



COUNTERPART
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BASELINE EVALUATION OF STUDENT READING PERFORMANCE IN THE SCHOOL DISTRICTS OF KOLDA AND SEDHIOU FOR THE *SUKAABE JANNGO II* PROJECT

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MAMADOU	SOW	IEF VELINGARA
SORY	BALDE	IEF VELINGARA
LANDING	NDIAYE	IEF VELINGARA
SADOU	BALDE	IEF VELINGARA
ALIOUNE	DIALLO	IEF VELINGARA
MOUTAROU	DIAO	IEF VELINGARA
MOUSSA	DIALLO	IEF VELINGARA
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ACRONYMS AND ABBREVIATIONS

ARED	Associates in Research and Education for Development (NGO)
CE2	Elementary school fourth grade
CE1	Elementary school third grade
CI	Elementary school first grade
CICODEV	The Pan African Institute for Citizenship, Consumers and Development
CM1	Elementary school fifth grade
CM2	Elementary school sixth grade
CP	Elementary school second grade
COUNTERPART INTERNATIONAL	American NGO working in the development sector
ELAN	School and national languages in Africa
G to G	Direct government-to-government agreement
IA	Academic Inspection at the regional level
IEF	Education and Training Inspection
IMAGINE WORLDWIDE	NGO that works for the learning of children in reading and mathematics
INEADE	National Institute of Study and Action for the Development of Education
LPT	Reading for All
MEN	Ministry of National Education
MDG	Millennium Development Goals
PAQUET- EF	Quality, Equity and Transparency Improvement Program Education/Training
SESAME WORKSHOP	An American NGO working in children's well-being and education
SPSS	Statistical software
SPHINX	Survey and data analysis software
SUKAABE JANNGO II	McGovern-Dole Integrated School Nutrition and Learning Program in Casamance
TANGERINE	Electronic data collection software that captures student responses to oral assessments of early reading and mathematics skills, specifically the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA), as well as responses to interviews with students, teachers, and principals about home and school background information
USDA	United States Department of Agriculture
VIRGINIA TECH UNIVERSITY	Virginia Polytechnic Institute and State University
WORLD VISION	An American NGO working in development

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PART ONE: THE STUDY FRAMEWORK

Introduction

This report presents the results from the evaluation conducted at the end of the 2021-2022 school year for the baseline of the "*Sukaabe Janngo II*" project using the Early Grade Reading Assessment (EGRA) approach. It establishes the initial reading proficiency level of students in 4th, 5th, and 6th grades in the academic regions of Kolda and Sédhiou.

The study highlights findings on reading achievement and factors related to instructional practices in fourth, fifth, and sixth grade reading instruction, student self-confidence and student attention level regarding reading.

The baseline evaluation was completed by two organizations to address time constraints and to provide a more comprehensive analysis of project activities: this includes the EGRA assessment for literacy levels by INEADE, and nutrition, health, hygiene, agriculture and school feeding components 2iEC.

I.1 Objectives of the study

This baseline study serves several purposes. One of these purposes is based on reporting on key performance indicators, which provides Counterpart International, USDA and other relevant stakeholders with a means to measure the results of their future intervention. This evaluation will also provide Counterpart with data that will help finalize strategies and processes for activity implementation. The study also aims to strengthen the skills of system managers at the grassroots level in conducting evaluations and to promote research through collaboration and monitoring of a strategic performance analysis model.

I.2 Research questions

The research questions guiding the study are.

1. What are the basic reading skills of students in 4th, 5th, and 6th grades in the academic regions of Kolda and Sédhiou?
2. What are the teachers' classroom practices around learning to read, their use of instructional materials (if present), and the students' behaviors (their interest, level/attention span) during these learning sessions?
3. What knowledge do teachers have of good nutrition practices?
4. What is the perception of reading at the community level in the two target zones?

I.3 Project context

To better support Senegal in achieving the objectives of the PAQUET-EF, organizations such as USDA are supporting the Ministry of National Education (MEN) in its policy to improve school performance, particularly in elementary education. The McGovern-Dole Integrated Food and Nutrition Project, which has completed two phases in the Saint Louis region, has launched its first phase in the Kolda and Sédhiou regions through the "*Sukaabe Janngo II*" project implemented by Counterpart International in collaboration with ARED, Sesame

Workshop, World Vision, Imagine Worldwide, Virginia Tech University, and CICODEV. This project, which has among its goals to reinforce the reading skills of 4th, 5th, and 6th grade students in the targeted project schools, is an initiative to improve the quality of literacy learning. The main lever of change is nutrition and food for students through the distribution of school meals and activities to strengthen the quality of learning. To achieve this objective, Counterpart in collaboration with ARED needs a baseline and endline assessment to measure student literacy levels in the schools managed by the Ministry of Education and targeted by Sukaabe Janngo II project. This is the reason for this assessment which consists of evaluating the basic reading skills of students in 4th, 5th, and 6th grades using the adapted EGRA approach. Due to the specificity of EGRA that usually targets early grade reading, i.e., CI (1st grade), CP (2nd grade) and CE1 (3rd grade), INEADE previously developed testing tools for CE2 (4th grade), CM1 (5th grade) and CM2 (6th grade) that were used for data collection in this baseline survey.

I.4 Methodology of the study

This baseline evaluation using EGRA will incorporate the following:

- Individual interviews
- A questionnaire administered to fourth, fifth, and sixth grade students
- An interview guide on teaching practices in reading, knowledge about nutrition, and students' nutritional habits, all of which are administered to teachers
- An observation table matrix for classroom practices in teaching and learning to read

I.4.1 Collection instruments

- The reading tests.

EGRA has been used to measure reading skills with adaptation and reinforcement of target exercises that can provide information on different decoding and comprehension mechanisms. EGRA is a task- and subtask-based assessment that is widely used in reading assessments in early elementary grades because it measures distinct reading skills. EGRA is administered individually; assessors provide oral instructions and record students' responses on a tablet.

Scores are reported as a percentage for the listening and reading subtasks. This is calculated as the number of correct answers out of the total number of questions in each subtask. For the other subtasks, scores were reported as the number of correct answers (for example, words read correctly, questions answered correctly).

The three main tasks of EGRA, namely *listening, decoding, and reading comprehension* with five tests for 4th grade and six for 5th and 6th grades, were used to assess students' literacy levels in French. The table below shows the tasks and subtasks of the EGRA.

Table 01: Adapted EGRA Subtasks

TASKS	4th Grade	5th Grade	6th Grade	Administration
	Subtasks	Subtasks	Subtasks	
Listening comprehension	Oral questions	Oral questions	Oral questions	Not timed
Decoding	Word reading			Timed
		Find a word in a list Complete an incomplete text	Find a word in a list Complete an incomplete text.	Not timed
	Fluency (reading a text adapted to the level)	Fluency (reading a text adapted to the level)	Fluency (reading a text adapted to the level)	Timed
Reading comprehension	Reconstruction of sentences	Reconstruction of sentences	Reconstruction of sentences	Not timed
	Questions about writing	Questions about writing	Questions about writing	Not timed

- The student questionnaire

The student booklet includes questions about well-being and reading self-confidence that are asked of each student to reinforce the evaluator's understanding of their reading performance.

- The interview guides.

The interview guide is intended for teachers and covers student's nutritional customs, teaching practices, teaching inputs, and their perception of student reading levels.

- The observation framework

The observation matrix framework focuses on reading instruction practices and was produced to observe teacher practices in reading instruction and student responses.

I.4.2 The study sample

The sample for this baseline study is composed of the following:

- Study population.

The target population includes students currently enrolled in 4th, 5th, and 6th grades in public schools at the district-level of the education and training inspection (IEF) of Bounkiling and Sédhiou (region of Sédhiou) and Kolda, Médina Yoro Foulah, and Vélingara (region of Kolda).

- The sampling process of the beneficiary schools

The sampling framework was done by the Counterpart team in partnership with the academic inspection (IA) of the Kolda and Sédhiou regions. It includes all schools that are beneficiaries of the *Sukaabe Janngo II* project, which have a complete 6-grade primary school cycle and meet the eligibility criteria, regardless of the specific intervention (type of activity) that will be

implemented. In total, the sampling framework contained 193 elementary schools, including 109 in the IA of Kolda and 84 schools in the IA of Sédhiou.

The selection of the 65 schools targeted by the *Sukaabe Janngo II* Project in the two IAs was done randomly in proportion to the weight of each. The sample size for the sampling unit (student) was calculated using a continuous outcome measure.

Optimal Design software was used to calculate sample sizes with a standard power of 80%, a significance level of 5%, and an INTRA-CLUSTER CORRELATION COEFFICIENT (ICC) of 0.30. The total sample size initially required was 1.950 students with 5 students per grade in each school. This number of 5 students per class was increased to 10, i.e., for a total sample of 3900 students in the control and beneficiary schools combined. Counterpart approved this request because INEADE requested a more statistically representative sample at the grade level given the very large class sizes in Senegalese schools. Furthermore, INEADE requested to be in line with other MEN EGRA evaluations (LPT, G2G, ELAN...).

The total sample for beneficiary schools is the sum of the samples from the fourth, fifth, and sixth grade classes, i.e., 650 students in each grade group.

- The first cluster for the sample selection is between the two regions with a proportion of 62% in Kolda and 38% in Sédhiou, i.e. 38 schools in Kolda and 27 schools in Sédhiou. This mirrors the proportion of the total project schools in each region.
- The second cluster for sample selection is by department and proportional to the size of the IEFs (number of schools) in the sampling framework with a minimum of 10 schools per IEF. This provides an accurate representation of the school population with the IA to have valid results for each IEF. In the IA of Kolda, after correction of the sample, there will be 11 schools in the IEF of MYF, 12 schools in the IEF of Kolda and 15 schools in the IEF of Vélingara. In the IA of Sédhiou, after correction, there will be 12 schools in the IEF of Bounkiling and 15 schools in the IEF of Sédhiou.
- After the schools are identified, students will be selected. At the school level, 10 students will be selected by random draw and both genders must be represented in each class by 50% each.

- **The choice of control schools**

The 65 controlled schools have been selected with the aim of finding schools, as far as possible, that are similar to project schools, with or without a canteen, but without project support for the improvement of reading skills. Ideally, the evaluators looked for schools without canteens, but there were not enough schools that met this criterion along with the criterion concerning no project support for reading. Therefore, controlled schools include schools which currently have a canteen.

The sample framework of control schools was done on the basis of five prioritized criteria:

- The availability of the three grades (4-6)
- The geographic proximity to project schools
- The location in rural areas
- Enrollment of more than 100 students

- Physical/geographic accessibility

The choice of this selection criteria for control schools was made by integrating the objectives of the evaluation, the desired level of detail/precision, and the costs involved. Similarly, the choice of each school in the control sample is correlated with the presence in its immediate geographic vicinity of a beneficiary school in the sample.

I.4.3 Drawing of beneficiary schools

Following the sorting of schools, a sampling step (*INT*) is defined for each explicit stratum by dividing the total number of target schools, which in this case is the IEF (*Nh*), by the number of schools to be sampled (*ne_s*).

$$INT = \frac{Nh}{ne_s}$$

Table 02 Sample of baseline by IA and IEF (number of students actually tested)

		Fourth grade		Fifth grade		Sixth grade	
		Control schools	Beneficiary schools	Control schools	Beneficiary schools	Control schools	Beneficiary schools
IA Kolda	IEF Kolda	116	120	120	115	120	118
	IEF Medina Yoro Foulah	109	109	106	109	107	110
	IEF Vélingara	149	150	149	150	147	148
IA Sédhiou	IEF Bounkiling	100	139	100	126	110	130
	IEF Sédhiou	147	150	148	148	150	149

- **Students' choice**
- In each targeted school, one fourth grade class, one fifth grade class and one sixth grade class were randomly selected if more than one of these classes existed. In each class, 5 girls and 5 boys were randomly selected to participate in the test. If there were fewer than 5 girls or 5 boys in the class, the sample was completed with students of the remaining gender.

I.4.4 Data collection

INEADE organized the training of enumerators in Kolda on June 11-12, 2022. They were trained in the administration of the reading tests for students and questionnaires for students using tablets, interview guides for the teacher interviews, and a reading lesson observation matrix.

Enumerators were trained in the sampling procedures to be followed in the schools and how to conduct data transmission during collection. The enumerators are MEN agents, and many have already worked on EGRA evaluations.

