aka dina diaku « Ngalula ne Meta » [Montrez le titre du doigt]. Ndi musue bua ubale ne diyi dikole muyuki eu. Pawajikija, ne nkuela nkonku pa muyuki eu. Pandi ngamba "Tuadija", bala muyuki wonso muwakumbana. Wewa mufika pa muaku udi kuyi mumanya, tunguluka ne muaku udi ulonda. Teeka munu webe padileta dionso diudi ubala. Ndi musue kuvua. Udi pabuipi anyi ? Tuadija.**

PRENEZ le cahier de l'élève. Lisez les instructions à l'élève. Ensuite, lisez chaque question lentement et clairement. Après avoir lu chaque question, donnez 10 secondes à l'élève pour répondre à la question, marquez la réponse de l'élève comme correcte ou incorrecte et passez à la question suivante.

 **Mpidiewu, ndi nkuela nkonku mikese patshiena bualu tshia muyuki udi mubala. Teta mua kuandamuna mushindu udi ukumbanyina.**

TEXTE		QUESTIONS	REPONSES		
Kanke didi dinaya didi disankisha bansongakaji ne bamamu.	8	Ndinaya kayi didi disankishe bansongakaji ne bamamu? [Kanke]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Ngalula ne Meta mbananga kunaya kanke.	14	Badi banaya kanke mbanganyi? [ngalula ne meta]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Badi batumpika mulu, batuta bianza, bakupa mikolu kumpala.	22	Badi banaya munyi? [batuta bianza, batumpika mulu, bakupa mikolo kumpala]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Ngalula udi utshimuna tshitupa tshia kumpala. Meta udi umuanyisha.	31	Bua tshinyi Meta udi umuanyisha? [bualu Ngalula mmuthimuna tshitupa]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Badi batungunuka ne dinaya. Meta pende udi utshimuna udi ne disanka, ne udi upeta matabishi.	46	Bua ntshinganyi Meta udi usanka ? [bualu watshimunyi]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
			 Durée restante (nombre de SECONDES)		
			 Nombre de mots lus correctement		
			<input checked="" type="checkbox"/> Cochez si un arrêt automatique <input type="checkbox"/>		
			 Nombre de réponse correcte		

Vocabulaire Oral

2 – A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B

A. Parties du corps

Je vais te dire des mots qui désignent des parties du corps. Montre-moi la partie de ton corps que chaque mot désigne. Par exemple, « Montre-moi ton nez »

Si l'élève répond correctement, dites-lui : « Très bien ! Essayons encore un exemple. »

Si l'élève ne répond pas correctement, dites-lui : « Voici le nez [touchez votre nez]. Essayons encore un exemple. »

Montre-moi « ton œil »

Si l'élève répond correctement, dites-lui : « Très bien ! »

Si l'élève ne répond pas correctement, dites-lui : « Voici l'œil [touchez votre œil] »

**Montre-moi la partie de ton corps que chaque mot désigne. Tu es prêt(e) ?
Commençons. « Montre-moi... »**

1	Ta bouche	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	Ton pied	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	Ton coude	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	Ton menton	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	Ton épaule	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	Ton bras	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	Ton dos	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	Ton genou	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Tu vois ce crayon ? Tu vas le poser là où je te le demande.

« Mets le crayon ... »

9	Devant toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	Sous la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	Derrière toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	Par terre	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	Sur la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	À côté de la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral

2 – C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »



Si l'élève ne fournit pas une réponse correcte parmi les **4 premiers** mots, dites « **Arrête** »

Oral Vocabulary C

Voici des images. Dis-moi en français comment s'appelle ce que tu vois sur chaque image. Par exemple, [montrez l'oiseau du doigt], c'est la photo d'un oiseau. Quand tu vois cette photo, tu dois dire « oiseau ». Faisons un exemple. Comment cela s'appelle [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : « **Bien. C'est un chien** »

Si l'élève ne répond pas correctement, dites-lui : « [Montrez le chien du doigt] **C'est un chien** »

**Dis-moi comment s'appelle en français ce que tu vois sur chaque image. Tu es prêt(e) ?
Commençons.**

1	Livre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	Crapaud/grenouille	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	Avion	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	Canard	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	Pantalon	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	Chèvre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	Banane	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	Fleur	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							

EARLY GRADE READING ASSESSMENT (EGRA)

**LIVRET DES REPONSES DES ELEVES -
INSTRUCTIONS ET PROTOCOLE POUR
L'ENQUETEUR**

**ACCELERE ! 1 EVALUATION FINALE
5EME ANNÉE**

12 septembre 2019

Instructions générales

- Il est important de lire à voix haute lentement et clairement SEULEMENT les parties en caractères gras dans les boîtes grises.
- Notez toujours la réponse de l'élève avant de passer à l'instruction / à l'exercice suivant.

Il est important de créer un environnement ludique et détendu avec les enfants qui seront évalués à l'aide d'une simple conversation initiale sur des sujets d'intérêt pour l'élève (voir l'exemple ci-dessous). L'élève doit percevoir l'évaluation qui suit presque comme un jeu à apprécier plutôt qu'un examen ou une situation difficile.

🗣️ **Bonjour. Je m'appelle ____ et j'habite ____ . J'aimerais te parler un peu de moi.** [*Loisirs, nombre d'enfants, etc.*]
1. Comment t'appelles-tu ? [*L'élève donne son nom*]. [Nom de l'élève] **parle-moi un peu de toi et de ta famille.** [*Attendez la réponse ; si l'élève semble hésitant, demandez la question numéro 2, mais si l'élève semble confortable, continuez avec le consentement verbal.*]
2. Qu'est-ce que tu aimes faire quand tu n'es pas à l'école ?

Consentement Verbal

- **Laisse-moi te dire pourquoi je suis ici aujourd'hui. J'essaie de comprendre comment les enfants apprennent à lire.**
- **J'ai besoin de ton aide. Mais tu n'es pas obligé de participer si tu ne veux pas.**
- **Nous allons jouer à des jeux de lecture. Je vais te demander de lire des lettres, des mots et un petit texte à voix haute.**
- **Ce n'est pas un examen et n'affectera pas tes notes à l'école.**
- **Une fois le jeu terminé, je vais te poser quelques questions sur ta famille, la langue que tu parles à la maison et sur tes leçons à l'école.**
- **Je n'écritai pas ton nom et personne ne connaîtra tes réponses.**
- **As-tu des questions ?**
- **Une fois que nous commençons, si tu préfères ne pas répondre à une question, tu peux me le dire, ce n'est pas un problème.**
- **Es-tu prêt(e) à commencer ?**

Cochez la case si le consentement verbal est obtenu : **Oui**
(Si le consentement verbal n'est pas obtenu, remerciez l'élève et passez au prochain élève)

Vocabulaire Oral

- A+B



Pas de cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant 3 SECONDES, dites « Continue »

Matériels : une feuille de papier, un crayon

Oral Vocabulary A + B

A. Parties du corps

Je vais te dire des mots qui désignent des parties du corps. Montre-moi la partie de ton corps que chaque mot désigne. Par exemple, « Montre-moi ton nez »

Si l'élève répond correctement, dites-lui : **Très bien ! Essayons encore un exemple.**

Si l'élève ne répond pas correctement, dites-lui : **Voici le nez** [touchez votre nez]. **Essayons encore un exemple.**

Montre-moi « ton œil »

Si l'élève répond correctement, dites-lui : **Très bien !**

Si l'élève ne répond pas correctement, dites-lui : **Voici l'œil** [touchez votre œil].

**Montre-moi la partie de ton corps que chaque mot désigne. Tu es prêt(e) ?
Commençons. Montre-moi...**

1	ta bouche	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
2	ton pied	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
3	ton coude	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
4	ton menton	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
5	ton épaule	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
6	ton bras	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
7	ton dos	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
8	ton genou	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

B. Termes spatiaux

Posez un crayon et une feuille de papier devant l'élève.

Tu vois ce crayon ? Tu vas le poser là où je te le demande.

Mets le crayon ...

9	devant toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
10	sous la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
11	derrière toi	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
12	par terre	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
13	sur la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
14	à côté de la feuille de papier	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse

Nombre de réponses correctes

Vocabulaire Oral

- C



Cahier de l'élève



Non chronométré



Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »



Si l'élève ne fournit pas une réponse correcte parmi les **4 premiers** mots, dites « **Arrête** »

Oral Vocabulary C

Voici des images. Dis-moi en français comment s'appelle ce que tu vois sur chaque image. Par exemple, [montrez l'oiseau du doigt], c'est la photo d'un oiseau. Quand tu vois cette photo, tu dois dire « oiseau ». Faisons un exemple. Comment cela s'appelle [montrez le chien du doigt] ?

Si l'élève répond correctement, dites-lui : **Bien. C'est un chien.**

Si l'élève ne répond pas correctement, dites-lui : [Montrez le chien du doigt] **C'est un chien.**


Dis-moi comment s'appelle en français ce que tu vois sur chaque image. Tu es prêt(e) ?


Commençons.


1	Livre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
2	Crapaud/grenouille	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
3	Avion	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
4	Canard	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
5	Pantalon	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
6	Chèvre	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
7	Banane	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
8	Fleur	<input type="checkbox"/>	Correcte	<input type="checkbox"/>	Incorrecte	<input type="checkbox"/>	Pas de réponse
Nombre de réponses correctes							


Connaissance des Graphèmes

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Letter Knowledge (letter names and sounds)

 **Voici une page pleine de lettres et de groupes de lettres. Lis-moi ces lettres en me donnant leur nom ou leur son. Par exemple, cette lettre [Indiquez le "O" dans la ligne des exemples] se lit / O / comme dans le mot "POT". Pratiquons maintenant. Lis-moi ces lettres [Indiquez le "ou" dans le rang des exemples] :**

Si l'élève répond correctement, dites-lui : **Très bien, /ou/ comme dans le mot « vous ».**

Si l'élève ne répond pas correctement, dites-lui : **Ces lettres se lisent /ou/ comme dans le mot « vous ».**

Essayons une autre maintenant. Lis-moi cette lettre : [Indiquez le "t" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Très bien, /tél/ ou /t/.**

Si l'élève ne répond pas correctement, dites-lui : **Cette lettre se lit /tél/ ou /t/.**

Essayons encore un autre. Lis-moi ces lettres : [Indiquez le "ch" dans le rang des exemples] :


Si l'élève répond correctement, dites-lui : **Très bien, /ch/ comme dans le mot « chat ».**

Si l'élève ne répond pas correctement, dites-lui : **Ces lettres se lisent /ch/ comme dans le mot « chat ».**

Lorsque je dis "Commence", tu vas lire les lettres d'ici [montrez la première lettre et faites glisser votre doigt jusqu'à la dernière lettre de la ligne] jusqu'à là, ligne par ligne [montrez les lignes en glissant le doigt de la première lettre à la dernière lettre de la ligne]. A la fin d'une ligne, tu vas passer à la prochaine ligne. Tu es prêt(e) ? Commence."