Of the 71 participants in the data collection training, 66 were assigned to administer the EGRA test and the student questionnaire and the 05 were assigned to supervise as well as to administer

the observation matrix and interview guide. These 66 enumerators conducted the data collection in teams of three, for a total of 22 teams. Teams were deployed outside of their IEF of origin (where they are currently placed) to prevent any risk of a conflict of interest. (The 05 teams from the IEF of Bounkiling collected data from the IEF of Sédhiou; 04 teams from the IEF of Sédhiou collected data from the IEF of Bounkiling; 04 teams from the IEF of Vélingara collected data from the IEF of Médina Yoro Foulah; and 05 teams from the IEF of Kolda collected data from the IEF of Vélingara; and 04 teams from the IEF of Médina Yoro Foulah collected data from Kolda.) Each team was responsible for collecting data in 06 schools. To avoid bias, the group that administered a beneficiary school also administered its “counterpart” in the control group.

Data collection at the sampled schools began on June 13 and continued through June 18, 2022.

Data collection was done using tablets and the data was uploaded daily to the Tangerine server. Very strict supervision was carried out in each of the 05 IEFs by the 05 focal points supported by the INEADE team.

In addition, INEADE’s remote supervision team also closely monitored the data in Tangerine each day, as well as the daily verification sheets uploaded by each team, to triangulate each team's progress, answer questions, and clean up the data in real time. Data consistency was checked (to ensure that each interviewer was in the right school and interviewing the right number of respondents) and compliance with EGRA administration rules were also checked. The use of remote and face-to-face supervision enhanced the comprehensive monitoring of the deployment of enumerators, resolved school and assessor issues (e.g., levels available/not available in schools, school replacement needs), and ensured data uploads. This allowed the teams to complete data collection in their entire assigned sample.

I.4.5 Data cleaning, processing, and analysis

The data was cleaned for statistical analysis, which made it possible to address any inconsistencies (which in turn reinforces the reliability of the data.) Data processing and analysis was done in SPSS for descriptive and multivariate analyses and in SPHINX for qualitative analyses.

All statistical analyses took into consideration the purpose of this study, the project indicators, and the specific research questions.

In addition, three indices have been developed to provide information, to use as indicators or to shed more light on the teaching and learning of reading. These are indices for:

- **Attentiveness (vs. inattentiveness)**
- **Self-confidence in reading**
- **Well-being at school**

However, it should be noted that the construction of these three indices was based on self-reported data and therefore subject to limitations (see section: **Limitations of the study**) nonetheless, this is a practical and widely used means of collecting data in spite of its limitations.

I.4.6 The limits of the study

The baseline study has some limitations that are briefly summarized here.

- **Sampling**

Changes were made to the original sampling frames due to the presence of schools in the field that did not meet all the selection criteria. Replacing these “incomplete” schools was difficult and resulted in the selection of many control schools outside the beneficiary school's immediate zone/area. The lack of full-cycle control schools (those with all six grades) resulted in the reduction of the 65 control schools initially planned to 64.

- **The interviews**

A common limitation of surveys is the accuracy of the data. The student questionnaire data in the teacher interview guide are self-reported; this is a convenient and widely used means of collecting data but has known limitations. One of the main limitations is related to social desirability bias, which is the tendency to underreport socially undesirable attitudes or behaviors and overreport more desirable attributes. Another limitation relates to the ability of respondents to respond accurately to questions related to attention, students' self-confidence around reading, and teachers' reading instructional practices.

- **Data collection**

With fewer staff available, the INEADE team and focal points worked around the clock to oversee the data collection and scheduling of school visits. That said, real-time feedback from team leaders and focal points improved the quality of the task at hand.

Challenges during data collection included: reaching some schools was difficult, often due to the lack of transportation and the rainy season; sending data to the server due to lack of network; and being assigned a replacement school because the relevant grades did not exist in the originally selected school. In addition, the exact location of the schools was often problematic for the evaluators, resulting in increased time and effort for the teams to deploy because they could not verify distance or location. The timing of the administration of this evaluation coincided with end of year compositions and the proximity to the national exam for primary schools (CFEE). These obstacles to data collection are noteworthy, but they did not affect the reliability of the data.

PART TWO:

PRESENTATION OF AVERAGE SCORES

II. ANALYSIS OF STUDENTS' AVERAGE SCORES IN READING AND IN THE DIFFERENT SUB-COMPONENTS

*To read is to possess the meaning of a written document, that is to say, to perceive graphic signs while grasping their meaning (grasping the meanings translated into this code). Reading a written document is not only deciphering or simply speaking. It is to integrate a text to discover its meaning. To read, according to **Evelyne Charmeux**, an associate professor of classical grammar: "It is to construct meaning in a message that one needs to do something other than read".*

*The acquisition of reading skills conditions the success of all other disciplines in elementary school. Without reading, there is neither knowledge nor culture possible for the learner. That is why **Jean Jaurès** wrote: "Knowing how to read is the key to everything".*

II.1 Average scores of students in listening comprehension

Table 03: Average listening comprehension scores by school type

	Fourth grade		Fifth grade		Sixth grade	
	Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Control schools	1.77	.358	1.9	.011*	2.51	.015*
Beneficiary schools	1.69		1.7		2.28	

**The difference between the scores is statistically significant (p value < 0.05).*

The analysis of students' average scores revealed some differences in students' listening comprehension according to the type (beneficiary or control) of school for all grades combined. In **CM1 (5th grade)** and **CM2 (6th grade)**, the differences between the control and the beneficiary schools of **0.20 and 0.23** points respectively in favor of the former are statistically significant although minimal. On the other hand, the differences observed in **CE2 (4th grade)** in favor of the control schools are not statistically significant.

In addition, it should be noted that the performance of **4th grade** and **5th grade** students in both control and beneficiary schools is unsatisfactory. Out of a total of **5 points**, the average scores achieved in 4th grade are **1.77** and **1.69** points respectively for pupils in control schools and those in beneficiary schools, all of which testifies to the difficulties encountered by pupils in these two academic regions in mastering certain components of reading, such as oral comprehension. The same tendency is noted in the 5th grade; however, in the sixth grade, the average score of pupils in control schools is acceptable while that of beneficiary schools is below average.

Table 04: Average Reading Comprehension Scores by School type and Gender

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
	Control schools	1.81	,159	1.85	,066	2.48	,063

Girls	Beneficiary schools	1.64		1.63		2.24	
Boys	Control schools	1.64	,380	1.93	,078	2.54	,114
	Beneficiary schools	1.74		1.72		2.33	

**The difference between the scores is statistically significant (p value < 0.05).*

The comparative study of listening comprehension scores by gender and school type shows that the best scores were achieved by girls and boys in control schools in the fifth and sixth grades. However, in the fourth grade, boys from the beneficiary schools performed better than those from the control schools, while girls did not. Finally, the comparative analysis of the scores obtained in listening comprehension according to the gender of the students shows some differences, but they are not significant.

Table 05: Average listening comprehension scores by school type and student attentiveness

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Inattentive students	Control schools	.97	.001*	1.30	.054	1.16	.422
	Beneficiary schools	.46		1.91		.91	
Attentive students	Control schools	1.88	.943	1.92	.007*	2.57	.031*
	Beneficiary schools	1.89		1.65		2.36	

**The difference between the scores is statistically significant (p value < 0.05).*

Analysis of listening comprehension scores according to student attention levels show:

- Better overall performance by attentive students in control schools with statistically significant differences in fifth and sixth grades.
- Higher scores achieved by inattentive students in control schools as compared to beneficiary schools in fourth and sixth grades, although it should be noted that only the differences found in the fourth grade are statistically significant.

Comparative analysis of listening comprehension scores by student attention to learning shows generally significant differences in favor of the control schools.

Table 06: Average Reading Comprehension Scores by School Type and Reading Self-Confidence

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Students with low self-confidence in reading	Control schools	1.52	.159	1.90	.747	2.62	.094
	Beneficiary schools	1.32		1.85		2.28	
	Control schools	1.88	.906	1.88		2.49	.056

Students with positive self-confidence in reading	Beneficiary schools	1.89		1.60	.006*	2.29	
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**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of listening comprehension scores by student level of self-confidence in reading and school type indicates:

- The best reading scores were surprisingly achieved by students in control schools who have low self-confidence in reading in all three grades, although it should be noted that the differences found were not statistically significant.
- Better performance of attentive students in control schools was found in grades five and six, although only the differences noted in fifth grade are statistically significant.

Analysis of the table comparing reading comprehension scores by reading self-confidence levels shows differences in favor of the control schools, but these are generally not statistically significant.

Table 07: Average listening comprehension scores at the IA level by school type

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IA Kolda	Control schools	2.21	.499	1.94	.005*	2.70	.001
	Beneficiary schools	2.13		1.64		2.30	
IA Sédhiou	Control schools	1.11	.900	1.80	.522	2.24	.889
	Beneficiary schools	1.12		1.71		2.26	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of listening comprehension scores by IA according to school type reveals that, in general, the best scores were achieved by students in control schools. The differences are statistically significant only in the IA of Kolda.

Table 08: Average IEF Listening Scores by School Type

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IEF Bounkiling	Control school	0.93	.315	1.47	.378	2.18	.421
	Beneficiary schools	0.79		1.33		2.36	
IEF Kolda	Control school	2.34	.608	2.48	.001*	2.30	.628
	Beneficiary schools	2.25		1.88		2.20	
IEF Medina Yoro Foulah	Control school	1.89	.068	1.24	.050	2.45	.002*
	Beneficiary schools	1.50		0.89		1.78	
IEF Sedhiou	Control school	1.22	.148	2.02	.918	2.28	.535
	Beneficiary schools	1.42		2.04		2.17	

IEF Vélingara	Control school	2.34	.420	2.02	.937	3.22	.034*
	Beneficiary schools	2.49		2.01		2.77	

**The difference between the scores is statistically significant (p value < 0.05)*

Comparative analysis of listening comprehension scores by IEF according to school type shows that the best scores were achieved by students in the control schools in all five IEFs. However, most of the differences noted are not statistically significant. Only those noted in the fifth grade classes of the IEF Kolda and sixth grade of the IEFs Médina Yoro Foulah and Vélingara are statistically significant.

II.2 Average scores of students in reading isolated words

Table 09: Average isolated word reading scores by school type

	4th GRADE	
	Score out of 50	Sig.
Control schools	13.49	.128
Beneficiary schools	12.14	

**The difference between the scores is statistically significant (p value < 0.05).*

The baseline study found some differences in isolated word reading scores among fourth graders by school status. However, the differences (**1.35 points**) found between control and beneficiary schools were not statistically significant.

Furthermore, it should be noted that the performance of students in both control and beneficiary schools is not very satisfactory. Out of a total of **50 points**, the scores achieved are respectively **13.49** and **12.14** points, which shows the serious difficulties encountered by pupils in the targeted regions in mastering necessary reading components, such as the reading of isolated words.

Table 10: Average isolated word reading scores by school type and gender

		Fourth grade	
		Score out of 50	Sig.
Girls	Control schools	13.42	.198
	Beneficiary schools	11.82	
Boys	Control schools	13.56	.384
	Beneficiary schools	12.46	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of isolated word reading scores in fourth grade classrooms by gender shows that girls and boys in control schools achieved the highest scores. However, in control schools for both girls and boys, the differences are not statistically significant.

Table 11: Average isolated word reading scores by school type and student attention level

		Fourth grade	
		Score out of 50	Sig.
Attentive students	Control schools	10.73	.058
	Beneficiary schools	16.20	
	Control schools	13.88	.009*

Inattentive students	Beneficiary schools	11.49	
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**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of isolated word reading scores by student attention level to reading indicates that in the fourth grade:

- Scores are higher for attentive students in beneficiary schools; however, the differences with control schools, although notable, are not statistically significant.
- Performance was better by inattentive students in control schools over beneficiary schools with a statistically significant difference.

Analysis of the scores in reading isolated words according to student attention level shows that attentive students in the beneficiary schools performed better. In contrast, among inattentive students, the best scores were achieved by students in control schools.

Table 12: Average isolated word reading scores by school type and reading self-confidence

		Fourth grade	
		Score out. of 50	Sig.
Students with low self-confidence in reading	Control schools	11.65	.835
	Beneficiary schools	11.95	
Students with positive self-confidence in reading	Control schools	14.29	.062
	Beneficiary schools	12.24	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of single word reading scores by student self-confidence level indicates that students from control schools performed better than those from beneficiary schools, regardless of whether they had positive self-confidence. However, the observed differences were not statistically significant.

Comparative analysis of isolated word reading scores by self-confidence levels shows a favorable difference for scores of students in control schools. However, they are not statistically significant.

Table 13: Average isolated word reading scores at the academy level by school type.

		Fourth grade	
		Score out of 50	Sig.
IA Kolda	Control schools	12.70	.777
	Beneficiary schools	12.37	
IA Sédhiou	Control schools	14.69	.044*
	Beneficiary schools	11.83	

**The difference between the scores is statistically significant (p value < 0.05).*

Better performance from students in control schools was identified with statistical significance in the IA of Seidhou. In the IA of Kolda, no statistically significant differences were found.

Table 14: Average IEF isolated word reading scores by school type

		Fourth grade	
IEF		Score out of 5	Sig.
IEF Bounkiling	Control schools	.93	.315
	Beneficiary schools	.79	
IEF Kolda	Control schools	2.34	.608
	Beneficiary schools	2.25	
IEF Medina Yoro Foulah	Control schools	1.89	.068
	Beneficiary schools	1.50	
IEF Sedhiou	Control schools	1.22	.148
	Beneficiary schools	1.42	
IEF Velingara	Control schools	2.34	.420
	Beneficiary schools	2.49	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of the isolated word reading scores by IEF and according to school type reveals that the best scores were achieved by students in control schools in all five IEFs. However, the differences are not statistically significant.

II.3 Students' average scores in word recognition

Table 15: Average Word Recognition Scores by School Type

	Fifth grade		Sixth grade	
	Score out of 5	Sig.	Score out of 6	Sig.
Control schools	2.9	.07	4.82	.365
Beneficiary schools	3		4.74	

**The difference between the scores is statistically significant (p value < 0.05).*

Average scores for this baseline evaluation between control and beneficiary schools reveal minimal differences in students' word recognition results. However, these differences between the control and the beneficiary schools, respectively **0.1** point in fifth grade and **0.8** point in sixth grade, are not statistically significant. It should be noted, however, that the performance of students in both control and beneficiary schools was satisfactory, with high average scores, especially in the fifth grade.

Table 16: Average Word Recognition Scores by School Type and Gender

		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 6	Sig.
Girls	Control schools	2.79	.030*	4.82	.614
	Beneficiary schools	3.07		4.76	
Boys	Control schools	2.91	.916	4.81	.440
	Beneficiary schools	2.92		4.82	

**The difference between the scores is statistically significant (p value < 0.05).*

Analysis of word recognition scores by student gender and school type shows that girls and boys in beneficiary schools performed better overall than those in control schools. However, the differences found were not significant except for those between girls in control and beneficiary schools.

Table 17: Average word recognition scores by school type and student attention span

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
Attentive students	Control schools	2.27	.007*	4.16	.978
	Beneficiary schools	3.31		4.17	
Inattentive students	Control schools	2.88	.322	4.84	.408
	Beneficiary schools	2.97		4.78	

**The difference between the scores is statistically significant (p value < 0.05).*

A study of word recognition scores according to the student's attention level and the type of school shows that students in the beneficiary schools, whether they were attentive to reading, obtained better results overall than those in the control schools. However, the differences found were not significant, except for those between attentive students in the beneficiary schools and those in the control schools, where the differences favored the former.

Table 18: Average word recognition scores by school type and reading self-confidence

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
Students with low self-confidence in reading	Control schools	2.73	.216	4.71	.904
	Beneficiary schools	2.93		4.69	
Students with positive self-confidence in reading	Control schools	2.91	.286	4.84	.381
	Beneficiary schools	3.02		4.76	

**The difference between the scores is statistically significant (p value < 0.05).*

Analysis of word recognition scores by self-confidence levels and school type indicates that students in the beneficiary schools, whether they had positive reading self-confidence performed better in **fifth grade** than those in the control schools. In contrast, students in control schools performed better in **sixth grade**. However, in either case, the differences were not statistically significant.

Table 19: Average word identification scores in IA by school type

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 6	Sig.
IA Kolda	Control schools	3.15	.481	4.69	.331
	Beneficiary schools	3.23		4.58	
IA Sédhiou	Control schools	2.40	.039*	5.00	.749
	Beneficiary schools	2.68		4.96	

*The difference between the scores is statistically significant (p value < 0.05).

Examination of word recognition scores in the IA according to school type in general shows that the best scores in the **fifth grade** were achieved by students in the beneficiary schools. Only the differences observed in the IA of **Sédhiou** are statistically significant. The comparative analysis of the **sixth grade** showed statistically significant difference. Indication that students from control schools achieved the best results in both regions are also not statistically significant..

Table 20: Average IEF Word Scores by School Type

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
IEF Bounkiling	School control	2.95	.923	5.18	.470
	Beneficiary school	2.97		5.29	
IEF Kolda	School control	3.44	.140	4.36	.359
	Beneficiary school	3.74		4.56	
IEF Medina Yoro Foulah	School control	2.42	.850	5.15	.018*
	Beneficiary school	2.47		4.68	
IEF Sedhiou	School control	2.03	.024*	4.86	.220
	Beneficiary school	2.43		4.67	
IEF Velingara	School control	3.42	.860	4.63	.540
	Beneficiary school	3.39		4.53	

*The difference between the scores is statistically significant (p value < 0.05).

Comparative analysis of word recognition scores in IEFs by school type generally shows that students from control schools in **sixth grade** scored higher than students from beneficiary schools in **fifth grade**. However, the differences found in either case were generally not statistically significant. The only statistically significant differences were found in the IEFs of **Medina Yoro Foulah** in sixth grade and **Sédhiou** in the fifth grade.

II.4 Students' average scores in fluency

(Reading of small text)

Table 21: Average Fluency Scores (Small Text Reading) by School type

	4 th grade	5 th grade	6 th grade
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	Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
Control schools	26.03	.604	27	.014*	46.35	.010*
Beneficiary schools	25.29		23.9		41.4	

*The difference between the scores is statistically significant (p value < 0.05).

Examination of the baseline data identified some differences in fluency scores (small text reading) by school status across all grades. In **fifth** and **sixth grades**, the relatively large differences between control and beneficiary schools of **3.1** and **5.05** points, respectively, were statistically significant in favor of the former. On the other hand, the differences observed in fourth grade in favor of the control schools were not statistically significant. Furthermore, the fluency performances achieved by students in both control and beneficiary schools are inadequate and show that students in these two regions have difficulties in mastering important components of reading, such as fluency.

Table 22: Average fluency scores by school type and gender

		4 th grade		5 th grade		6 th grade	
		Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
Girls	Control schools	25.41	.931	25.70	.223	46.01	.037*
	Beneficiary schools	25.24		23.64		40.35	
Boys	Control schools	26.65	.513	28.23	.025*	46.70	.113
	Beneficiary schools	25.34		24.22		42.42	

*The difference between the scores is statistically significant (p value < 0.05).

Comparative analysis of fluency scores by student gender and school type reveals that the highest scores were achieved by girls and boys in control schools at all grades. However, it should be noted that only the differences noted for girls in **fifth grade** and boys in **sixth grade** are statistically significant.

Table 23: Average fluency scores by school type and student attention level

		4 th grade		5 th grade		6 th grade	
		Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
Attentive students	Control schools	21.69	.134	11.10	.189	20.16	.894
	Beneficiary schools	28.71		16.13		19.49	
Inattentive students	Control schools	26.64	.199	27.76	.011*	47.43	.015*
	Beneficiary schools	24.74		24.51		42.64	

*The difference between the scores is statistically significant (p value < 0.05).

The comparative analysis of fluency scores according to student attention levels and school type indicates that the best scores were achieved by attentive **fourth** and **fifth** graders in the beneficiary schools. However, the differences observed, although appreciable, are not statistically significant. For inattentive students, the best performance was achieved by students in control schools with statistically significant differences in **fifth** and **sixth** grades.

Table 24: Average fluency scores by school type and reading self-confidence

		4 th grade		5 th grade		6 th grade	
		Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
Students with low self-confidence in reading	Control schools	23.69	.804	24.57	.555	41.81	.007*
	Beneficiary schools	24.28		23.26		31.34	
Students with positive self-confidence in reading	Control schools	27.05	.488	28.07	.009*	47.33	.201
	Beneficiary schools	25.83		24.20		44.55	

*The difference between the scores is statistically significant (p value < 0.05).

Examination of fluency scores by student self-confidence in reading and school type indicates that fifth and sixth grade students from control schools outperformed those from beneficiary schools regardless of whether they had low or positive self-confidence. However, the observed differences were statistically significant for fourth graders with a high reading self-confidence and fifth graders without a high reading self-confidence.

Similarly, scores showed that in fourth grade, students in the beneficiary schools with low self-confidence in reading performed best. It also showed that students with positive self-confidence in control schools also performed well. However, in either case, the differences observed were not statistically significant.

Table 25: Average scores at the academy level in fluency (small text reading) by school type

		4 th grade		5 th grade		6 th grade	
		Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
IA Kolda	Control schools	24.40	.901	23.69	.014*	40.36	.098
	Beneficiary schools	24.63		20.10		36.11	
IA Sédhiou	Control schools	28.49	.287	31.90	.185	54.98	.018*
	Beneficiary schools	26.15		29.15		48.53	

*The difference between the scores is statistically significant (p value < 0.05).

Comparative analysis of fluency scores across regions by school type generally indicates that the best scores were achieved by students in control schools in both regions with statistically more significant differences in fifth graders in **Kolda** and sixth graders in **Sedhiou**.

Table 26: Average Fluency Scores (Reading Small Text) at IEF Level by School Type

		4 th grade		5 th grade		6 th grade	
IEF		Score out of 79	Sig.	Score out of 78	Sig.	Score out of 108	Sig.
IEF Bounkiling	School control	32.12	.016	31.66	.225	49.66	.977
	Beneficiary school	24.14		28.01		49.78	
IEF Kolda	School control	23.16	.376	28.50	.009	23.43	.473
	Beneficiary school	25.85		21.46		26.00	

IEF Medina Yoro Foulah	School control	21.78	.352	23.02	.007	28.74	.002
	Beneficiary school	18.67		15.75		19.42	
IEF Sedhiou	School control	26.01	.493	32.05	.498	58.87	.003
	Beneficiary school	28.02		30.11		47.44	
IEF Velingara	School control	27.29	.825	20.29	.385	62.65	.165
	Beneficiary school	27.99		22.22		56.58	

*The difference between the scores is statistically significant (p value < 0.05).

The comparative study of fluency scores in the IEFs by school type reveals some differences in results. However, the differences noted are not generally statistically significant, as only those noted in fourth grade in the IEF of **Boukiling**, in fifth grade in the IEFs of **Kolda** and **Médina Yoro Foulah** and in sixth grade in the IEFs of **Médina Yoro Foulah** and **Sédhiou** are statistically significant.

The performance of students in the **sixth-grade** control schools in the IEFs of **Sédhiou** and **Vélingara** is quite satisfactory because the average scores are above average, unlike the other students in the other IEFs, who when combined, scored very poorly in fluency.

II.5 Average scores of students in incomplete text

Table 27: Average gap text scores by school type

	5 th grade		6 th grade	
	Score out of 5	Sig.	Score out of 5	Sig.
Control schools	1	.794	0.81	.554
Beneficiary schools	1		0.83	

*The difference between the scores is statistically significant (p value < 0.05).

Comparing average scores by school type shows some differences in gap text scores between students in the **fifth** and **sixth grades**. However, it should be noted that these differences found between control and beneficiary schools are not statistically significant.

Table 28: Average gap text scores by school type and gender

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
Girls	Control schools	.98	.465	.83	.988
	Beneficiary schools	1.01		.83	
Boys	Control schools	.98	.255	.79	.406
	Beneficiary schools	.94		.82	

*The difference between the scores is statistically significant (p value < 0.05).

Comparative analysis of gap text scores by student gender and school status reveals minimal differences in outcomes between girls and boys in both the recipient and control schools. However, the differences found are not statistically significant.

Table 29: Average gap text scores by school type and student attention level

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
Attentive students	Control schools	.93	.856	.68	.69
	Beneficiary schools	.91		.74	
Inattentive students	Control schools	.98	.864	.81	.576
	Beneficiary schools	.98		.83	

**The difference between the scores is statistically significant (p value < 0.05).*

A comparison of gap text scores by student attention level and school type reveals that only minimal differences were noted between fifth and sixth graders in both control and beneficiary schools, whether they were attentive or inattentive. Similarly, the differences found were not statistically significant.