Exemples : O ou T ch

1	2	3	4	5	6	7	8	9	10	
e	f	R	s	g	A	e	z	oi	L	10
oi	T	un	on	H	a	F	d	E	o	20
N	é	ou	M	T	L	T	an	c	ou	30
ç	x	m	gn	é	d	a	L	a	n	40
U	E	v	b	O	P	n	g	b	u	50
on	an	J	s	j	i	A	d	m	é	60
o	W	ou	L	f	c	S	p	Y	ch	70
i	Q	i	f	V	b	p	B	M	K	80
o	r	u	D	e	R	in	m	G	ch	90
z	T	V	C	v	an	i	p	s	q	100


 Durée restante (nombre de SECONDES)


 Nombre de lettres lues correctement


Cochez si un arrêt automatique


Lecture de Mots Familiars

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Familiar Words Reading

 **Voici une page avec des mots. Par exemple, ce mot [Indiquez le mot « ta » avec le doigt] se lit « ta ».** **Pratiquons maintenant. Lis-moi ce mot [Indiquez le mot “par” dans le rang des exemples] :**

Si l'élève répond correctement, dites-lui : **Très bien, « par ».**

Si l'élève ne répond pas correctement, dites-lui : **Ce mot se lit « par ».**



Essayons un autre maintenant. Lis-moi ce mot : [Indiquez le mot “lune” dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Très bien, « lune ».**

Si l'élève ne répond pas correctement, dites-lui : **Ce mot se lit « lune ».**


Lorsque je dis “Commence”, tu vas lire les mots d'ici [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne] jusqu'à là, ligne par ligne [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. A la fin d'une ligne, tu vas passer à la prochaine ligne. Tu es prêt(e) ?
Commence.


Exemples: ta par lune


1	2	3	4	5	
car	mal	tour	il	vache	5
peur	fleur	date	papa	bleu	10
bébé	lire	cri	abri	beau	15
faire	vélo	mur	or	sol	20
monde	peau	rougir	tu	pré	25
pain	pli	moto	ma	table	30
vol	douze	porter	carte	fil	35
posé	vole	été	chaise	ronde	40
sur	ami	sage	sa	clé	45
ou	vide	bol	fin	kilo	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


Lecture de Mots Inventés

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »

 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Invented/Non-word Decoding

 **Voici des mots que tu n'as peut-être jamais vus. Je voudrais que tu essayes de les lire. Par exemple, ce mot [Indiquez le mot « bi » avec le doigt] se lit « bi ». Pratiquons maintenant. Lis-moi ce mot [Indiquez le mot "tok" dans le rang des exemples] :**

Si l'élève répond correctement, dites-lui : **Très bien, « tok ».**

Si l'élève ne répond pas correctement, dites-lui : **Ce mot se lit « tok ».**

Essayons un autre maintenant. Lis-moi ce mot : [Indiquez le mot "sar" dans le rang des exemples] :

Si l'élève répond correctement, dites-lui : **Très bien, « sar ».**

Si l'élève ne répond pas correctement, dites-lui : **Ce mot se lit « sar ».**


Lorsque je dis "Commence", tu vas lire les mots d'ici [montrez le premier mot et faites glisser votre doigt jusqu'au dernier mot de la ligne] jusqu'à là, ligne par ligne [montrez les lignes en glissant le doigt du premier mot au dernier mot de la ligne]. A la fin d'une ligne, tu vas passer à la prochaine ligne. Tu es prêt(e) ? Commence.


Exemples: bi tok sar


1	2	3	4	5	
ol	taindé	tal	zode	lêpa	5
ima	duse	dreu	doupé	ul	10
bilba	fipe	oti	nour	nur	15
chane	ciko	raite	neul	rané	20
lorpe	sar	ja	blu	doul	25
bair	mouli	tipa	vaf	neau	30
zi	nube	bir	zopé	clo	35
nogir	saré	donré	ibrau	cla	40
bape	bige	vor	pro	moudir	45
toche	vè	plovi	til	flir	50
 Durée restante (nombre de SECONDES)					
 Nombre de mots lus correctement					
<input checked="" type="checkbox"/> Cochez si un arrêt automatique					<input type="checkbox"/>


Lecture et Compréhension d'un Texte

 Cahier de l'élève


 60 secondes

 Quand le chronomètre est à 0, dites, « **Arrête** »

 Si l'élève s'arrête pendant **3 SECONDES**, dites « **Continue** »




 Si l'élève ne fournit pas une bonne réponse sur la première ligne, dites « **Arrête** »

Reading Passage and Comprehension

 **Voici une courte histoire intitulée « Bilonda »** [montrez le titre du doigt]. **Je voudrais que tu lises à haute voix cette histoire. Lorsque tu auras terminé, je vais te poser quelques questions sur l'histoire. Lorsque je dis « Commence », lis cette histoire aussi bien que tu peux. Si tu arrives à un mot que tu ne connais pas, avance au prochain mot. Mets ton doigt sur chaque mot que tu lis. Je vais t'écouter. Es-tu prêt(e) ? Commence.**

PRENEZ le cahier de l'élève. Lisez les instructions à l'élève. Ensuite, lisez chaque question lentement et clairement. Après avoir lu chaque question, donnez 10 secondes à l'élève pour répondre à la question, marquez la réponse de l'élève comme correcte ou incorrecte et passez à la question suivante.

 **Maintenant, je vais te poser quelques questions au sujet de l'histoire que tu viens de lire. Essaie de répondre aussi bien que possible.**

TEXTE		QUESTIONS	REPONSES		
C'est le soir. Bilonda a faim.	6	Qui a faim ? [Bilonda]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Maman ne l'appelle pas. Le repas n'est pas encore sur la table.	18	Que manque-t-il sur la table ? [Le repas]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Bilonda va à la cuisine.	23	Où va Bilonda ? [À la cuisine]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Maman prépare le fufu. Le pondu et le poisson sont prêts. Toute la famille est à table.	40	Qu'est-ce que maman prépare ? [Le fufu, le pondu et le poisson]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
Bilonda est contente. Elle mange le plat qu'elle aime.	49	Pourquoi est-elle contente ? [Elle mange le plat qu'elle aime]	<input type="checkbox"/> Correcte	<input type="checkbox"/> Incorrecte	<input type="checkbox"/> Pas de réponse
			 <i>Durée restante (nombre de SECONDES)</i>		
			 <i>Nombre de mots lus correctement</i>		
			<input checked="" type="checkbox"/> <i>Cochez si un arrêt automatique</i>		
			<input type="checkbox"/>		
			 <i>Nombre de réponse correcte</i>		

Endline Student Questionnaire

2015	2019	Français	Kiswahili	Lingala	Ciluba
7	1	En quelle classe étais-tu l'an dernier ? 1e année 2e année 3e année 4e année 5e année Autre Ne sais pas/Refuse de répondre	Mwka ilio pita, ulikuwa mu somo la ngapi ? 1e année 2e année 3e année 4e année 5e année Ingine Sijuwi/Hakuna jibu	Na mobu moleki, azalaki na kelasi nini? 1e année 2e année 3e année 4e année 5e année Eyano esusu Ayebi te/Aboyi kopesa eyano	Uvua mu kalaasa kayi tshidimu tshishaala 1e année 2e année 3e année 4e année 5e année Muakulu mukuabu Kena mimanya to/Mubenga kuandamuna
8	2	Quelle langue parles-tu le plus souvent avec ta famille ? Français Lingala Ciluba Kiswahili Autre	Luga gani unasema na jamaa yako ? Kifaransa Lingala Ciluba Kiswahili Ingine	Lokota to monoko nini olobaka mingi na ndako? Lifalase Lingala Ciluba Kiswahili Eyano esusu	Muakulu kayi utu wakula bikola ni bantu ba mudiku dieba ? Fualanse Mangala Ciluba Cisawudi Muakulu mukuabu
9	3	Es-tu allé(e) en maternelle ? Oui Non Ne sais pas/Refuse de répondre	Uliingia katika shule ya watoto ya chini ya myaka sita au bustani ya watoto? Ndiyo Apana Sijuwi/Hakuna jibu	Otangaki na «maternelle» ? Iyo Te Ayebi te/Aboyi kopesa eyano	Utuku mubuele mu kalaasa ka bâna ba dibeele anyi mu tshilamininyu tshia bâna anyi? Eyowa To Kena mimanya to/Mubenga kuandamuna
12	4	Que fait ton maitre ou ta maitresse quand tu répons bien à une question ? (Ne lisez pas les réponses, entourez tout ce qui convient.) Rien Me félicite Me donne une récompense M'autorise à ne pas faire une corvée ou un devoir donné Autre Ne sais pas/Refuse de répondre	Mwalimu wako anafanya nini kama unaweza kwa zoezi ao kwa fundisho ? Hakuna Ananisifu Ananipatia tuzo Hakunipa ingine kazi ao zoezi fulani Ingine Sijuwi/Hakuna jibu	Molakisi wa yo asalaka nini soki oyanoli malamu na motuna ?	Ntshinganyi tshidi Mulongeshi webe wenza awudi wadamuna bimpe ku lunkonku ? Nansha bualu bumue Ungela kalumbandi Umpesha matabiishi Ungambila bua tshienji dinyoka anyi devuala mufila Tshikwabo tshintu Kena mumanya to/Mubenga kuandamuna