Table 30: Average gap text scores by school type and self-confidence in reading

		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.
Students with low self-confidence in reading	Control schools	.95	.542	.78	.830
	Beneficiary schools	.98		.76	
Students with positive self-confidence in reading	Control schools	1.00	.470	.82	.349
	Beneficiary schools	.97		.85	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of text scores by student self-confidence levels in reading and school status type reveals only small differences between fifth and sixth graders in both control and recipient schools. This analysis also indicates that the small differences found are not statistically significant.

Table 31: Average scores at the IA level in gap text by school type

		5 th grade		6 th grade	
		Average	Sig.	Average	Sig.
IA Kolda	Control schools	1.01	.751	.82	.805
	Beneficiary schools	1.00		.83	
IA Sédhiou	Control schools	.94	.969	.80	.537
	Beneficiary schools	.95		.82	

**The difference between the scores is statistically significant (p value < 0.05).*

A study of gap text scores in the IAs according to school type shows that the differences noted are insignificant between students in beneficiary schools and those in control schools. The comparative analysis also indicates that in both fifth and sixth grade, the differences between the two types of schools are not statistically significant.

Table 32: Average IEF gap text scores by school type

		5 th grade		6 th grade	
IEF		Score out of 5	Sig.	Score out of 5	Sig.
IEF Bounkiling	School control	1.07	.335	.91	.984
	Beneficiary school	1.01		.91	
IEF Kolda	School control	1.04	.865	.81	.214
	Beneficiary school	1.05		.87	
IEF Medina Yoro Foulah	School control	.99	.740	.85	.448
	Beneficiary school	1.01		.90	
IEF Sedhiou	School control	.86	.574	.71	.519
	Beneficiary school	.89		.75	
IEF Velingara	School control	.99	.402	.80	.316
	Beneficiary school	.95		.74	

**The difference between the scores is statistically significant (p value < 0.05).*

Like the analysis at the regional level, the analysis of text scores by IEFs according to the type of school reveals that the differences noted are fairly insignificant between the students in the beneficiary schools and those in the control schools. The comparative analysis also indicates that the same situation noted in the regions prevails here.

It should be noted that the performance of students in both control and beneficiary schools is very poor, with relatively low average scores in both **fifth** and **sixth grades**. (This situation could be explained by the fact that teachers do not always use innovative approaches when producing exercises that are given to students and this model of practice is not very familiar to many of them.)

II.6 Average scores of students in sentence reconstruction

Table 33: Average sentence reconstruction scores by school type

	4 th grade		5 th grade		6 th grade	
	Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Control schools	1.39	.042*	1	.767	1.56	.018*
Beneficiary schools	1.21		1		1.34	

**The difference between the scores is statistically significant (p value < 0.05).*

Examination of the baseline data comparing the average student scores by school type identified some differences in sentence rephrasing results in all grades. These small differences in favor of control school students were nevertheless statistically significant in **fourth** and **sixth** grades.

Table 34: Average Scores in Sentence Reconstruction by School Type and Student Gender

		4 th grade		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Girls	Control schools	1.41	.060	.94	.448	1.54	.041*
	Beneficiary schools	1.18		1.02		1.28	
Boys	Control schools	1.36	.319	.96	.737	1.58	.186
	Beneficiary schools	1.23		.93		1.41	

**The difference between the scores is statistically significant (p value < 0.05).*

Analysis of sentence reconstruction scores by student gender and school type indicates that the vast majority of the best scores were achieved by girls and boys in control schools at all levels. Nevertheless, it should be noted that only the differences noted for girls in **sixth** grade are statistically significant.

Table 35: Average sentence reconstruction scores by school type and student attention

		4 th grade		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Attentive students	Control schools	.60	.001*	.47	.033*	.80	.707
	Beneficiary schools	.14		1.16		.69	
Inattentive students	Control schools	1.50	.210	.97	.832	1.59	.026*
	Beneficiary schools	1.38		.96		1.38	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of sentence reconstruction scores by student attention level and school type reveals that in fourth and sixth grade the highest scores were achieved by attentive students in control schools. Only the differences noted in the fourth grade are statistically significant. Concerning student attention, fifth graders in beneficiary schools were the best performers with statistically significant differences. Moreover, among inattentive students, those belonging to control schools performed better, although it should be noted that only the differences observed in sixth grade were statistically significant.

Table 36: Average sentence reconstruction scores by school type and self-confidence level

		4 th grade		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Students with low self-confidence in reading	Control schools	.98	.866	1.03	.293	1.70	.028*
	Beneficiary schools	.96		1.17		1.24	
Students with positive self-confidence in reading	Control schools	1.56	.046*	.92	.786	1.53	.130
	Beneficiary schools	1.34		.89		1.37	

**The difference between the scores is statistically significant (p value < 0.05).*

The comparative study of sentence reconstruction scores by student levels of self confidence in reading and school type indicates that students from control schools overwhelmingly outperformed those from beneficiary schools whether they had a positive reading self-confidence. The observed differences are statistically significant only for **fourth grade** students with positive self-confidence and **fifth grade** students with low self-confidence in reading. It is also worth noting that students in the beneficiary schools only performed better in **fourth grade** among students with low self-confidence in reading. But these differences were not statistically significant.

Table 37: Average scores in sentence reconstruction by IA and school type

		4 th grade		5 th grade		6 th grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IA Kolda	Control schools	1.41	.190	.99	.303	1.67	.006*
	Beneficiary schools	1.18		1.09		1.33	
IA Sédhiou	Control schools	1.36	.197	.89	.467	1.40	.759
	Beneficiary schools	1.23		.81		1.35	

*The difference between the scores is statistically significant (p value < 0.05).

The best scores were achieved by students in control schools in both academies, however the differences noted are not statistically significant except in the **sixth grade** in the IA of **Kolda**.

Table 38: Average IEF Scores in Sentence Reconstruction by School Type

		4 th grade		5 th grade		6 th grade	
IEF		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IEF Bounkiling	School control	.91	.000*	.57	.425	.99	.061
	Beneficiary school	.35		.67		1.34	
IEF Kolda	School control	1.66	.921	1.58	.634	1.58	.715
	Beneficiary school	1.68		1.48		1.50	
IEF Medina Yoro Foulah	School control	1.37	.003*	.38	.123	1.40	.008*
	Beneficiary school	.76		.60		.92	
IEF Sedhiou	School control	1.03	.162	1.11	.304	1.69	.086
	Beneficiary school	1.28		.93		1.37	
IEF Velingara	School control	1.86	.920	.95	.157	1.95	.055
	Beneficiary school	1.88		1.15		1.51	

*The difference between the scores is statistically significant (p value < 0.05).

Examination of sentence reconstruction scores by IEF according to school type reveals differences in favor of students in control schools. However, the differences noted are not statistically significant, except for **fourth grade** in the IEFs of **Bounkiling** and **Médina Yoro Foulah** and in the **sixth grade** in the IEF of **Médina Yoro Foulah**.

The performance of students in the control schools as well as that of students in the beneficiary schools is not satisfactory in any of the five IEFs and reflects the difficulties in sentence reconstruction in the IEFs at all grades.

The performance of students in both control and beneficiary schools in sentence reconstruction is not satisfactory and shows the real difficulties that students in these two regions have in mastering important components of reading, such as sentence reconstruction.

II.7 Students' average scores in reading comprehension

Table 39: Average Reading Comprehension Scores by School type

	Fourth grade		Fifth grade		Sixth grade	
	Score out of 5	Sig.	Score out of 5	Sig.	Score out of five	Sig.
Control schools	1.25	.244	1.8	.035*	2.23	.016*
Beneficiary schools	1.15		1.6		2.01	

*The difference between the scores is statistically significant (p value < 0.05).

Analysis of the average scores by students in reading comprehension according to school type identifies certain differences, all grades taken together. However, these differences, which were found to be in favor of students from control schools, were only statistically significant in the **fifth** and **sixth** grades.

Table 40: Average Reading Comprehension Scores by School Type and Gender

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Girls	Control schools	1.27	.326	1.79	.229	2.26	.004*
	Beneficiary schools	1.16		1.63		1.90	
Boys	Control schools	1.22	.509	1.82	.077	2.19	.580
	Beneficiary schools	1.14		1.58		2.13	

*The difference between the scores is statistically significant (p value < 0.05).

Analysis of reading comprehension scores by student gender and school type indicates that the highest scores were achieved by girls and boys in control schools at all levels. However, it should be noted that only the fairly large differences noted for girls in **sixth grade** are statistically significant.

Table 41: Average Reading Comprehension Scores by School Type and Student Attention Level

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Attentive students	Control schools	.48	.002*	.90	.090	1.00	.308
	Beneficiary schools	.15		1.49		.71	
Inattentive students	Control schools	1.35	.625	1.85	.016	2.28	.035*
	Beneficiary schools	1.31		1.62		2.09	

*The difference between the scores is statistically significant (p value < 0.05).

The comparative study of reading comprehension scores by student attention level and school type reveals that in **fourth** and **sixth grades** the highest scores were achieved by attentive students in control schools. However, it should be noted that only the differences noted in the

fourth grade are statistically significant. For attentive students in the **fourth grade**, the best performances were achieved by students from beneficiary schools with differences that are statistically significant. Furthermore, analysis showed that among inattentive students, those from control schools performed better, although it should be noted that only the differences observed in **sixth grade** were statistically significant.

Table 42: Average Reading Comprehension Scores by School Type and Self-Confidence level

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
Students with low self-confidence in reading	Control schools	.95	.702	1.75	.969	2.23	.101
	Beneficiary schools	1.00		1.75		1.92	
Students with positive self-confidence in reading	Control schools	1.38	.169	1.84	.013*	2.23	.067
	Beneficiary schools	1.23		1.55		2.04	

*The difference between the scores is statistically significant (p value < 0.05).

Analysis of reading comprehension scores of students according to self-confidence levels and school type indicates that students from control schools overwhelmingly outperformed those from beneficiary schools regardless of whether or not they had a positive self-confidence. The differences observed were statistically significant only for **fifth grade** students with positive self-confidence in reading. On the other hand, it should be noted that students from beneficiary schools performed better in the **fourth grade** among students with low self-confidence in reading, the differences noted were not statistically significant.

Table 43: Average academy-level reading comprehension scores by school type

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IA Kolda	Control schools	1.63	.021*	1.63	.057	2.46	.001*
	Beneficiary schools	1.37		1.40		2.09	
IA Sédhiou	Control schools	.67	.054	2.08	.218	1.89	.823
	Beneficiary schools	.87		1.89		1.92	

*The difference between the scores is statistically significant (p value < 0.05).

The comparative analysis of reading comprehension scores in the two regions by school type reveals that, except for students in **fourth grade** in the IA of **Sédhiou**, students in control schools obtained the best scores everywhere. However, only the differences noted in **fourth** and **sixth grades** in the IA of Kolda are statistically significant.

Table 44: Average IEF Reading Comprehension Scores by School Type

		Fourth grade		Fifth grade		Sixth grade	
IEF		Score out of 5	Sig.	Score out of 5	Sig.	Score out of 5	Sig.
IEF Bounkiling	Control schools	.64	.806	2.15	.324	1.68	.266
	Beneficiary schools	.68		1.91		1.91	
IEF Kolda	Control schools	1.81	.031*	1.99	.079	1.88	.868
	Beneficiary schools	1.45		1.63		1.91	
	Control schools	1.61		1.19	.018*	2.05	.000*

IEF Medina Yoro Foulah	Beneficiary schools	1.05	.014*	.72		1.45	
IEF Sedhiou	Control schools	.69	.012*	2.03	.424	2.04	.498
	Beneficiary schools	1.05		1.87		1.93	
IEF Velingara	Control schools	1.50	.846	1.65	.757	3.24	.007*
	Beneficiary schools	1.53		1.71		2.70	

*The difference between the scores is statistically significant (p value < 0.05).

A study of reading comprehension scores by IEF and school type reveals differences in results in favor of students in control schools in almost all cases. However, not all the differences noted are statistically significant, as only those noted in **fourth grade** in the IEFs of Kolda, **Médina Yoro Foulah** and **Sédhiou**, in **fifth grade** in the IEF of **Médina Yoro Foulah** and in **sixth grade** in the IEFs of **Médina Yoro Foulah** and **Vélingara** are statistically significant.

With the exception of the IEF of Vélingara with pupils in **sixth grade**, the performance of pupils in the control schools as well as those in the beneficiary schools is not satisfactory in the IEFs and clearly indicates the difficulties in reading comprehension for the students in the five IEFs.

It should be noted that the reading comprehension performance of students in both control and beneficiary schools is quite low and shows the difficulties encountered by students in these two regions, particularly those in **fourth** and **fifth**, in mastering important reading skills such as reading comprehension.

II.8 Average student reading scores

Table 45: Average Reading Scores by School Type

	Fourth grade		Fifth grade		Sixth grade	
	Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
Control schools	29.59	.090	34.02	.148	44.23	.001*
Beneficiary schools	27.46		32.52		41.12	

*The difference between the scores is statistically significant (p value < 0.05).

The analysis of the baseline data, which compared the average scores of students in beneficiary and control schools, identified differences in reading scores in all three grades. However, these differences in favor of control school students were only statistically significant in the sixth grade.

Table 46: Average Reading Scores by School Type and Gender

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
Girls	Control schools	29.78	.837	33.33	.762	44.21	.004
	Beneficiary schools	29.41		32.89		40.26	

Boys	Control schools	27.02	.617	34.72	.085	44.25	.100
	Beneficiary schools	27.90		32.15		41.95	

**The difference between the scores is statistically significant (p value < 0.05).*

Examination of reading scores by gender and school type indicates that, with the exception of boys in the fourth grade, the highest scores were achieved by students in control schools of all genders and at all levels. However, it should be noted that only the fairly large differences for girls in fifth grade are statistically significant.

Table 47: Average Reading Scores by School Type and Student Attention Level

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
Attentive students	Control schools	17.99	.000*	21.93	.008*	26.80	.572
	Beneficiary schools	31.24		32.71		24.78	
Inattentive students	Control schools	16.75	.000*	34.63	.047*	44.95	.003*
	Beneficiary schools	29.17		32.51		42.04	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of reading scores by student attention level and school type shows differences in the performance by attentive students in control and beneficiary schools. In fourth grade, both attentive and inattentive students in the beneficiary schools had the highest scores and the differences noted were all significant. In fourth grade, attentive students in control schools performed better, while the opposite was true for inattentive students, and in both cases the differences were statistically significant. In the sixth grade, students from the control schools performed better, although only the differences observed among the inattentive students were statistically significant.

Table 48: Average reading scores by school type and self-confidence in reading

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
Students with low self-confidence in reading	Control schools	24.45	.000*	33.11	.656	43.95	.012*
	Beneficiary schools	31.84		33.94		38.53	
Students with positive self-confidence in reading	Control schools	24.03	.004*	34.44	.046*	44.29	.031*
	Beneficiary schools	29.29		31.95		41.93	

**The difference between the scores is statistically significant (p value < 0.05).*

Analysis of the data in reading comparison by student level of self-confidence in reading and school type shows differences in performance. In the fourth grade classes in beneficiary schools, both students with and without reading self-confidence had the highest scores. The differences noted were all significant. In fifth grade classes of control schools, students with positive self-confidence in reading performed better with statistically significant differences. The opposite was true for students with low self-confidence in reading. In sixth grade, students in control schools performed best among both students with and without self-confidence in reading, and the differences were statistically significant.

Table 49: Average reading scores by IA and school type

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
IA Kolda	Control schools	33.21	.000*	34.12	.168	44.79	.000*
	Beneficiary schools	24.12		32.17		40.13	
IA Sédhiou	Control schools	31.14	.000*	33.86	.568	43.43	.497
	Beneficiary schools	22.62		33.00		42.45	

**The difference between the scores is statistically significant (p value < 0.05).*

Comparative analysis of reading scores in the two regions by school type reveals that the best scores were achieved by students in control schools, however statistically significant differences were noted in the fourth grade in both regions and in sixth grade in the IA of Kolda.

Table 50: Average IEF Reading Scores by School Type

		Fourth grade		Fifth grade		Sixth grade	
		Score out of 100	Sig.	Score out of 100	Sig.	Score out of 100	Sig.
IEF Bounkiling	Control schools	25.61	.000*	34.13	.391	41.27	.237
	Beneficiary schools	17.63		32.25		44.10	
IEF Kolda	Control schools	33.60	.781	41.17	.103	37.58	.723
	Beneficiary schools	32.80		37.19		38.29	
IEF Medina Yoro Foulah	Control schools	30.29	.008*	25.64	.156	41.23	.000*
	Beneficiary schools	22.34		22.33		32.85	
IEF Sedhiou	Control schools	23.10	.039*	33.67	.988	45.01	.021*
	Beneficiary schools	27.24		33.64		41.01	
IEF Velingara	Control schools	35.05	.728	34.47	.655	53.26	.005*
	Beneficiary schools	36.22		35.46		47.00	

**The difference between the scores is statistically significant (p value < 0.05).*

A comparison of reading scores by IEF and school type shows some differences but are statistically significant only in the fourth grade in the IEFs of Bounkiling, MYF, and Sedhiou, and in the fifth grade in the IEFs of MYF, Sedhiou, and Velingara.

With the exception of Velingara students in the sixth-grade control schools, the performance of students from the control schools as well as that of students from the beneficiary schools is not satisfactory and shows the difficulties in reading in the IEFs at all grade levels.

Furthermore, it should be noted that the reading performance of students in both control and beneficiary schools is not satisfactory and indicates that students in these two academic regions are having difficulty acquiring reading skills.

PART THREE: PRESENTATION OF PERFORMANCE THRESHOLDS

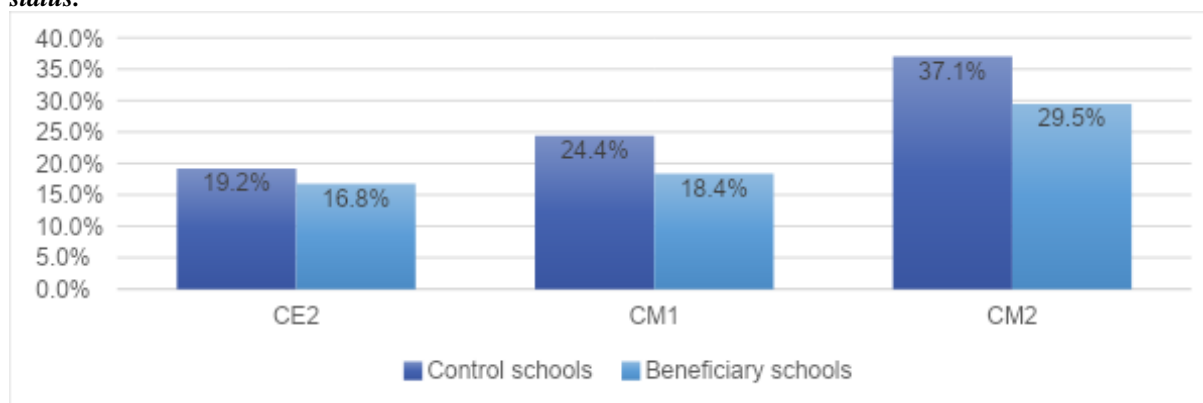
III. ANALYSIS OF STUDENT PERFORMANCE THRESHOLDS IN READING

Reading is a determining skill in the acquisition of knowledge. It is the foundation of the learner's capacity that allows him/her to acquire knowledge, to internalize it, and to establish a foundation of understanding the world.

As part of the baseline evaluation of the "Sukaabe Janngo II" program in the IAs of Kolda and Sédhiou, reading literacy is a key target for measuring the future impact of their interventions. The overall results of the schools that will benefit from the project's intervention are as follows, alongside the control schools:

III.1 PERFORMANCE THRESHOLDS AT THE GLOBAL LEVEL

Graph 01: Proportion of students who have reached at least the minimum reading proficiency level by school status.



The analysis of the graph shows the reading performance of the sampled students in fourth, fifth, and sixth grades in the beneficiary and control schools. At all target grade levels, control schools perform better than the beneficiary schools.

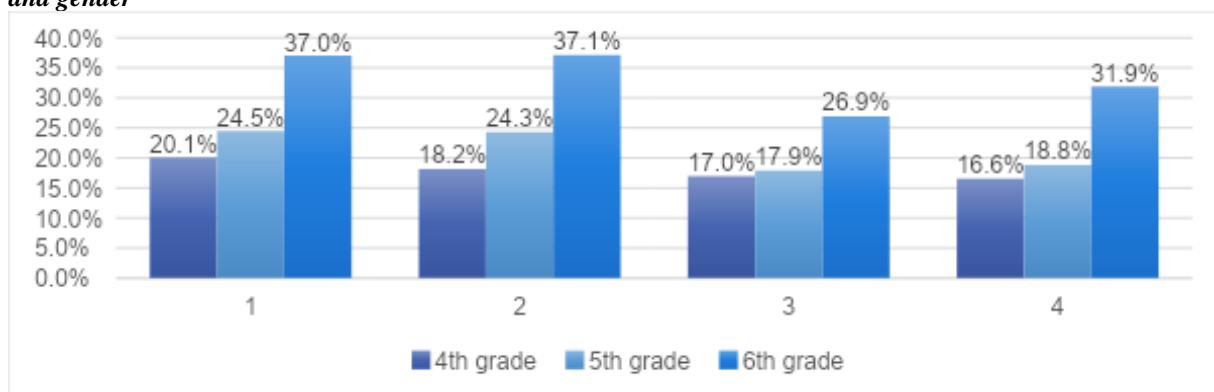
In the fourth grade, 16.8% of students in schools that will benefit from the Sukaabe Janngo II project achieved an average score, while in control schools, the percentage of success was 19.2%.

In the fifth grade, 18.4% of the students in the schools that will benefit from the project achieved an average score, while in the control schools, the percentage of success was 24.4%.

In the sixth grade, 29.5% of the students in the schools that will benefit from the project achieved an average score, while in the control schools the percentage of success was 37.1%.

These passing rate percentages, recorded in the baseline evaluation show that as the grade increases, the passing rate increases, widening the gap between control and recipient schools.

Graph 02: Proportion of students who have reached at least the minimum level of reading skills by school type and gender



This graph shows the rate of boys and girls, in the fourth, fifth, and sixth grades, who achieved the average score in beneficiary and control schools. The difference in performance between boys and girls is slightly in favor of the latter in the control schools, and the opposite phenomenon is observed in the beneficiary schools.

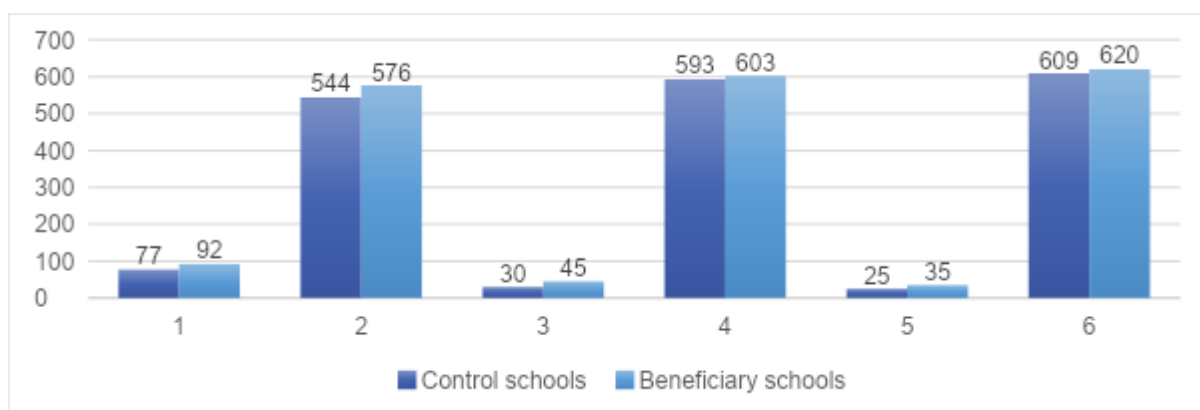
In the fourth grade, the percentage of girls in control schools is 20.1% and that of boys is 18.2%, while in beneficiary schools the rates are 17% and 16.6% respectively.

In the fifth grade, the percentage of girls in control schools is 24.5% and that of boys is 24.3%, while in the beneficiary schools the rates are 17.9% and 18.8% respectively.

In the sixth grade, the percentage of girls in control schools is 37% and that of boys is 37.1%, while in beneficiary schools the rates are 26.9% and 31.9% respectively.

The analysis of success rates by gender and grade seems to reveal that in the lower grades, girls dominate in terms of students who achieved the average score; but as one progresses in the grade level, boys close the gap and reverse the trend.