13	5	<p>Qu'est-ce que ton maitre ou ta maitresse fait normalement quand tu n'arrives pas à répondre à une question ou quand tu réponds mal ? <i>(Ne lisez pas les réponses, entourez tout ce qui convient.)</i></p> <p>Il ou elle reformule ou explique la question</p> <p>Il ou elle encourage l'élève à réessayer de répondre</p> <p>Il ou elle pose la question à un autre élève</p> <p>Il ou elle repose la question</p> <p>Il ou elle corrige l'élève mais ne le gronde pas</p> <p>Il ou elle fait sortir l'élève de la classe</p> <p>Il ou elle frappe l'élève</p> <p>Il ou elle envoie l'élève au coin</p> <p>Autre</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Mwalimu wako anafanya nini wakati haufike mda wa kujibu kwa swali au wakati unajibu vibaya?</p> <p>Anafafanua swali</p> <p>Anasifu mwanafunzi ajibu tena</p> <p>Anauliza jibu kwa mwanafunzi mwingine</p> <p>Anauliza tena swali</p> <p>Anaona ambayo mwanafunzi alifanya na hatamtobokeya</p> <p>Anatombokeya mwanafunzi</p> <p>Anatosha mwanafunzi darasani</p> <p>Anapiga mwanafunzi</p> <p>Anamtuma mwanafunzi nafasi ya pumziko</p> <p>Ingingine</p> <p>Sijuwii Hakuna jibu</p>	<p>Nini molakisi wa yo asalaka ntango okoki kopesa eyano te na motuna moko to ntango opesi eyano elamu te ?</p> <p>Atunaka motuna ndenge mosusu to alimbolaka motuna malamau</p> <p>Alendisaka moyekoli azongela kopesa eyano</p> <p>Atunaka moyekoli na mosusu</p> <p>Atunaka lisusu motuna mwango</p> <p>Abongisaka eyano ya moyekoli kasi asilikaka na ye te</p> <p>Asilikaka na moyekoli</p> <p>Abimisaka moyekoli na kelasi</p> <p>Abetaka moyekoli</p> <p>Atindaka moyekoli na suka ya kelasi</p> <p>Eyano esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Ntshinganyi tshitu mulongeshi webe wenza pa tshibidilu diba diudi kuyi ukumbana bua kuandamuna ku lunkonku anyi diba diudi wandamuna bibi?</p> <p>Udi wela lukonku munga mushindu anyi ulummvuija</p> <p>Udi ukankamika mulongi bua kuteeta tshiakabidi kuandamuna</p> <p>Udi wela mulongi mukuabo lukonku</p> <p>Udi welulula lukonku</p> <p>Udi ulongolola mulongi, kayi umutandisha to</p> <p>Udi utandisha mulongi</p> <p>Udi upatula mulongi mu kalaasa</p> <p>Udi ukuma mulongi</p> <p>Udi usombesha mulongi mu ditumba</p> <p>Bualu bukuabo</p> <p>Kena mumanya to/Mubenga kuandamuna</p>
14	6	<p>Que fait normalement le maitre ou la maitresse lorsqu'un élève ne se comporte pas bien ? <i>(Ne lisez pas les réponses, entourez tout ce qui convient.)</i></p> <p>Il/elle ne fait rien</p> <p>Il/elle corrige l'élève mais ne le gronde pas</p> <p>Il/elle gronde l'élève</p> <p>Il/elle fait sortir l'élève de la classe</p> <p>Il/elle frappe l'élève</p> <p>Il/elle envoie l'élève au coin</p> <p>Il/elle demande à l'élève de se mettre à genoux</p> <p>Autre</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Nini ambayo mwalimu anafanya wakati mwanafunzi hajikamate mzuri?</p> <p>Hawafanye kitu</p> <p>Anasifu mwanafunzi lakini hakumutombokeyae</p> <p>Wanatombokeya mwanafunzi</p> <p>Wanamtosha mwanafunzi darasani</p> <p>Wanampiga mwanafunzi</p> <p>Wanamtuma mwanafunzi pembeni</p> <p>Wanaambia mwanafunzi apige magoti</p> <p>Ingingine</p> <p>Sijuwii/Hakuna jibu</p>	<p>Nini molakisi asalaka soki moyekoli azali na ezaleli elamu te?</p> <p>Asalaka eloko te</p> <p>Abongisaka moyekoli kasi basilikaka na ye te</p> <p>Asilikaka na moyekoli</p> <p>Abimisaka moyekoli na kelasi</p> <p>Abetaka moyekoli</p> <p>Atindaka moyekoli na suka ya kelasi</p> <p>Afukamisaka moyekoli (atindaka moyekoli afukama)</p> <p>Eyano esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Ntshinganyi tshitu mulongeshi wenza pa tshibidilu padi mulongi kayi ne ngenzulu mulenga ?</p> <p>Keena wenza bualu nansha bumue</p> <p>Udi ulongolola mulongi, kayi umutandisha to</p> <p>Udi utandisha mulongi</p> <p>Udi upatula mulongi mu kalaasa</p> <p>Udi ukuma mulongi</p> <p>Udi usombesha mulongi mu ditumba</p> <p>Udi ulomba mulongi bua atua binu</p> <p>Bukuabo bualu</p> <p>Kena mumanya to/Mubenga kuandamuna</p>
15	7	<p>Est-ce que tu as eu des devoirs à domicile la semaine dernière ?</p> <p>Oui</p> <p>Non</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Ulipata mazoezi za nyumbani ambayo ulifanya juma jana?</p> <p>Ndiyo</p> <p>Apana</p> <p>Sijuwii/Hakuna jibu</p>	<p>Ozwaki misala mya kelasi mposo eleki?</p> <p>Iyo</p> <p>Te</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Uvua ne midimu ya kuenza ku nzubu lumingu lushaala anyi ?</p> <p>Eyowa</p> <p>To</p> <p>Kena mumanya to/Mubenga kuandamuna</p>
16	8	<p>Est-ce que ton maitre ou ta maitresse a vérifié le dernier devoir que tu as rendu ?</p> <p>Oui</p> <p>Non</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Mwalimu wako aliangalia zoezi ya nyumbani ya mwisho ambayo ulifanya ?</p> <p>Ndiyo</p> <p>Apana</p> <p>Sijuwii/Hakuna jibu</p>	<p>Molakisi wa yo atalaki misala/devuale mwa kelasi mwa suka opesaki ye ?</p> <p>Iyo</p> <p>Te</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Mulongeshi weba uvua mutangila midimu webe wa ndekeelu uvua mupingaja anyi ?</p> <p>Eyowa</p> <p>To</p> <p>Kena mumanya to/Mubenga kuandamuna</p>

17	9	Quand tu as des devoirs, est-ce que quelqu'un t'aide à les faire à la maison ? Oui Non Ne sait pas/Refuse de répondre	Wakati una mazoezi ya nyumbani, kuna ule ambaye anakusaidia nyumbani ? Ndiyo Apana Sijuwii/Hakuna jibu	Ntango ozalaka na misala/devuale mya kelasi ya kosala na ndako, ozwaka lisalisi lya moto mosusu? Iyo Te Ayebi te/Aboyi kopesa eyano	Paudi ne midimu ya kuenza, kudi muntu udi ukuambuluisha bua kuyenza ku nzubu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
18	10	Si oui, qui t'aide à faire tes devoirs à la maison ? (Entourez tout ce qui convient.) Frère/sœur Mère/père Grand-parent Autre Ne sait pas/Refuse de répondre	Kama ni ndiyo, nani ambaye anakusaidia kufanya mazoezi zako nyumbani ? Kaka/dada Mere/pare Grand-parent Ingine Sijuwii/Hakuna jibu	Soki iyo, nani asalisaka yo mpo na kosala misala/devuale mya yo mya kelasi na ndako ? Ndeko-mobali/ndeko-mwasi Mama/tata Nkoko Moto mosusu Ayebi te/Aboyi kopesa eyano	Piikala muitabe ne mmomu, udi ukuambuluisha bua kuenza midimu yo kuanza ku nzubu nganyi ? Muaneetu wa balume / muaneetu wa bakaji Maamu/ taatu Nyinka (Kaku) Mukuabo muntu Kena mumanya to/Mubenga kuandamuna
19	11	Est-ce que tu as mangé quelque chose avant de venir à l'école aujourd'hui ? Oui Non Ne sait pas/Refuse de répondre	Ulikula kitu kidogo mbele ukuje shuleni leo ? Ndiyo Apana Sijuwii/Hakuna jibu	Olyaki mwa eloko yambo ya koya na eteyelo lelo ? Iyo Te Ayebi te/Aboyi kopesa eyano	Udiku mudia kantu kumpala kua kulua mu kalaasa lelu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
21	12	Te sens-tu en sécurité lorsque que tu te rends à l'école et lorsque tu rentres ? Oui Non Ne sait pas/Refuse de répondre	Unajisikia mu usalama wakati unaenda shuleni na wakati unarudia ? Ndiyo Apana Sijuwii/Hakuna jibu	Ozalaka na bokengi ntango okendeke eteyelo mpe ntango ozongaka na ndako? Iyo Te Ayebi te/Aboyi kopesa eyano	Kuena umvua bowa paudi uya mu kalaasa ne paudi upinguluka anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna
22	13	Te sens-tu en sécurité à l'école ? Oui Non Ne sait pas/Refuse de répondre	Unajisikia mu usalama wakati uko shuleni ? Ndiyo Apana Sijuwii/Hakuna jibu	Ozalaka na bokengi na eteyelo ? Iyo Te Ayebi te/Aboyi kopesa eyano	Kuena umvua bowa mu kalaasa anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
23	14	Est-ce que ta famille paie des frais scolaire dans cet établissement ? Oui Non Ne sait pas/Refuse de répondre	Jamaa yako wanalipa makuta za masomo katika shule hili? Ndiyo Apana Sijuwii/Hakuna jibu	Libota lya yo lifutaka mosolo mwa boyekoli na eteyelo eye ? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiku dyebe didi difuta mfualanga ya kalaasa mu tshilongelu etshi anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna

24	15	<p>Qu'est-ce que le directeur/la directrice fait lorsque tu n'as pas payé les frais scolaires ?</p> <p>Il ne fait rien</p> <p>Il me renvoie à la maison</p> <p>Il me gronde</p> <p>Il ne me donne pas de notes ou de bulletin</p> <p>Il me donne davantage de travail à l'école</p> <p>Il me demande de m'asseoir dans un coin</p> <p>Il me frappe</p> <p>Autre</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Nini ambayo Kihongonzi ya masomo anafanyaka wakati haulipe makuta za masomo?</p> <p>Hawafanyake kitu</p> <p>Ananirudishaka nyumbani</p> <p>Ananitombokeyaka</p> <p>Anakatalaka kunipatiya</p> <p>Ananipatiyaka ma kazi za kufanya ma</p> <p>Ananitumaka pembeni</p> <p>Ananipigaka</p> <p>Ingine</p> <p>Sijuwi/Hakuna jibu</p>	<p>Ni dileketele asalaka soki ofuti nayino kelasi te ?</p> <p>Asalaka oloko te</p> <p>Azongisaka ngai na ndako</p> <p>Asilikelake ngayi</p> <p>Aboyaka kopesa ngayi</p> <p>Apesaka ngayi mosala ya kisalo na eteyelo</p> <p>Atindaka ngayi kofanda na na suka ya kelasi</p> <p>Abeteke ngayi</p> <p>Eyano esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Nsthinganyi tshitu mulongeshi mukulu wenza pawudi kuyi mufuta fualanga ya kalasa?</p> <p>Kena wenza bualu nansha bumue</p> <p>Udi umpingaja nkuzu</p> <p>Udi untandisha</p> <p>Kena umpesha bipeta nansha biletin too</p> <p>Udi umpesha midimu ya bungi mu kalasa</p> <p>Udi undomba bua somba mu ditumba</p> <p>Udi ukuma</p> <p>Diandamuna dikuabo</p> <p>Kena mumanya to/Mubenga kuandamuna</p>
25	16	<p>Étais-tu absent(e) à l'école la semaine dernière ? Si oui, pourquoi ? <i>(Ne lisez pas les réponses, entourez simplement tout ce qui convient.)</i></p> <p>Non, je n'étais pas absent(e)</p> <p>Oui, parce que j'étais malade</p> <p>Oui, parce que j'avais du travail à faire à la maison</p> <p>Oui, parce que je devais m'occuper d'un des membres de ma famille</p> <p>Oui, parce que je n'avais pas de moyen de transport ou mon moyen de transport était en retard</p> <p>Oui, à cause du mauvais temps</p> <p>Oui, à cause d'une urgence</p> <p>Oui, parce que c'était trop dangereux d'aller à l'école</p> <p>Oui, parce que c'était trop dangereux d'être à l'école</p> <p>Oui, parce que je m'étais réveillé(e) en retard</p> <p>Oui, parce que je n'avais pas trouvé mon uniforme ou parce que mon uniforme n'était pas prêt le matin</p> <p>Oui, parce que le maître/la maîtresse et les autres élèves me maltraitent à l'école</p> <p>Oui, pour une autre raison</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Kuna wakati haukufike shuleni juma jana ?</p> <p>Kama ndiyo, kwa nini haukufika?</p> <p>Hapana, sikushindia</p> <p>Ndiyo, kwa sababu nilikuwa mgonjwa</p> <p>Ndiyo, kwa sababu nilikuwa na kazi ya kufanya nyumbani</p> <p>Ndiyo, kwa sababu nilikuwa na yakufanya na wandugu ya jamaa</p> <p>Ndiyo, kwa sababu sikupate makuta ya tiketi ao makuta yangu ya tiketi ilifika nyuma</p> <p>Ndiyo, kwa sababu ya wakati mbaya</p> <p>Ndiyo, kwa sababu kulikuwa lazima</p> <p>Ndiyo, kwa sababu kulikuwa shida ya kuenda shuleni</p> <p>Ndiyo, kwa sababu ni vigumu kukuwa shuleni</p> <p>Ndiyo, kwa sababu nililamuka nyuma ya saa</p> <p>Ndiyo, kwa sababu sikupate nguo yangu ao kwa sababu nguo yangu haikukuwa tayari busubui</p> <p>Ndiyo, kwa sababu walimu na wanafunzi wengine wananikamata vibaya shuleni</p> <p>Ndiyo, kwa sababu ya mambo mengine (kufafanua)</p> <p>Sijuwi/Hakuna jibu</p>	<p>Ozangaki kelasi mposo eleki ? Soki iyo, ozangaki mpo na nini ?</p> <p>Te, nazangi te</p> <p>Iyo, nazalaki kobebe/nabeleki</p> <p>Iyo, nazalaki na mosala (mwa kosala) na ndako</p> <p>Iyo, nasengelaki kobatela (kokengele)</p> <p>moi-libota Iya ngai moko</p> <p>Iyo, nazangaki motuka to motuka moyaki sima</p> <p>Iyo, likolo lizalaki malam te (mbula)</p> <p>Iyo, mpo na likambo lyoko Iya mbalakaka</p> <p>Iyo, kokende eteyelo ezalaki likama</p> <p>Iyo, kozala na (kati ya) eteyelo ezali likama makasi</p> <p>Iyo, nalamukaki noki te</p> <p>Iyo, namonoki (inifome) elemba ya ngai te to (inifome) to elamba ya ngai ezalaki malam te na ntongo</p> <p>Iyo, Molakisi mpe bayekoli basusu</p> <p>Iyo, banyokoloko ngai na eteyelo</p> <p>Iyo, mpo na ntina esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Uvua kuyi mubuela mu kalaasa lumingu ludi lupite kunyima anyi ? Piikalaye muambe ne mmomu, uvua mushaaladile tshinganyi ?</p> <p>To, tshivwa mushaale</p> <p>Eyowa, bualu mvua nsaama</p> <p>Eyowa, bualu mvua ne mudimu wa kwenza ku mbelu</p> <p>Eyowa, bualu mvua ne tshia kutangila umwe wa mu diiku dianyi</p> <p>Eyowa, bualu tshivua ne mushindu wa lwendu to anyi uvua mulwa ne lujooku</p> <p>Eyowa, bua kuulu kubi</p> <p>Eyowa, bua bualu bua tshimpitshimpi</p> <p>Eyowa, bualu bivwa njiu munene bua kuya mu kalaasa</p> <p>Eyowa, bualu bivwa njiu munene bua kuikala mu kalaasa</p> <p>Eyowa, ndi mujuke ku tulu ne lujooku</p> <p>Eyowa, bualu tshivwa mumone tshilamba tshianyi tshia kalaasa anyi tshilamba tshianyi tshia kalaasa katshivua pabuipi mu dinda to</p> <p>Eyowa, bualu balongeshi ne balongi bakwabo badi bangangata bibi mu kalaasa</p> <p>Bualu bukuabo</p> <p>Kena mumanya to/Mubenga kuandamuna</p>