Graph 03: Number of students who increased attention levels by school type

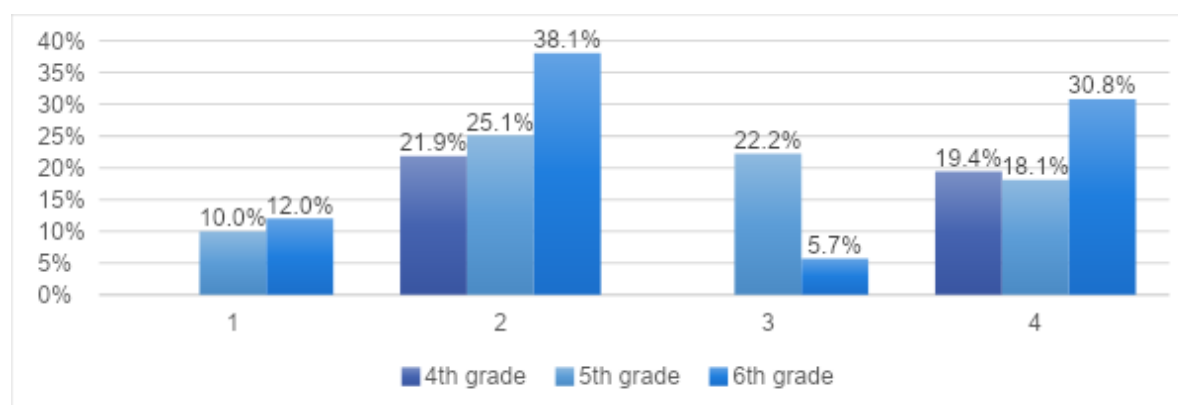


Attention level is a fundamental dimension in knowledge acquisition. It is second on the scale of priorities after the level of competence, that is necessary to develop or integrate new acquisitions. According to Wikipedia, attention is the faculty of the mind to devote itself to an object: to use its capacities to observe, study, judge a thing whatever it is, or to practice an action.

In this baseline study for *Sukaabe Janngo II*, this dimension should be tracked not as an explanatory factor for results, but as a result of the project intervention. In other words, does

the fact that the project intervenes in school A, and not in school B, encourage attention and learning? Did the pupils in the beneficiary schools pay more attention during the learning process to improve their acquisition of content? Did this dynamic vary over time and space? The graph above shows a much larger number of attentive students than inattentive students in all schools. In fifth grade, the number of attentive students is 620 while the number of inattentive students is only 35 in the beneficiary schools. The ratio is 609 to 25 in control schools.

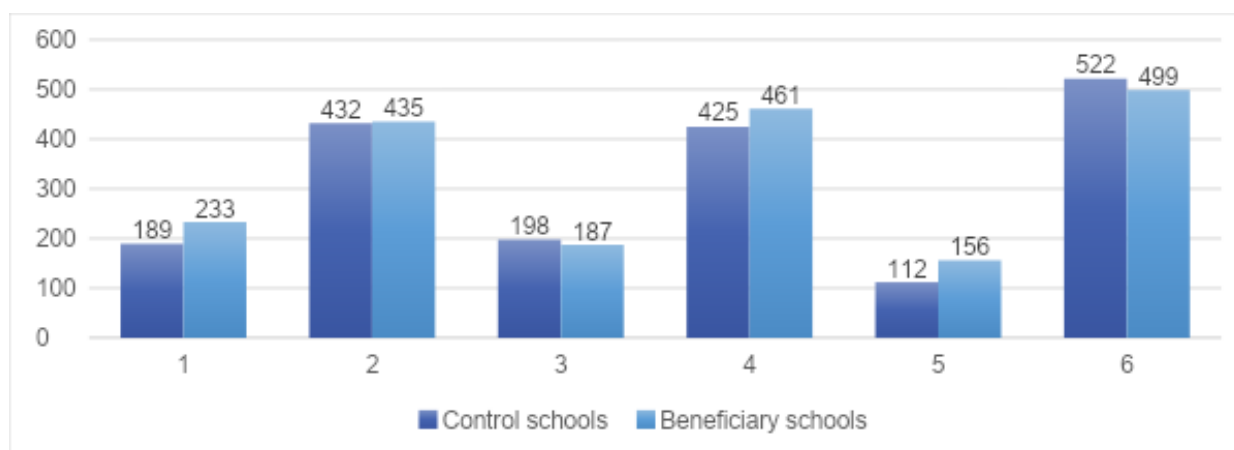
Graph 04: Proportion of students having reached at least the minimum threshold of reading skills by school type and student attention level



Performance levels are higher overall among attentive students in both the beneficiary and control schools.

- In the fourth grade, no inattentive student in either the beneficiary or control schools achieved the average score. On the other hand, the percentage of attentive students who obtained the average score was quite interesting: 21.9% in the control schools and 19.4% in the beneficiaries.
- In the fifth grade, 10% of inattentive students achieved the minimum score in the control schools, while an astonishing 22.2% in the intervention schools. The attentive students who achieved the average score represent 25.1% in the control schools and 18.1% in the project intervention schools.
- In sixth grade, the same observation seems to be confirmed. More attentive students achieved the average score: 30.8% in the beneficiary schools and 38.1% in the control schools. Fewer inattentive students achieved the average score: 5.7% in the beneficiary schools and 12% in the control schools.

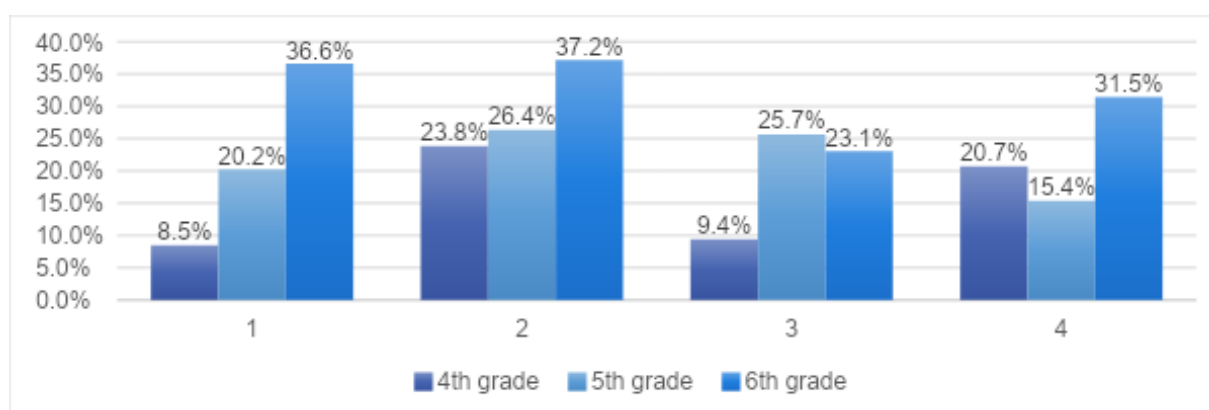
Chart 05: Number of students with positive self-confidence in reading by school type.



Self-confidence is about the image that one has of oneself, and there are multiple influences: the influence of individuals with whom a person has an important relationship, the way in which one perceives oneself according to one's personality traits, and one's own inherent characteristics. All of this constitutes a confidence of self which is an additional data point of explanatory factors in a student's attention to a learning/reading task. The level of self-confidence is the foundation of a willingness to go beyond one's own limits. This dimension of resilience in the learning process/acquisition of knowledge appears to be commonly used in modern evaluations.

For this baseline evaluation, students with a positive level of self-confidence are much more representative than those without. In both the beneficiary and control schools, the number of students with self-confidence is much higher than those without it. In the fifth grade, the gap between the two groups is more pronounced in favor of students who have demonstrated confidence in reading skills (499 vs. 156 for the beneficiary schools and 522 vs. 112 for the control schools).

Graph 06: Proportion of students having reached at least the minimum threshold of reading skills by school type and student's level of self-confidence about reading



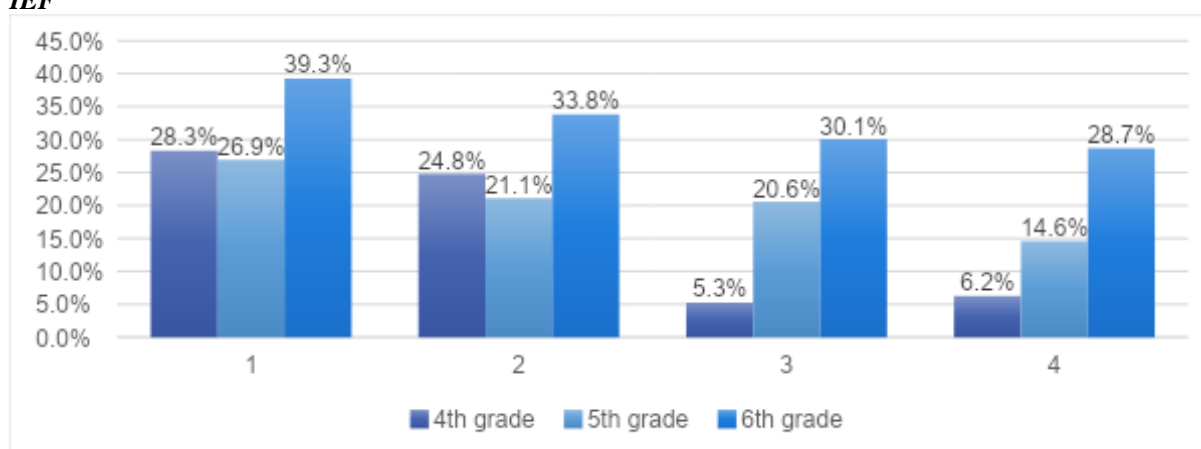
- In the fourth grade, students with a high self-confidence level were more likely to achieve an average score in both control and recipient schools. 8.5% of the students without a high self-confidence achieved an average while 23.8% of those with the self-confidence achieved at least the average. In the beneficiary schools, these percentages are 9.4% and 20.7% respectively. In

the fifth grade, the percentages of students who achieved the average performance contrasted between control and beneficiary schools. For the former, students with positive self-confidence are more representative (26.4% vs. 20.2%), while for the latter, students with low self-confidence are more numerous (25.7% vs. 15.4%).

- In the sixth grade, the percentages of success between students with and without self-confidence in the control schools are almost identical: 37.2% and 36.6% respectively. In the target schools that will benefit from the project intervention, students with positive self-confidence who achieved the average score represented 31.5%, while the percentage for other students was 23.1%.

III.2 PERFORMANCE THRESHOLDS BY SCHOOL IA

Graph 07: Proportion of students having reached the minimum level of reading skills, by school type and by IEF



The analysis of the graph on the proportions of students having reached the minimum competency threshold, by IEF, reveals the performance ratio between control schools and beneficiary schools in each IA.

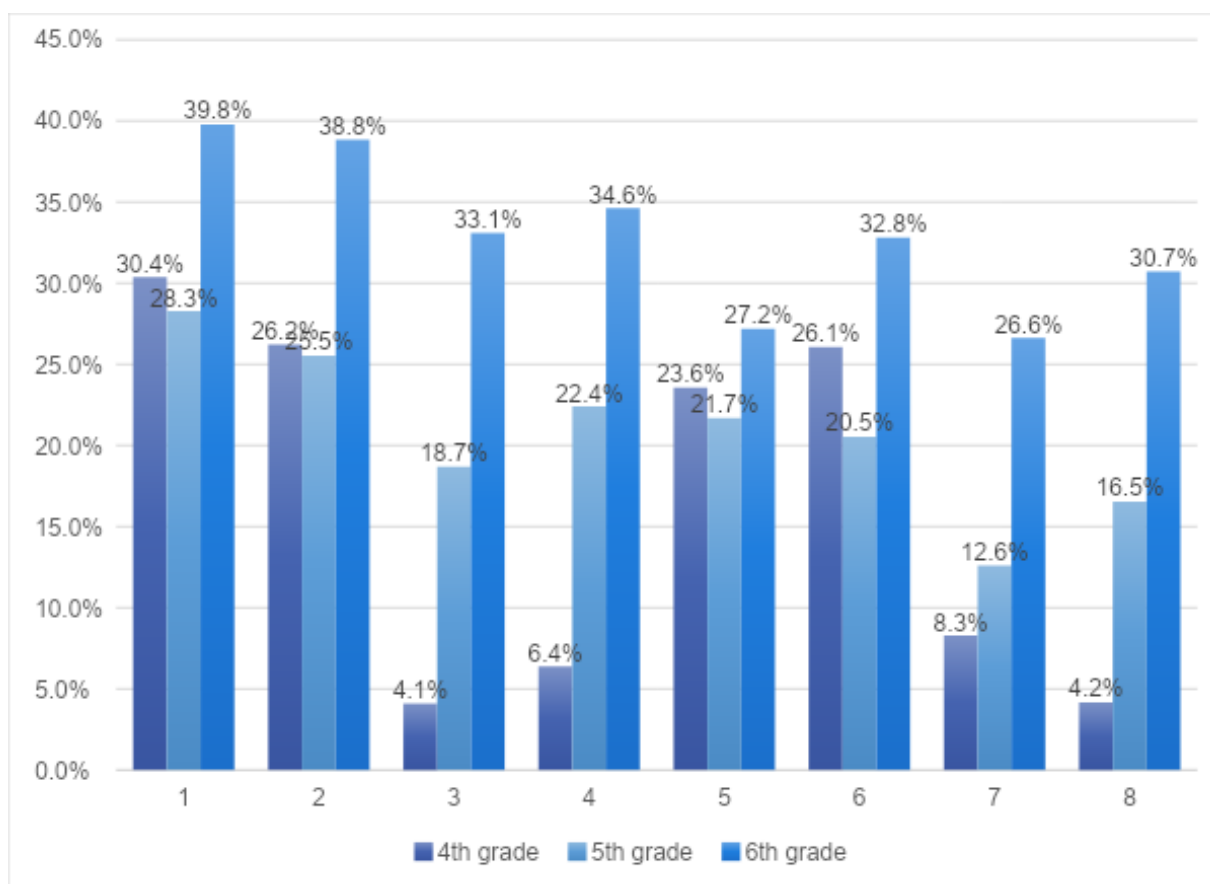
- **At the level of the IA of Kolda**

The success percentages of control schools are higher than those of the recipient schools.

- **At the level of the IA of Sédhiou**

In the fourth grade, students from the beneficiary schools had a higher representation than students from the control schools: 6.2% versus 5.3%. In the fifth and sixth grades, we note a greater proportion of pupils from control schools.

Graph 08: Proportion of students by IA who have reached at least the minimum threshold of reading skills by school type and gender of the student.



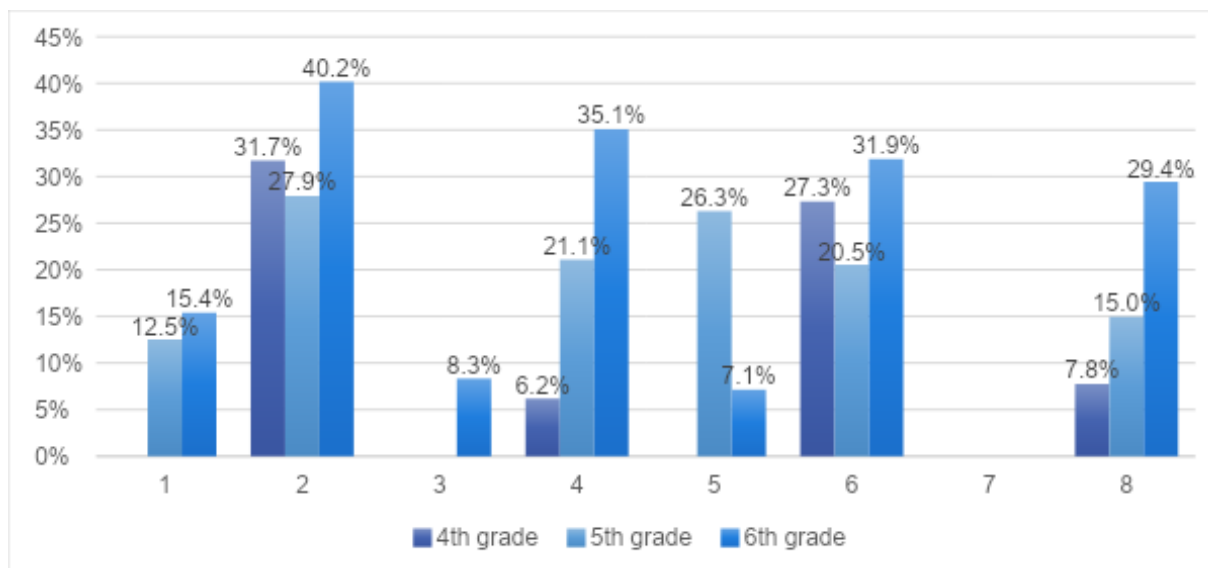
➤ **In the academy of Kolda:**

- At the level of the control schools in the Kolda academy, the percentages of girls and boys who succeed are almost identical at all grade levels. While girls represent 30.4% of success in the fourth grade, 28.3% in fifth grade and 39.8% in the sixth grade, the representation of boys is respectively 26.2%, 25.5% and 38.8% in the three grades.
- At the level of the beneficiary schools, boys seem to be more representative of success than girls: in fourth grade, boys succeeded at 26.1% while girls represent 23.6%. In sixth grade, the same tendencies are confirmed with 32.8% against 27.2% for girls. It is at the fifth-grade level that girls are more present in the group of students who have achieved the average score.

➤ **In the academy of Sédhiou:**

- At the control school level, boys have higher percentages of success than girls. In the fourth grade, boys who achieved the average score represent 06.4% and the girls 04.1%; in fifth grade, the boys represent 22.4% and the girls 18.7%; in sixth grade, the boys 34.6% and the girls 33.1%.
- As for the beneficiary schools, girls are more successful in fourth than in the other grades. Those who achieved the average score represent 8.3% while boys are at 4.2%. In fifth grade, boys have a slight dominance in the representation: 16.5% against 12.6% for girls. In sixth grade, the boys who achieved the average score are at 30.7% and the girls are at 26.6%.

Graph 09: Proportion of students by IA who have reached at least the minimum threshold of reading skills by school type and student attention level



Attention levels, as a measure of reading capacity, should be tracked by the project with all students at all grade levels in both target regions.

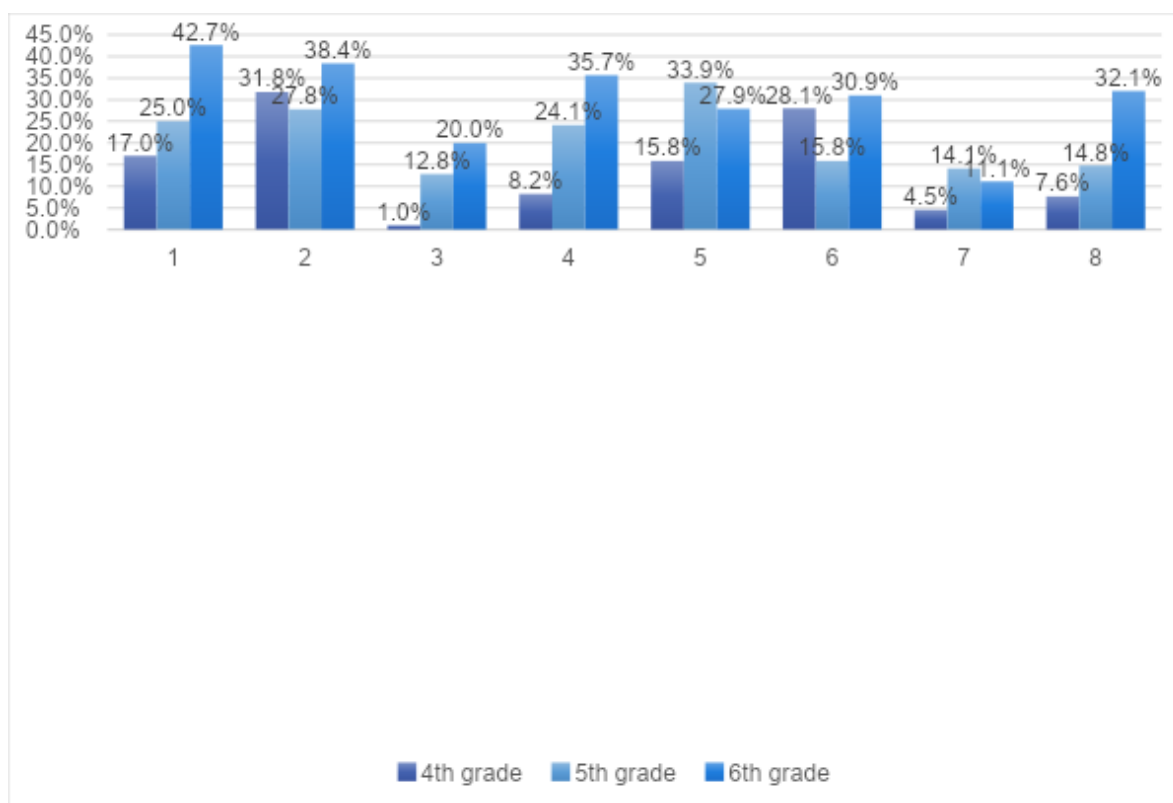
➤ **In the academy of Kolda:**

- At the level of the control schools, attentive students are naturally more representative of success than inattentive ones. In the fourth grade, no inattentive student has achieved the mastery threshold while attentive students represent 31.7%. In fifth grade, where inattentive students represent only 12.5%, the attentive students are at 27.9% in a situation of success. In sixth grade, the trend remains the same: 15.4% of inattentive students compared to 40.2% of attentive students.
- In the beneficiary schools, not a single inattentive pupil in fourth grade managed to achieve the average score, whereas the attentive pupils who achieved the average score represented 27.3%. In the fifth grade, 26.3% of the inattentive students achieved the average score, which is higher than the 20.5% of the attentive students. In sixth grade, the inattentive students who achieved the average score represent 7.1% next to the attentive students who are 31.9% in the success.

➤ **In the academy of Sédhiou:**

- In the control schools, the difference between the number of attentive and inattentive students who achieved the average score is very significant in Sédhiou. In the control schools, no inattentive student managed to achieve the average score in fourth and fifth grades, whereas the attentive students who achieved the average score represent 06.2% in fourth and 35.1% in fifth grade. In sixth grade, the inattentive students who achieved the average score represent 08.3% and the attentive ones 35.1%.
- In beneficiary, the lack of attention produced very predictable results. No student at any grade level achieved the average score. However, students who did achieve the average score represented 07.8% in fourth, 15% in fifth and 29.4% in sixth.

Graph 19: Proportion of students by IA who met at least the minimum reading proficiency threshold by school type and student's level of self-confidence in reading



We posit that self-confidence and self-assurance are determinants of academic success. This baseline evaluation aims to identify this intrinsic dimension in the factors that might explain the results, but especially in terms of eventual project inputs.

➤ **In the academy of Kolda:**

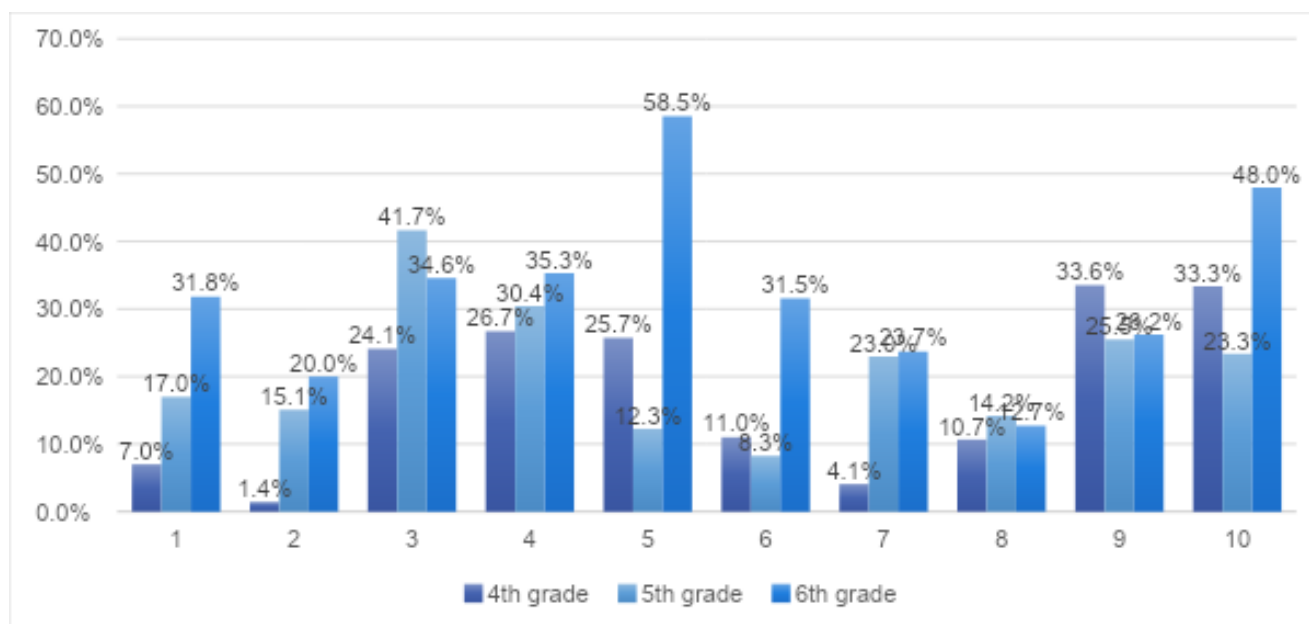
- In controlled schools, self-confidence does not appear to create a real difference in academic performance. In fourth and fifth grades, there are more students who demonstrate self-confidence than those who mastered a specific reading task/skill. In the sixth grade, there are more students who have not developed self-confidence with 42.7% versus 38.4%.
- In beneficiary schools, students in fourth and fifth grades who have developed self-confidence are more likely to achieve an average score whereas those in fifth grade who have low self-confidence (33.9% against 15.8%).