26	17	<p>Es-tu arrive(e) en retard la semaine dernière ? Si oui, pourquoi étais-tu en retard ? <i>(Ne lisez pas les réponses, entourez simplement tout ce qui convient.)</i></p> <p>Non, je ne suis pas arrivé(e) en retard la semaine dernière</p> <p>Oui, parce que j'étais malade</p> <p>Oui, parce que j'avais du travail à faire à la maison</p> <p>Oui, parce que je devais m'occuper d'un des membres de ma famille</p> <p>Oui, parce que je n'avais pas de moyen de transport ou mon moyen de transport était en retard</p> <p>Oui, à cause du mauvais temps</p> <p>Oui, à cause d'une urgence</p> <p>Oui, parce que c'est trop dangereux d'aller à l'école</p> <p>Oui, parce que c'est trop dangereux d'être à l'école</p> <p>Oui, parce que je me suis réveillé(e) en retard</p> <p>Oui, parce que je ne trouvais pas mon uniforme ou parce que mon uniforme n'était pas prêt le matin</p> <p>Oui, parce que le maitres/la maîtresses et les autres élèves me maltraitent à l'école</p> <p>Oui, pour une autre raison</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Ulifika nyuma juma jana ? Kama ndiyo, juu ya nini ulifika nyuma ?</p> <p>Apana, sikufika nyuma juma jana</p> <p>Ndiyo, kwa sababu nilikuwa mgonjwa</p> <p>Ndiyo, kwa sababu nilikuwa na kazi ya kufanya nyumbani</p> <p>Ndiyo, kwa sababu ninapashwa kuangalia ndugu moja wa jamii</p> <p>Ndiyo, kwa sababu sikupata makuta ao nginsi ilikuwa nyuma</p> <p>Ndiyo, kwa sababu ya wakati mbaya</p> <p>Ndiyo, kwa sababu ya lazima</p> <p>Ndiyo, kwa sababu ni vigumu kuenda shuleni</p> <p>Ndiyo, kwa sababu ni vigumu kukuwa shuleni</p> <p>Ndiyo, kwa sababu nililamuka nyuma</p> <p>Ndiyo, kwa sababu sikuone nguo yangu ao sababu nguo yangu haikukuwe tayari busubui</p> <p>Ndiyo, kwa sababu walimu wanaume/walimu wanawake na wanafunzi wengine wananikamata vibaya shuleni</p> <p>Ndiyo, ingine</p> <p>Sijuwi/Hakuna jibu</p>	<p>Mposo eleki okomaki sima/letale ? Soki iyo, mpo na nini okomaki sima/letale ?</p> <p>Te, mposo eleki nakomaki sima te</p> <p>Iyo, nabeleki/nazalaki kobebe</p> <p>Iyo, nazalaki na mosala (mwa kozala) na ndako</p> <p>Iyo, nasengelaki kobatela (kokengele)</p> <p>moi-libota Iya ngai moko</p> <p>Iyo, nazangaki motuka to motuka moyaki sima</p> <p>Iyo, likolo lizalaki malam te (mbula)</p> <p>Iyo, mpo na likambo lyoko Iya mbalakaka</p> <p>Iyo, kokende eteyelo ezalaki likama</p> <p>Iyo, kozala na (kati ya) eteyelo ezali likama makasi</p> <p>Iyo, nalamukaki noki te</p> <p>Iyo, namonoki (inifome) elemba ya ngai te to (inifome) to elamba ya ngai ezalaki malam te na ntongo</p> <p>Iyo, Molakisi mpe bayekoli banyokoloko ngai na eteyelo</p> <p>Iyo, mpo na ntina esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Udi mufike kunyima lumingu lupite anyi ?</p> <p>Piikalaye muitabe ne eyowa, bua tshinyi uvua mufike kunyima?</p> <p>To, tshiena mufika kunyima lumingu lupita</p> <p>Eyowa, mvua nsaama</p> <p>Eyowa, bualu mvua ne mudimu wa kuenza ku mbelu</p> <p>Eyowa, bualu mvua ne tshia kutangila bena mu diiku dyanyi</p> <p>Eyowa, bualu tshivwa ne mushindu wa luendu to anyi uvua muluane lujooku</p> <p>Eyowa, bua kuulu kubi</p> <p>Eyowa, bua bualu bua tshimpitshimpi</p> <p>Eyowa, bualu bivua njiu minene bua kuya mu kalaasa</p> <p>Eyowa, bualu bivwa njiu munene bua kwikala mu kalaasa</p> <p>Eyowa, ndi mujuke ku tulu ne lujooku</p> <p>Eyowa, bualu tshivua mumone tshilamba tshianyini tshia kalaasa anyi tshilamba tshinyi tshia kalaasa katshivua pabwupi mu dinda to</p> <p>Eyowa, bualu balongeshi ne balongi bakuabo badi bangangata bibi mu kalaasa</p> <p>Eyowa, bua bualu bukuabo</p> <p>Kena mumanya to/Mubenga kuandamuna</p>
27	18	<p>Que fait le maître ou la maitresse normalement lorsqu'un élève arrive en retard ? <i>(Ne lisez pas les réponses, entourez simplement tout ce qui convient.)</i></p> <p>Il/elle ne fait rien</p> <p>Il/elle parle à l'élève mais ne le gronde pas</p> <p>Il/elle gronde l'élève</p> <p>Il/elle fait sortir l'élève de la classe</p> <p>Il/elle frappe l'élève</p> <p>Il/elle envoie l'élève au coin de la classe</p> <p>Il/elle demande à l'enfant de se mettre à genoux</p> <p>Autre</p> <p>Ne sait pas/Refuse de répondre</p>	<p>Nini ambayo mwalimu anafanya wakati mwanafunzi anafika nyuma ?</p> <p>Hawafanye kitu</p> <p>Anaongea na mwanafunzi lakini hakumutombikea Anatombokea mwanafunzi</p> <p>Anamtosha mwanafunzi nje ya darasa</p> <p>Anampiga mwanafunzi</p> <p>Anamtuma mwanafunzi pembeni</p> <p>Anamuambia mwanafunzi apige magoti</p> <p>Ingene</p> <p>Sijuwi/Hakuna jibu</p>	<p>Molakisi asalaka nini soki moyekoli ayei sima ?</p> <p>Asalaka eloko yoko te</p> <p>Asololaka na moyekoli kasi asilikaka na ye te</p> <p>Asilikaka na moyekoli</p> <p>Abimisaka moyekoli na kelasi</p> <p>Abetaka moyekoli</p> <p>Atindaka moyekoli na suka ya kelasi</p> <p>Afukamisaka moyekoli (atindaka moyekoli afukama)</p> <p>Eyano esusu</p> <p>Ayebi te/Aboyi kopesa eyano</p>	<p>Tshinganyi tshidi mulongeshi wenza pa tshibidilu padi mulongi ufika ne lujooko mu kalaasa?</p> <p>Kena wenza bualu nansha bumue</p> <p>Udi wakula nende, kadi kayi umutandisha to</p> <p>Udi untandisha</p> <p>Udi upatula mulongi mu kalaasa</p> <p>Udi ukuma mulongi</p> <p>Udi utuma mulongi mu ditumba</p> <p>Udi wambila mulongi bua atua binu</p> <p>Dyandamuna dikuabo</p> <p>Kena mumanya to/Mubenga kuandamuna</p>

29	19	En dehors des livres scolaires, est-ce que tu as des livres que tu peux lire à la maison ? Oui Non Ne sait pas/Refuse de répondre	Nyuma ya vitabu vya masomo, una vitabu vingine ambavyo unaweza kusoma nyumbani? Ndiyo Apana Sijuwii/Hakuna jibu	Longola buku ya kelasi, ozali na buku isusu okoki kotanga na ndako ? Iyo Te Ayebi te/Aboyi kopesa eyano	Pa kumbusha mikanda ya mu kalaasa, udiku ne mikanda iudi mua kubala ku nzubu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
30	20	Pendant la semaine, combien de fois as-tu lu à haute voix à quelqu'un d'autre à la maison ? Non, jamais Une fois par semaine Plusieurs fois par semaine Tous les jours Ne sait pas/Refuse de répondre	Katika juma, ni mara ngapi unasoma kwa sauti kubwa kwa mtu mwingine kunyumba ? Apana; Hata kidogo Mara moja kwa juma Mara nyigi kwa juma Siku zote Sijuwii/Hakuna jibu	Na mposho yoko, mbala boni otangelaka na mongongo makasi moto moko na ndako? Te, mokolo moko te Mbala yoko na mposho Mbala nzike na mposho Mikolo minso Ayebi te/Aboyi kopesa eyano	Mu lumingu, misangu bungi munyi iwutu ubadila muntu mukuabu ne diyi dikole ku mbelu ? To, kashidi Musangu umue ku lumingu Misangu ya bungi ku lumingu Matuku onso Kena mumanya to/Mubenga kuandamuna
31	21	Pendant la semaine, est-ce que quelqu'un lit pour toi des histoires à la maison ? Si oui, combien de fois ? Non, jamais Une fois par semaine Plusieurs fois par semaine Tous les jours Ne sait pas/Refuse de répondre	Ndani ya juma, kuna mtu ambaye anakusomea hadisi nyumbani ? Kama ndiyo, mara ngapi? Apana; Hata kidogo Mara moja kwa juma Mara nyigi kwa juma Siku zote Sijuwii/Hakuna jibu	Na mposho, moto moko atangelaka yo buku na ndako ? Soki iyo, mbala boni ? Te, mokolo moko te Mbala yoko na mposho Mbala nzike na mposho Mikolo minso Ayebi te/Aboyi kopesa eyano	Munkatshi mwa lumingu, muntu kampanda utu ukubadila mikanda ku nzubu anyi ? To, kashidi Musangu umue ku lumingu Misangu ya bungi ku lumingu Matuku onso Kena mumanya to/Mubenga kuandamuna
32	22	Est-ce que vous avez l'électricité à la maison ? Oui Non Ne sais pas/Refuse de répondre	Muna moto wa umeme nyumbani? Ndiyo Apana Sijuwii/Hakuna jibu	Bozali na lotiliki na ndako ? Iyo Te Ayebi te/Aboyi kopesa eyano	Nudi ne nzembu ku mbelu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
33	23	Est-ce que ta famille a une radio ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina radio? Ndiyo Apana Sijuwii/Hakuna jibu	Libota Iya yo lizali na "radio" ? Iyo Te Ayebi te/Aboyi kopesa eyano	Diku diebe didi ne tshisanji tshia aladyoo anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
34	24	Est-ce que ta famille a une télévision ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina télévision ? Ndiyo Apana Sijuwii/Hakuna jibu	Libota Iya yo lizali na televizyo? Iyo Te Ayebi te/Aboyi kopesa eyano	Diku diebe didi ne tshisanji tshidi tshi leja bindidimbi anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna
35	25	Est-ce que ta famille a une voiture ou moto ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina gari au pikipiki ? Ndiyo Apana Sijuwii/Hakuna jibu	Libota Iya yo lizali na vwatili/moto ? Iyo Te Ayebi te/Aboyi kopesa eyano	Diku diebe didi ne mashinyi a kuendela anyi tshitukutuku anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna
36	26	Est-ce que ta famille a un vélo ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina kinga? Ndiyo Apana Sijuwii/Hakuna jibu	Libota Iya yo lizali na velo to kinga? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiiku diebe didi ne dikalu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna

37	27	Est-ce que ta famille a une cuisine à l'intérieur de la maison ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina mafiga ndani ya nyumba ? Ndiyo Apana Sijuwii/Hakuna jibu	Libota lya yo lizali na kuku na kati ya ndako ? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiku diebe didi ne tshikuku munda mua nzubu anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
38	28	Est-ce que ta famille a un ordinateur ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina ordinateur ? Ndiyo Apana Sijuwii/Hakuna jibu	Libota lya yo lizali na odinatele? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiku diebe didi ne tshiamua tshia kufunda natshi mikanda anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
39	29	Est-ce que ta famille a un frigo ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina frigo? Ndiyo Apana Sijuwii/Hakuna jibu	Libota lya yo lizali na filigo ? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiku diebe didi ne tshiamua tshitu tshilama mashika (firko) anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
40	30	Est-ce que ta famille a un téléphone ? Oui Non Ne sais pas/Refuse de répondre	Jamaa yako ina telefoni? Ndiyo Apana Sijuwii/Hakuna jibu	Libota lya yo lizali na telefone? Iyo Te Ayebi te/Aboyi kopesa eyano	Diiku diebe didi kamua ka kuakula nako anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna
41	31	Quel type de toilettes ta famille utilise à la maison ? (<i>Lisez les possibilités de réponses à haute voix.</i>) Pas de toilettes Latrine à fosse hors de la maison Toilette à chasse hors de la maison Toilette à chasse dans la maison Autre Ne sait pas/Refuse de répondre	Ni WC/choo ya aina gani jamaa yako inatumiya kunyumba ? Hakuna choo Choo inje ya nyumba Choo ndani ya nyumba Sijuwii/Hakuna jibu	Libota lya yo lizali na zongo ya lolenge kani libota na yo esalelaka na ndako ? Zongo ezali to Zongo ya libanda Zongo na kati ya ndako Ayebi te/Aboyi kopesa eyano	Kumba ya mushindu kayi inudi nayi kuenu ? Kakuena nkumba Kumba wa pambelu Kumba wa mu nzubu Kena mumanya to/Mubenga kuandamuna
44	32	Est-ce que ta mère sait lire ? Oui Non Ne sait pas/Refuse de répondre	Mama yako anajua kusoma ? Ndiyo Apana Sijuwii/Hakuna jibu	Mama wa yo ayebi kotanga ? Iyo Te Ayebi te/Aboyi kopesa eyano	Mamuebe udi mumanya kubala anyi ? Eyowa To Kena mumanya to/Mubenga kuandamuna
45	33	Est-ce que ton père sait lire ? Oui Non Ne sait pas/Refuse de répondre	Baba yako anajua kusoma ? Ndiyo Apana Sijuwii/Hakuna jibu	Tata wa yo ayebi kotanga ? Iyo Te Ayebi te/Aboyi kopesa eyano	Tatuebe udi mumanya kubala anyi? Eyowa To Kena mumanya to/Mubenga kuandamuna

Endline Teacher Questionnaire

- Les enseignants sélectionnés pour cet entretien doivent impérativement enseigner le français en 4e année ou une langue nationale (lingala, kiswahili ou tshiluba) en 2e année.
- Demandez à l'enseignant(e) de répondre à chacune des questions à l'oral, comme dans un entretien.
- Ne lisez pas les possibilités de réponses à l'enseignant(e) à moins que les consignes ne vous demandent de le faire.
- Attendez que l'enseignant(e) réponde à chacune des questions puis choisissez la réponse qui correspond le mieux à sa réaction.
- Pour la plupart des questions, une seule réponse est autorisée. Les consignes indiquent les exceptions.

Formulaire de consentement de l'enseignant(e) (à lire à voix haute à l'enseignant(e))

Bonjour, je m'appelle _____.

- Mes collègues et moi menons des évaluations des compétences en lecture des élèves de deuxième et quatrième année dans des établissements ciblés.
- Dans le cadre de nos recherches, nous recueillons également des informations sur la gestion des établissements scolaires pour en savoir plus sur les conditions et les pratiques qui peuvent avoir un effet sur les compétences en lecture des élèves.
- Cet établissement a été sélectionné au hasard pour participer à cette étude. Votre participation est très importante mais vous n'êtes pas tenu(e) de participer à l'étude si vous ne souhaitez pas le faire.
- Si vous acceptez de participer à cette étude, je vous poserai quelques questions sur vos activités normales à l'école. Cela devrait prendre environ 15 à 20 minutes.
- Votre nom ne sera PAS inscrit sur le formulaire et ne sera mentionné nulle part dans les données du sondage. Les résultats de cette évaluation seront remis au Ministère de l'enseignement primaire, secondaire et professionnel, aux bailleurs de fonds et à d'autres acteurs du secteur éducatif. Ils utiliseront les résultats pour identifier les domaines dans lesquels un soutien supplémentaire peut être nécessaire pour améliorer les compétences en lecture dans les classes du primaire. Les informations fournies lors des entretiens avec les enseignants seront anonymes et ne seront pas soumises à l'établissement. Elles seront plutôt combinées avec les résultats du sondage de nombreux autres établissements.
- Nous pensons que vous ne courez aucun risque en participant à cette recherche.
- Vous ne profiterez pas à titre personnel de la participation à cet entretien. Toutefois, vos réponses seront utilisées pour aider à soutenir l'amélioration de l'apprentissage de la lecture dans les classes du primaire en République Démocratique du Congo.
- Encore une fois, vous n'êtes pas obligé(e) de participer à l'étude si vous ne souhaitez pas le faire. Une fois que nous aurons commencé, si vous préférez ne pas répondre à certaines questions, ce n'est pas un problème. Souhaitez-vous participer à l'étude ?

Consentement donné par l'enseignant(e) (entourez la réponse qui convient pour indiquer que le consentement a été donné) : OUI NON

2015	2019		
1.	1	Sexe	Homme.....0 Femme.....1
2.	2	Quelle est votre langue maternelle ?	Français.....1 Lingala.....2 Swahili.....3 Tshiluba.....4 Autre:.....5 Ne sait pas/Sans réponse.....-8
3.	3	Quel est votre niveau d'études ?	Diplôme de l'enseignement secondaire.....1 Graduat.....6 Licence.....7 Master.....3 Doctorat.....4 Autre :.....5 Ne sait pas/Sans réponse.....-8

4.	4	Quelle est votre qualification d'enseignement ?	Aucune0 Diplôme de l'enseignement secondaire 1 D4A D4N2 D6A D6N3 Graduat G34 Autre:.....5 Ne sait pas/Sans réponse -8
5.	5	Pour ce qui est des salaires, êtes-vous mécanisé(e) et payé(e) ?	Non mécanisé0 Mécanisé(e) et non payé(e) 1 → Si non payé (0 ou 1), passez à la question 8 Mécanisé(e) et payé(e)2 Ne sait pas/Sans réponse -8
6.	6	Habituellement, comment recevez-vous votre salaire ?	Le reçoit à l'école 1 Le reçoit en personne à la banque2 Le reçoit automatiquement dans son compte bancaire.....3 Ne sait pas/Sans réponse -8
7.	7	Êtes-vous payé(e) à temps ?	Jamais0 Presque jamais 1 Parfois2 La plupart du temps3 Tout le temps4 Ne sait pas/Sans réponse -8
8.	8	Au cours de votre formation initiale, avez-vous été formé(e) à la didactique de la lecture (c.-à-d. comment enseigner la lecture) ?	Non0 Oui..... 1 Ne sait pas/Sans réponse -8 → Si Q4 = 0, ne pas demander
9.	9	Avez-vous déjà suivi une formation continue portant sur la didactique de la lecture (c.-à-d. comment enseigner la lecture) ?	Non0 Oui..... 1 Ne sait pas/Sans réponse -8 → Si non, passez à la question 12
	10	Qui a organisé la dernière formation continue portant sur la didactique de la lecture que vous avez reçu ? (Sélectionnez toutes les réponses qui s'appliquent)	ACCELERE !.....0 Ministère de l'éducation (MEPSP) 1 Une autre structure2 Ne sait pas/Sans réponse -8
10.	11	Pensez-vous que vous avez été en mesure d'utiliser ce que vous avez appris lors des formations continues sur la didactique de la lecture dans votre classe ?	Non0 Oui..... 1 Ne sait pas/Sans réponse -8
	12	En quelle langue enseignez-vous principalement la lecture aux élèves ?	Français..... 1 Lingala2 Swahili3 Tshiluba4 Autre :.....5 Ne sait pas/Sans réponse -8
	13	Pour l'année scolaire 2018-2019, avez-vous reçu le guide de l'enseignant du projet ACCELERE !?	Non0 → Si non, passez à la question 17 Oui..... 1 Ne sait pas/Sans réponse -8
	14	Quand l'avez-vous reçu ?	Pendant la formation.....0 Durant le 1 ^{er} trimestre (jan-déc) 1 Durant le 2 ^{ème} trimestre (jan-mars)2 Durant le 3 ^{ème} trimestre (avr-juin)3 Autre.....4 Ne sait pas/Sans réponse -8
	15	Avez-vous été en mesure d'utiliser le guide de l'enseignant ?	Non0 Oui..... 1 Ne sait pas/Sans réponse -8 → Si non, passez à la question 17

	16	Combien de fois par semaine l'avez-vous utilisé pour enseigner la lecture durant l'année scolaire 2018-2019 ?	Moins de 1 fois par semaine.....0 1 à 2 fois par semaine 1 3 à 4 fois par semaine 2 Chaque jour (5 ou 6 fois par semaine) 3 Ne sait pas/Sans réponse -8
	17	Pour l'année scolaire 2018-2019, vos élèves ont-ils reçu des livrets de lecture du projet ACCELERE !?	Non 0 → Si non, passez à la question 21 Oui..... 1 Ne sait pas/Sans réponse -8
	18	Quand vos élèves ont-ils reçu ces livrets ?	Pendant la formation.....0 Durant le 1 ^{er} trimestre (jan-déc) 1 Durant le 2 ^{ème} trimestre (jan-mars) 2 Durant le 3 ^{ème} trimestre (avr-juin) 3 Autre..... 4 Ne sait pas/Sans réponse -8
	19	Avez-vous reçu suffisamment de livrets pour les élèves ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
	20	Combien de fois par semaine vos élèves ont-ils utilisé ces livrets durant l'année scolaire 2018-2019 ?	Moins de 1 fois par semaine.....0 1 à 2 fois par semaine 1 3 à 4 fois par semaine 2 Chaque jour 3 Ne sait pas/Sans réponse -8
	21	Est-ce que vos élèves partent chez eux avec des livres de lecture ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
J'aimerais maintenant vous poser quelques questions sur votre classe et les élèves que vous avez cette année.			
11.	22	Dans votre classe, offrez-vous des cours à des élèves de plusieurs classes/niveaux en même temps (c.-à-d. classe multigrade) ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
12.	23	Combien y a-t-il de garçons inscrits dans cette classe ?	Garçons <input type="text"/> Ne sait pas/Sans réponse -8
13.	24	Combien y a-t-il de filles inscrites dans cette classe ?	Filles..... <input type="text"/> Ne sait pas/Sans réponse -8
14.	25	Combien de garçons de votre classe sont des redoublants ?	Garçons <input type="text"/> Ne sait pas/Sans réponse -8
15.	26	Combien de filles de votre classe sont des redoublantes ?	Filles..... <input type="text"/> Ne sait pas/Sans réponse -8
16.	27	Lors d'une journée normale, combien y a-t-il d'absents ? Nous définissons « absent » comme étant un élève qui n'est pas en classe pour toute la journée.	<input type="text"/> Ne sait pas/Sans réponse -8
17.	28	Lors d'une journée normale, combien y a-t-il de retardataires ? Nous définissons « retardataire » comme étant un élève qui arrive au moins 15 minutes après le début du premier cours.	<input type="text"/> Ne sait pas/Sans réponse -8
18.	29	Lorsqu'il fait mauvais temps (c.-à-d. intempéries), êtes-vous en mesure de continuer à enseigner dans votre salle de classe ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
Je souhaiterais désormais vous poser quelques questions sur l'encadrement que vous recevez de la part du directeur/directrice de l'école ou de son adjoint(e).			

19.	30	Est-ce que le directeur/la directrice de l'école ou son adjoint(e) contrôle vos fiches de préparation de leçons et votre journal de classe ?	Non0 → Si non, passez à la question 32 Oui..... 1 Ne sait pas/Sans réponse -8 → Si l'enseignant(e) ne sait pas ou refuse de répondre, passez à la question 32
20.	31	Combien de fois au cours de l'année scolaire est-ce que les plans de leçon sont contrôlés ?	Une fois par an 1 Une fois tous les six mois 2 Une fois tous les 2 à 3 mois 3 Une fois par mois 4 Une fois toutes les deux semaines 5 Une fois par semaine 6 Tous les jours 7 Ne sait pas/Sans réponse -8
21.	32	Lorsque vous avez besoin d'aide en pédagogie, à qui vous adressez-vous ?	Je n'ai jamais besoin d'aide 0 Il n'y a personne à qui demander de l'aide 1 J'organise des réunions avec les autres enseignants 2 Je discute de temps à autres avec les autres enseignants... 3 Le directeur/directrice de l'école 4 Le directeur/directrice adjoint(e) 5 Je cherche conseil auprès du directeur/ la directrice pédagogique ou du spécialiste de la matière en question .. 6 Autre: 7 Au mobilisateur de lecture de ACCELERE ! 8 Ne sait pas/Sans réponse -8
22.	33	Pendant l'année scolaire 2018-2019, est-ce que le directeur/la directrice de l'école ou son adjoint(e) ont observé vos cours, si oui souvent ?	Jamais 0 → Si non, passez à la question 36 Une fois par an 1 Une fois tous les six mois 2 Une fois tous les 2 à 3 mois 3 Une fois par mois 4 Une fois toutes les deux semaines 5 Une fois par semaine 6 Tous les jours 7 Ne sait pas/Sans réponse -8
23.	34	Après une observation du directeur/la directrice, est-ce qu'il ou elle vous donne son avis sur la manière d'améliorer votre enseignement ?	Non 0 → Si non, passez à la question 36 Oui..... 1 Ne sait pas/Sans réponse -8
24.	35	Est-ce que ses conseils sont utiles ?	Pas du tout utiles 0 Quelque peu utiles 3 Très utiles 4 Ne sait pas/Sans réponse -8
25.	36	Durant l'année scolaire 2018-2019, est-ce qu'un inspecteur du Ministère de l'éducation (EPSP) est venu vous inspecter ? Si oui, combien de fois ?	Jamais 0 Une fois par an 1 Une fois tous les six mois 2 Une fois tous les 2 à 3 mois 3 Une fois par mois 4 Une fois toutes les deux semaines 5 Une fois par semaine 6 Ne sait pas/Sans réponse -8
	37	Est-ce qu'un mobilisateur de lecture du projet ACCELERE ! a observé vos cours, si oui, combien de fois ?	Jamais 0 → Si non, passez à la question 40 Une fois par an 1 Une fois tous les six mois 2 Une fois tous les 2 à 3 mois 3 Une fois par mois 4 Une fois toutes les deux semaines 5 Une fois par semaine 6 Tous les jours 7 Ne sait pas/Sans réponse -8

	38	Après une observation du mobilisateur de lecture, est-ce qu'il ou elle vous donne son avis sur la manière d'améliorer votre enseignement ?	Non 0 → Si non, passez à la question 40 Oui..... 1 Ne sait pas/Sans réponse -8
	39	Est-ce que ses conseils sont utiles ?	Pas du tout utiles 0 Quelque peu utiles 3 Très utiles 4 Ne sait pas/Sans réponse -8
Je souhaiterais maintenant vous poser quelques questions sur la manière dont vous évaluez et suivez les progrès de vos élèves.			
26.	40	Comment mesurez-vous les progrès scolaires de vos élèves ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Contrôles écrits 1 Évaluations à l'oral 2 Interrogations 3 Dossiers et autres projets 4 Devoirs à la maison 5 Débat/participation..... 6 Fiches de travail..... 7 Évaluation de fin de trimestre 8 Évaluation de fin de l'année 9 Autre: 10 Ne sait pas/Sans réponse -8
27.	41	Comment est-ce que vous utilisez les résultats des évaluations orales et écrites dans votre enseignement ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Notation des élèves dans le cahier ou fiche de cotes 1 Évaluation de la compréhension qu'ont les élèves de la matière 2 Planification d'activités pédagogiques..... 3 Adaptation de l'enseignement de manière à mieux répondre aux besoins des élèves..... 4 Autre: 5 Ne sait pas/Sans réponse -8
28.	42	Dans votre classe, combien de parents/personnes suivent les devoirs des enfants à domicile ?	Aucun 0 Quelques-uns 1 La plupart 2 Tous 3 Ne sait pas/Sans réponse -8
29.	43	Dans l'ensemble, êtes-vous satisfait(e) de la participation des parents au travail scolaire de leurs enfants ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
30.	44	A partir de quelle classe pensez-vous que les élèves doivent pouvoir lire couramment (décoder et comprendre) des textes courts et simples ?	1e année 1 2e année 2 3e année 3 4e année ou classe supérieure 4 Ne sait pas/Sans réponse -8
31.	45	A partir de quelle classe pensez-vous que les élèves doivent pouvoir écrire avec confiance ?	1e année 1 2e année 2 3e année 3 4e année ou classe supérieure 4 Ne sait pas/Sans réponse -8
J'aimerais maintenant vous poser quelques questions sur la sécurité à l'école.			
32.	46	Vous sentez-vous en sécurité à l'école ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse 888
33.	47	Vous sentez-vous en sécurité lorsque que vous vous rendez à l'école et lorsque vous repartez ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
34.	48	Pensez-vous que les élèves sont en sécurité à l'école ?	Non 0 Oui..... 1 Ne sait pas/Sans réponse -8
35.	49	Au cours de la semaine passée, combien de fois avez-vous été témoin de violence physique entre les élèves de votre établissement ?	Aucune (0 fois) 0 Quelques fois pendant la semaine 5 Une fois par jour 3 Plus d'une fois par jour 4 Ne sait pas/Sans réponse -8

36.	50	<p>En cas de dispute ou de combat entre élèves de votre classe, comment gérez-vous la situation ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i></p>	<p>Je ne fais rien/je ne fais pas attention à ce qui se passe0 Je communique avec la direction 1 Je communique avec les parents.....2 Je parle aux élèves qui se disputent et je tente de leur donner des conseils.....3 Je donne davantage de travail/devoirs à la maison aux élèves qui se disputent4 Je discipline les élèves qui se disputent5 J'applique le règlement scolaire.....6 J'ai recours au châtimeⁿt corporel.....7 Autre (<i>précisez</i>)8 Ne sait pas/Sans réponse-8</p>
Merci beaucoup !			

School Director Questionnaire

Demandez au directeur de l'école de répondre à chacune des questions à l'oral, comme dans un entretien. Ne lisez pas les possibilités de réponses à moins que les consignes ne vous demandent de le faire. Attendez que le directeur réponde à la question puis choisissez la réponse qui correspond le mieux à sa réaction. Pour la plupart des questions, une seule réponse est autorisée. Les consignes indiquent les exceptions. Si le directeur de l'école n'est pas disponible, complétez l'entretien avec son adjoint.

Bonjour, je m'appelle _____.

- Mes collègues et moi menons des évaluations des compétences en lecture des élèves dans des établissements ciblés.
- Dans le cadre de nos recherches, nous recueillons également des informations sur la gestion des établissements scolaires pour en savoir plus sur les conditions et les pratiques qui peuvent avoir un effet sur les compétences en lecture des élèves.
- Cet établissement a été sélectionné au hasard pour participer à cette étude. Votre participation est très importante mais vous n'êtes pas tenu(e) de participer à l'étude si vous ne souhaitez pas le faire.
- Si vous acceptez de participer à cette étude, je vous poserai quelques questions sur vos activités normales à l'école. Cela devrait prendre environ 15 à 20 minutes.
- Votre nom ne sera PAS inscrit sur le formulaire et ne sera mentionné nulle part dans les données du sondage. Les résultats de cette évaluation seront remis au Ministère de l'enseignement primaire, secondaire et professionnel, aux bailleurs de fonds et à d'autres acteurs du secteur éducatif. Ils utiliseront les résultats pour identifier les domaines dans lesquels un soutien supplémentaire peut être nécessaire pour améliorer les compétences en lecture dans les classes du primaire. Les informations fournies lors des entretiens avec les directeurs d'écoles ou leur adjoint seront anonymes. Elles seront plutôt combinées avec les résultats des autres établissements.
- Nous pensons que vous ne courez aucun risque en participant à cette recherche.
- Vous ne profiterez pas à titre personnel de la participation à cet entretien. Toutefois, vos réponses seront utilisées pour aider à soutenir l'amélioration de l'apprentissage de la lecture dans les classes du primaire en République Démocratique du Congo.
- Encore une fois, vous n'êtes pas obligé(e) de participer à l'étude si vous ne souhaitez pas le faire. Une fois que nous aurons commencé, si vous préférez ne pas répondre à certaines questions, ce n'est pas un problème. Souhaitez-vous participer à l'étude ?

2015	2019	Question	Réponses possibles
1.	1	Quel poste occupez-vous dans cet établissement ?	Directeur 1 Directeur adjoint..... 2
2.	2	Sexe	Homme 0 Femme..... 1
3.	3	Depuis combien de temps êtes-vous directeur/adjoint de cette école ?	Moins d'un an 0 1 à 3 ans..... 1 4 à 6 ans..... 1 7 à 10 ans..... 1 Plus de 10 ans..... 1
4.	4	Quel est le diplôme le plus élevé que vous avez obtenu ?	Diplôme de l'enseignement secondaire 2 Graduat..... 3 Licence 4 Master 6 Doctorat..... 7 Autre 8 Ne sait pas/Sans réponse.....-8
5.	5	Avez-vous suivi une formation spéciale en management (gestion) ? Si oui , êtes-vous en mesure d'utiliser cette formation en management (gestion) ?	Non 0 Oui, mais je n'utilise pas ce que j'ai appris au cours de ma formation..... 1 Oui, j'utilise ce que j'ai appris au cours de ma formation.. 2 Ne sait pas/Sans réponse.....-8
6.	6	Depuis le début de l'année scolaire en cours, est-ce que l'école a été fermée ou y a-t-il eu des jours où il n'y a pas eu cours pendant les périodes de cours normales (en dehors des vacances et jours fériés) ?	Non 0 → Si non, passez à la question 9 Oui 1 Ne sait pas/Sans réponse.....-8

7.	7	Au cours du mois passé, combien de jours est-ce que l'école a été fermée ou est-ce qu'il n'y a pas eu cours ?	Fourchette : 23 jours (nombre maximum de jours dans un mois de 31 jours) Nombre de jours..... <input type="text"/> <input type="text"/> Ne sait pas/Sans réponse.....888
8.	8	Quelle était la raison de la fermeture de l'école ? [Entourez tout ce qui s'applique.]	Mauvais temps 1 Inquiétude quant à la sécurité des élèves..... 2 Violence, conflit 3 Pas assez d'enseignants 4 Pas assez d'argent..... 5 Jour férié, fête 6 Autre 7 Ne sait pas/Sans réponse.....888
9.	9	Est-ce que votre école utilise la vacation ? (Ça veut dire, par exemple, qu'un groupe des élèves est enseigné avant midi, et une autre est enseigné l'après-midi.)	Non 0 Oui 1 Ne sait pas/Sans réponse.....888
10.	10	Combien y a-t-il de garçons actuellement inscrits dans cet établissement ?	Nombre de garçons..... <input type="text"/> ***** Ne sait pas/Sans réponse.....-8
11.	11	Combien y a-t-il de filles actuellement inscrites dans cet établissement ?	Nombre de filles <input type="text"/> ***** Ne sait pas/Sans réponse.....-8
12.	12	Combien d'enseignants (hommes) travaillent actuellement dans cet établissement ?	Nombres d'enseignants (hommes) <input type="text"/> Ne sait pas/Sans réponse.....-8
13.	13	Combien d'enseignantes (femmes) travaillent actuellement dans cet établissement ?	Nombres d'enseignantes <input type="text"/> Ne sait pas/Sans réponse.....-8
14.	14	Au cours de cette année scolaire, combien d'enseignants de 2eme année travaillent dans cet établissement ?	Nombre d'enseignants de 2eme année <input type="text"/> Ne sait pas/Sans réponse.....-8
22b.	15	Au cours de cette année scolaire, combien d'enseignants de 4eme année travaillent dans cet établissement ?	Nombre d'enseignants de 4eme année <input type="text"/> Ne sait pas/Sans réponse.....-8
15.	16	Combien d'enseignants étaient absents hier (ou le dernier jour de cours en date) ?	Nombre d'enseignants absents <input type="text"/> Ne sait pas/Sans réponse.....-8
16.	17	Combien d'enseignants sont actuellement en congé ou combien d'entre eux sont excusés et peuvent être absents ?	Nombre d'enseignants en congés ou autorisés à être absentes <input type="text"/> Ne sait pas/Sans réponse.....-8
17.	18	Combien d'enseignants sont arrivés en retard ce matin (au moins 15 minutes après la sonnerie) ?	Nombre d'enseignants retardataires <input type="text"/> Ne sait pas/Sans réponse.....-8
18.	19	Comment les enseignants reçoivent-ils leurs salaires ?	Ils les reçoivent à l'école 1 Ils les reçoivent en personne à la banque 2 Ils les reçoivent automatiquement dans leur compte bancaire..... 3 Autre 4 Ne sait pas/Sans réponse.....-8
19.	20	En ce qui concerne les salaires des enseignants, est-ce que les enseignants de votre établissement sont mécanisés ?	Aucun 2 → Si aucun, passez à la question 23 Quelques-uns 3 Tous..... 4 Ne sait pas/Sans réponse.....-8
20.	21	Dans cet établissement, combien d'enseignants sont mécanisés et payés ?	Nombre d'enseignants mécanisés et payés <input type="text"/> Ne sait pas/Sans réponse.....-8
21.	22	À votre avis, quel impact est-ce que la mécanisation sur le rendement des enseignants ?	Un impact négatif 0 Pas d'impact 1 Un impact positif 2 Ne sait pas/Sans réponse.....-8
22.	23		Je laisse les élèves s'occuper seules..... 1

		Que faites-vous d'une classe dont l'enseignant est absent ? <i>[Ne lisez pas les possibilités de réponse, marquez simplement les réponses du directeur de l'école/adjoint. Entourez tout ce qui s'applique.]</i>	Je donne cette classe à un(e) autre enseignant(e) 2 Je rassemble tous les élèves dans une seule classe..... 3 J'appelle un enseignant supplémentaire 4 Je laisse les élèves rentrer chez eux..... 5 J'envoie les élèves jouer dehors 6 Je répartis les élèves entre les autres classes..... 7 Autre 8 Ne sait pas/Sans réponse.....-8
23.	24	Que faites-vous lorsque vous n'êtes pas du tout satisfait(e) de la performance de l'un de vos enseignants ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Je ne fais rien 0 Je résous le problème directement avec l'enseignant(e).... 1 J'envoie une lettre à l'enseignant(e)..... 2 Je sou mets le problème à la hiérarchie 3 J'envoie l'enseignant(e) suivre une formation supplémentaire..... 4 Autre 5 Ne sait pas/Sans réponse.....-8
24.	25	Comment est-ce que les enseignants de cette école réagissent lorsque les élèves se comportent mal ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Les enseignants ne font rien 0 Ils corrigent l'élève mais ne le grondent pas 1 Ils grondent l'élève 2 Ils font sortir l'élève de la classe..... 3 Ils frappent l'élève..... 4 Ils envoient l'élève au coin 5 Ils demandent à l'élève de se mettre à genoux..... 6 Ils renvoient l'élève à la maison 7 Autre: 8 Ne sait pas/Sans réponse.....-8
25.	26	Que font les enseignants de cette école quand les élèves arrivent en classe en retard ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Les enseignants ne font rien 0 Ils corrigent l'élève mais ne le grondent pas 1 Ils grondent l'élève 2 Ils font sortir l'élève de la classe..... 3 Ils frappent l'élève..... 4 Ils envoient l'élève au coin de la classe 5 Ils demandent à l'élève de se mettre à genoux..... 6 Ils renvoient l'élève à la maison 7 Autre: 8 Ne sait pas/Sans réponse.....-8
26.	27	Quelle est la politique de l'école en matière de châ timent corporel ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Le châ timent corporel n'est pas autorisé..... 0 Seul le directeur de l'école peut avoir recours au châ timent corporel 1 Les enseignants peuvent avoir recours au châ timent corporel dans la salle de classe..... 2 Autre 3 Ne sait pas/Sans réponse.....-8
27.	28	Est-ce que les élèves qui sont inscrits dans cet établissement paient des frais scolaires (Minerval plus frais d'encouragement, frais techniques, les enseignants supplémentaires, les livres/documents, frais de location de manuels scolaires, frais de motivation) ?	Non 0 → Si non, passez à la question 30 Oui 1 Ne sait pas/Sans réponse.....-8
28.	29	Que faites-vous normalement lorsqu'un élève ne peut pas payer les frais requis en temps voulu ? <i>[Ne lisez pas les possibilités de réponses, entourez simplement tout ce qui convient.]</i>	Je ne fais rien 0 Je renvoie l'élève à la maison..... 1 Je gronde l'élève..... 2 Je ne lui donne pas de notes ou de bulletin..... 3 Je donne davantage de travail à l'élève à l'école 4 Je demande à l'élève de s'asseoir dans un coin..... 5 Je recours au châ timent corporel 6 Autre 7 Ne sait pas/Sans réponse.....-8
29.	30	Comment savez-vous que les élèves font des progrès scolaires ? <i>[Ne lisez</i>	J'observe les cours 1 J'effectue le suivi des résultats des élèves aux tests de niveau donnés par la direction 2

		<i>pas les possibilités de réponse, marquez simplement les réponses du directeur de l'école/adjoint.]</i>	J'évalue les élèves à l'oral moi-même 3 Je vérifie les devoirs des élèves moi-même 4 Les enseignants me fournissent des rapports sur le progrès des élèves 5 Je passe en revue les évaluations de fin de trimestre 6 Je reçois des informations de la part des parents 7 Je reçois des informations de la part des conseillers éducatifs 8 Autre: 9 Ne sait pas/Sans réponse -8
30.	31	Au début de l'année scolaire, est-ce que votre établissement disposait du nombre adéquat de manuels scolaires pour vos élèves, conformément à la politique du ministère en vigueur en la matière ?	Non 0 Oui 1 → Si oui, passez à la question 33 Ne sait pas/Sans réponse -8
31.	32	Combien de temps après le début de l'année scolaire avez-vous reçu les manuels que vous manquaient ?	Nous ne les avons jamais reçus 0 1 an 1 10 à 11 mois 2 8 à 9 mois 3 6 à 7 mois 4 4 à 5 mois 5 2 à 3 mois 5 1 mois 7 2 semaines ou moins 8 Ne sait pas/Sans réponse -8
	33	Pour l'année scolaire 2018-2019 est-ce que votre établissement a reçu des livrets de lecture du projet ACCELERE ! pour les élèves ?	Non 0 → Si non, passez à la question 36 Oui 1 Ne sait pas/Sans réponse -8
	34	Quand les avez-vous reçus ?	Pendant la formation 0 Durant le 1 ^{er} trimestre 1 Durant le 2 ^{ème} trimestre 2 Durant le 3 ^{ème} trimestre 3 Ne sait pas/Sans réponse -8
	35	Avez-vous reçu suffisamment de livrets pour les élèves ?	Non 0 Oui 1 Ne sait pas/Sans réponse -8
	36	Pour l'année scolaire 2018-2019 est-ce que votre établissement a reçu des guides pour les enseignants en lecture du projet ACCELERE !?	Non 0 → Si non, passez à la question 42 Oui 1 Ne sait pas/Sans réponse -8
	37	Quand les avez-vous reçus ?	Pendant la formation 0 Durant le 1 ^{er} trimestre 1 Durant le 2 ^{ème} trimestre 2 Durant le 3 ^{ème} trimestre 3 Ne sait pas/Sans réponse -8
	38	Combien d'enseignants en 1 ^e année ont reçu les guides de l'enseignant en lecture ?	Aucun 0 Quelques-uns 1 Tous 1 Ne sait pas/Sans réponse -8
	39	Combien d'enseignants en 2 ^e année ont reçu les guides de l'enseignant en lecture ?	Aucun 0 Quelques-uns 1 Tous 1 Ne sait pas/Sans réponse -8
	40	Combien d'enseignants en 3 ^e année ont reçu les guides de l'enseignant en lecture ?	Aucun 0 Quelques-uns 1 Tous 1 Ne sait pas/Sans réponse -8
	41	Combien d'enseignants en 4 ^e année ont reçu les guides de l'enseignant en lecture ?	Aucun 0 Quelques-uns 1 Tous 1 Ne sait pas/Sans réponse -8

32.	42	Dans l'ensemble, êtes-vous satisfait(e) du niveau de soutien que l'Association de parents d'élèves offre à l'école ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
33.	43	Dans l'ensemble, êtes-vous satisfait(e) de la participation des parents au travail scolaire de leurs enfants ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
34.	44	Au cours de l'année passée, combien de fois est-ce que votre établissement a été inspecté ou a reçu une visite de soutien de la part d'un inspecteur du ministère ?	Jamais 0 Une fois..... 1 Plus d'une fois par mois 2 Une fois par mois 3 Une fois par semaine..... 4 Ne sait pas/Sans réponse.....-8
35.	45	Est-ce qu'il y a eu une menace pour la sûreté de, ou un incident de sûreté dans, votre établissement durant cette scolaire ou durant l'année scolaire précédente ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
36.	46	Vous sentez-vous en sécurité dans votre établissement ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
37.	47	Pensez-vous que les enseignants sont en sécurité à l'école ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
38.	48	Pensez-vous que les élèves sont en sécurité à l'école ?	Non 0 Oui 1 Ne sait pas/Sans réponse.....-8
39.	49	Au cours de la semaine passée, combien de fois avez-vous été témoin de violence physique entre les élèves de votre établissement ?	Aucune (0 fois) 0 1 fois 1 2 à 3 fois 2 Une fois par jour 3 Plus d'une fois par jour 4 Ne sait pas/Sans réponse.....-8
Merci beaucoup !			

Classroom Observation

Collecte de données préalable à l'observation			
1.	Quelle langue est censé être utilisé pendant cette leçon? (une seule réponse possible)		
	français		
	kiswahili		
	lingala		
	tshiluba		

Observation en salle de classe		3	6	9	12	15	18	21	24	27	30
Contenu de la leçon (une seule réponse possible)											
Lecture à haute voix (textes)											
Lecture silencieuse (textes)											
Ecriture											
Graphisme											
Comprehension à l'audition											
Temps de parole des élèves											
Grammaire											
Discussion de vocabulaire											
Pourcentage des élèves qui suivent la leçon (une seule réponse possible)											
La plupart des élèves suivent la leçon (plus de 50%)											
La plupart des élèves ne suivent pas la leçon (moins de 50% suivent la leçon)											
Action de l'enseignant(e) (une seule réponse possible)											
Parle/explique											
Écrit au tableau											
Montre un exemple aux élèves											
Fait répéter la classe toute entière											
Fait répéter les élèves individuellement											
Pose des questions aux élèves/répond aux questions des élèves											
Aide les élèves											
Suit les élèves et leurs évaluations											
Langue utilisée au moment de l'observation (une seule réponse possible)											
français											
kiswahili											
lingala											
tshiluba											
Autre (langue nationale)											
Éléments utilisés au moment de l'observation (cochez tout ce qui s'applique)											
Manuel de l'enseignant											
Le tableau											
Manuel de lecture de l'élève											
Cahier d'exercices de lecture de l'élève											
Cahier											
Cartes de l'alphabet											
Autre											

Est-ce que la leçon continue ?

Questions à compléter après l'observation	
2.	Est-ce que l'enseignant(e) a expliqué clairement l'objectif de la leçon ? (Cochez tout ce qui s'applique)
	L'enseignant(e) n'a pas énoncé l'objectif de la leçon.

	L'enseignant(e) a écrit l'objectif de la leçon au tableau.	
	L'enseignant(e) a énoncé l'objectif de la leçon.	
	L'enseignant(e) a expliqué l'objectif de la leçon.	
	L'enseignant(e) a discuté de l'objectif de la leçon avec les élèves.	
3.	Est-ce que les élèves ont-ils posé des questions à l'enseignant(e) au cours de la leçon (par exemple, des questions de clarification, sur un autre sujet, etc.) ? (une seule réponse possible)	
	Oui	
	Non	

School Inventory			
2015	2019		
	Consent	Avez-vous reçu l'approbation du directeur d'école pour mener l'inventaire de l'école ?	Non0 Oui..... 1
4	1.	Est-ce que les bâtiments et les environs de l'établissement sont propres et ordonnés ?	Non0 Oui.....
5	2.	Des réparations importantes sont-elles nécessaires ?	Non0 → Si non, passez à 4 Oui..... 1
6	3.	Indiquez tous les types de réparations nécessaires. <i>[Entourez tout ce qui s'applique.]</i>	Fenêtres..... 1 Toiture ou plafond2 Murs des classes.....3 Murs extérieurs.....4 Cour de récréation5 Mobilier6 Autre.....7
7	4.	Est-ce que votre établissement dispose d'une source d'électricité ? Si oui , est-ce qu'elle fonctionne aujourd'hui ?	Non0 Oui, mais elle ne fonctionne pas aujourd'hui..... 1 Oui et elle fonctionne aujourd'hui2
8	5.	De quelle source d'eau potable dispose l'établissement ?	Aucune.....0 → Si l'établissement n'a aucune source d'eau potable, passez à 7 Puits..... 1 Eau filtrée/fontaine.....2 Eau fraîche3 Eau traitée.....4 Autre.....5
9	6.	Est-ce que la source d'eau potable fonctionne bien ? <i>[C'est-à-dire., est-ce que l'eau est disponible lors de votre visite d'aujourd'hui ?]</i>	Non0 Oui..... 1
10	7.	Combien de toilettes ou latrines en état de fonctionnement y a-t-il ? <i>[Des toilettes en état de fonctionnement sont des toilettes qui peuvent être utilisées, s'il s'agit de toilettes équipées d'une chasse d'eau, le mécanisme de la chasse d'eau fonctionne.]</i>	<input type="text"/>
11	8.	Parmi les toilettes/latrines en état de fonctionnement, combien (le cas échéant) sont réservées uniquement aux filles ?	<input type="text"/>
12	9.	Est-ce que les toilettes ou latrines sont propres ?	Pas du tout propres0 Quelque peu propres 1 Très propres.....2
13	10.	Y a-t-il un téléphone en état de fonctionnement ? <i>[Entourez tout ce qui s'applique.]</i>	Aucun.....0 Oui, il y a une ligne fixe..... 1 Oui, le directeur de l'école dispose d'un téléphone portable2 Autre :.....3
14	11.	Y a-t-il un centre de documentation ou une bibliothèque dans l'établissement ? Si oui , est-ce que les élèves l'utilisaient lors de la visite ?	Non, il n'y a pas de centre de documentation/ bibliothèque.....0 Oui, mais les élèves ne l'utilisaient pas 1 Oui et les élèves l'utilisaient.....2

15	12.	Y a-t-il une cour de récréation ?	Non0 Oui..... 1
16	13.	L'école est-elle clôturée ? Si oui, est-ce que la clôture est faite avec des matériaux durables ?	Non0 Oui, mais ce n'est pas fait avec les matériaux durables 1 Oui, et c'est fait avec les matériaux durables 2
17	14.	Y a-t-il une sentinelle ?	Non0 Oui..... 1

Classroom Inventory			
2015	2019		
	1.	Cet inventaire est fait pour quelle classe ?	2e année : 2 4e année : 4
3	2.	Combien de garçons sont présents dans cette classe au moment de cet inventaire ? <i>[Demandez à tous les garçons de se lever et comptez-les.]</i>	Nombre de garçons <input type="text"/>
4	3.	Combien de filles sont présentes dans cette classe au moment de cet inventaire ? <i>[Demandez à toutes les filles de se lever et comptez-les.]</i>	Nombre de filles <input type="text"/>
5	4.	Combien de manuels de lecture sont disponibles au moment de cet inventaire ? <i>Pour déterminer le nombre de manuels de lecture disponibles, demandez aux élèves de prendre leurs manuels de lecture et de les montrer en les levant. Si cela est nécessaire, demandez à ce que les manuels de lecture soient sortis du placard et distribués aux élèves.</i>	Nombre de manuels de lecture disponibles <input type="text"/>
7	5.	Combien d'élèves disposent d'un cahier d'exercice en lecture ? <i>[Demandez aux élèves de vous montrer les cahiers d'exercice en lecture.]</i>	<input type="text"/>
9	6.	Combien d'élèves disposent d'un stylo à bille et/ou d'un crayon ? <i>[Demandez aux élèves de vous montrer les stylos et les crayons.]</i>	<input type="text"/>
10	7.	Combien de livres/livrets autres que des manuels scolaires sont disponibles pour que les élèves puissent lire ?	Aucun 0 1-4 1 5-9 2 10-19 3 20-39 4 40+ 5
11	8.	Est-ce que les travaux des élèves sont affichés aux murs ?	Non 0 Oui 1
12	9.	Est-ce que des supports pédagogiques sont affichés aux murs ?	Non 0 Oui 1
13	10.	Est-ce que le nombre de sièges est suffisant pour les élèves présents ? <i>[Voyez s'il y a des élèves assis par terre ou si plusieurs élèves sont assis sur un siège conçu pour un seul élève.]</i>	Non 0 Oui 1
14	11.	Est-ce que l'enseignant(e) dispose des fournitures suivantes ? <i>[Entourez tout ce qui s'applique.]</i>	Tableau à craie 1 Craie pour le tableau 2 Crayon/stylo 3 Cahier 4 Manuel de référence de lecture 5 Guide de l'enseignant de lecture 6 Aucune fourniture n'est disponible 7
15	12.	Est-ce que l'enseignant(e) dispose d'un cahier pour les plans de leçons (prévisions des matières) ?	Non 0 → Si non ou ne sais pas, passez à 15 Oui 1 Ne sais pas/Pas de réponse 2
16	13.	<i>[Demandez à consulter le cahier de préparations des leçons de l'enseignant(e).]</i> Est-ce que le cahier pour les préparations des leçons (prévisions des matières) contient des leçons de lecture préparées par l'enseignant(e) ?	Non 0 → Si non, passez à 15 Oui 1

17	14.	Est-ce que la préparation de leçon en lecture (prévisions des matières) la plus récente a été signée par le directeur l'école ?	Non0 Oui..... 1
18	15.	Est-ce que la salle de classe est bien éclairée de manière à ce que les élèves et l'enseignant(e) puissent voir le tableau et leurs documents ?	Non0 Oui..... 1