➤ **In the academy of Sédhiou:**

- In control schools, the logic of self-confidence prevailed. At all levels, there are more students who developed reading self-confidence (8.2% in fourth, 24.1% in fifth and 35.7% in sixth against 01%, 12.8% and 20% respectively.)
- In the beneficiary schools, the same logic prevails. Students in the three targeted grades, being equipped with reading self-confidence, have higher results: 07% in fourth, 14.8% in fifth and 32.1% in sixth against respectively 04.5%, 14.1% and 11.1% for students with low reading self-confidence.

III.3 PERFORMANCE THRESHOLDS AT THE IEF LEVEL

Graph 11: Proportion of students who have reached the minimum level of proficiency in reading by school type and IEF



- **At the IEF of Bounkiling**

The success percentages of control schools are higher than those of the beneficiary schools.

- **At the IEF of Kolda**

The fifth-grade students from the control schools had a higher representation than the students from the beneficiary schools: 41.7% versus 30.4%. In fifth and sixth grades, a higher proportion of pupils from the beneficiary schools had reached minimal level of proficiency in reading.

- **At the IEF of Médina Yoro Foula**

Among the students who achieved the average score, those from the control schools are more representative in all three grade levels. In fact, the difference in performance is greatest in sixth grade: 58.5% versus 31.5%.

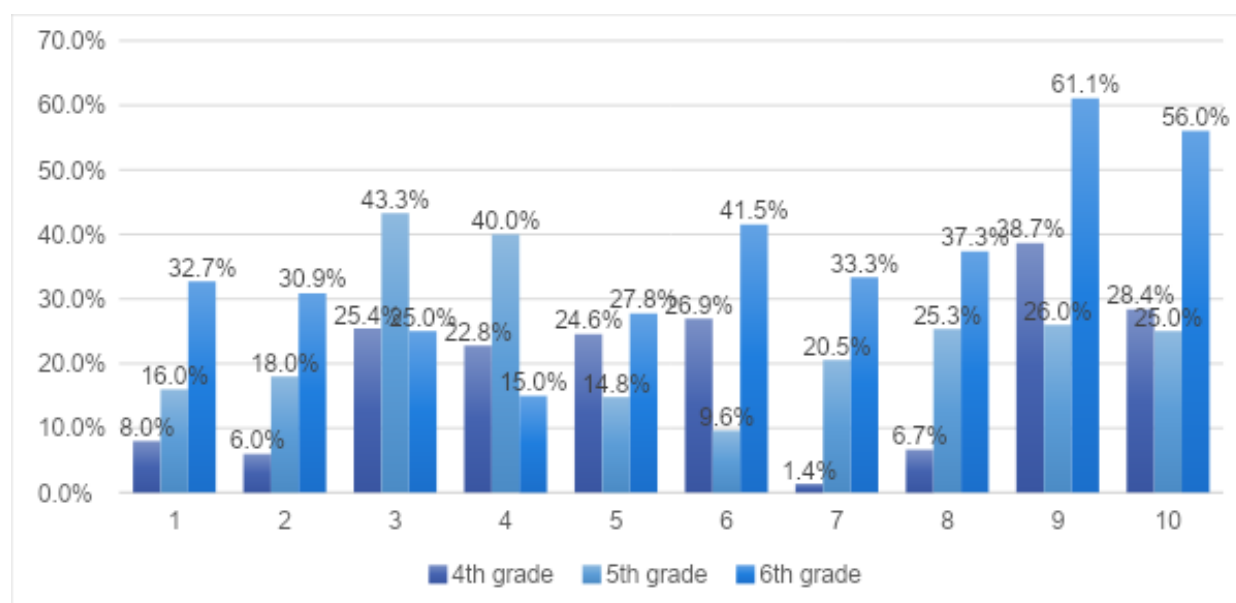
- **At the IEF level in Sédhiou**

Students in fifth and sixth grades in control schools are more representative in the results than those in beneficiary schools: 23% and 23.7% against 14.2% and 12.7%. In the fourth grade, students from control schools are in the minority, representing 04.1% compared to 10.7%.

- **At the IEF of Vélingara**

Students in fourth and fifth grades from the control schools were more present in the group of students who achieved the average reading score: 33.6% and 25.5% compared to 33.3% and 23.3%. In the fifth grade, students from control schools were less representative: 26.2% versus 48%.

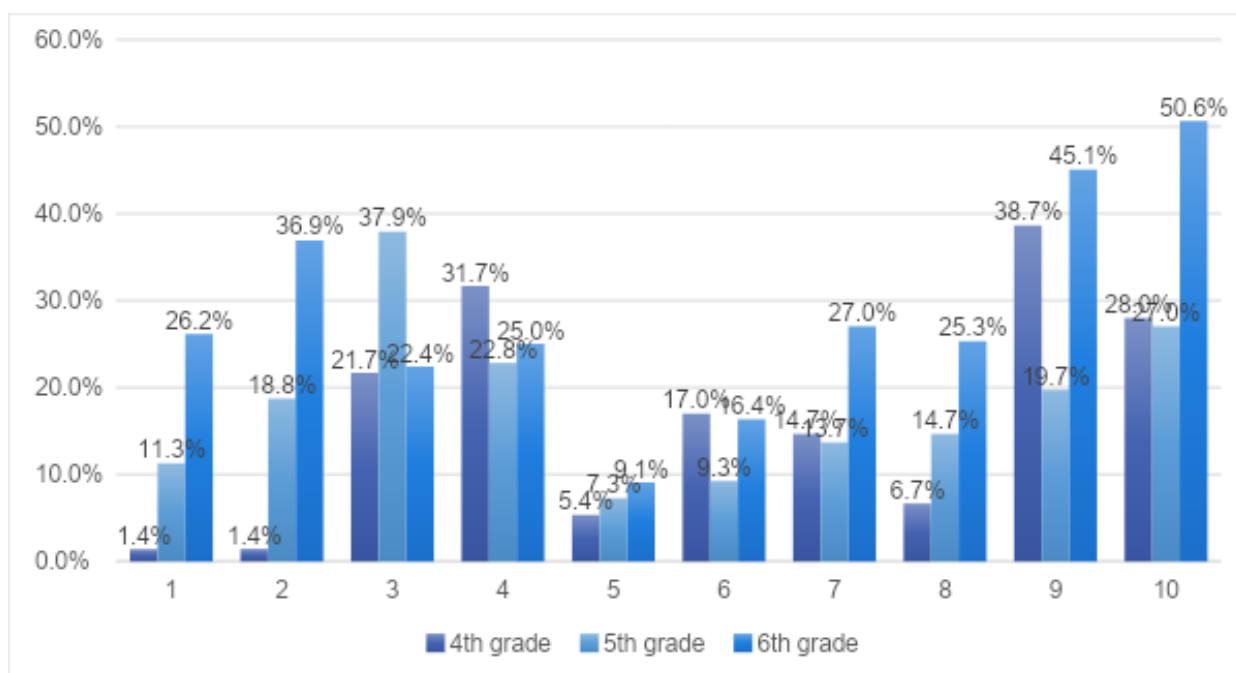
Graph 12(a): Proportion of students having reached the minimum threshold of reading skills in control schools and by gender and IEF.



This graph shows the representation of girls and boys in the batch of students who achieved the average score in the control school by IEF.

- In IEF Bounkiling, girls are in the majority in fourth and sixth grades with 08% and 32.7%. In fifth grade, there are more boys than girls in the group of students who have achieved the average score: 18% against 16% for girls.
- In IEF Kolda, girls are more representative in the proportion of students who achieved the average score in all three grades.
- In the IEF Médina Yoro Foulah, it is only fourth grade girls who are more representative (14.8% against 09.6% for boys). On the other hand, in fifth and sixth grades, there are more boys who have achieved the average score.
- In IEF Sédhiou, boys are more present in the proportion of students who have achieved the average and in all three grades.
- In the IEF Vélingara, girls are in the majority in the proportion of students who have reached the minimum level of competence. They represent 38.7% in fourth, 26.7% in fifth and 61.1% in sixth, compared to 28.4%, 25% and 56% respectively.

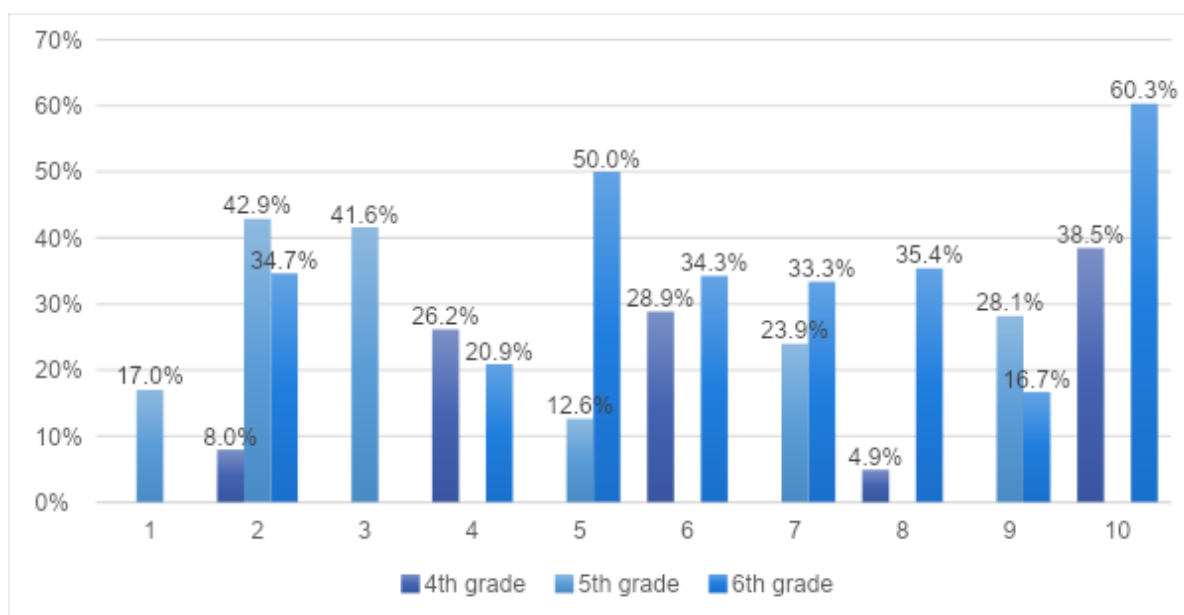
Graph 12(b): Proportion of students having reached the minimum threshold of reading skills in the beneficiary schools by gender and IEF



This graph is a continuation of the previous one, which shows the representation of girls and boys in the proportion of students who achieved the average score in the beneficiary schools in each IEF.

- In IEF Bounkiling, boys are in the majority in the success rate in fifth and sixth grades with 18.8% and 36.9% respectively against 11.3% and 26.2% for girls. In fourth, we note an equality of percentages of representativeness at 01.4%.
- In IEF Kolda, boys are even more present in the proportion of successful readers in the fourth grade with 31.7% and in sixth with 25% against 21.7% and 22.4% respectively. In fifth, girls dominate with a representation of 37.9% against 22.8% for boys.
- In IEF Médina Yoro Foulah, boys are even more present in the proportion of successful readers. They represent 17%, 09.3% and 16.4% of students from fourth to sixth grades, compared with 05.4%, 07.3% and 09.1% respectively.
- In IEF Sédhiou, girls are more present in the proportion of successful readers in fourth and sixth grades. In fifth grade, boys dominate in number with a representation of 14.7% against 13.7% for girls.
- In IEF Vélingara, girls are only in the majority in the fourth grade with 38.7% against 28%. Boys represent 27% in fifth and 50.6% in sixth compared to 19.7%, 25% and 56% respectively.

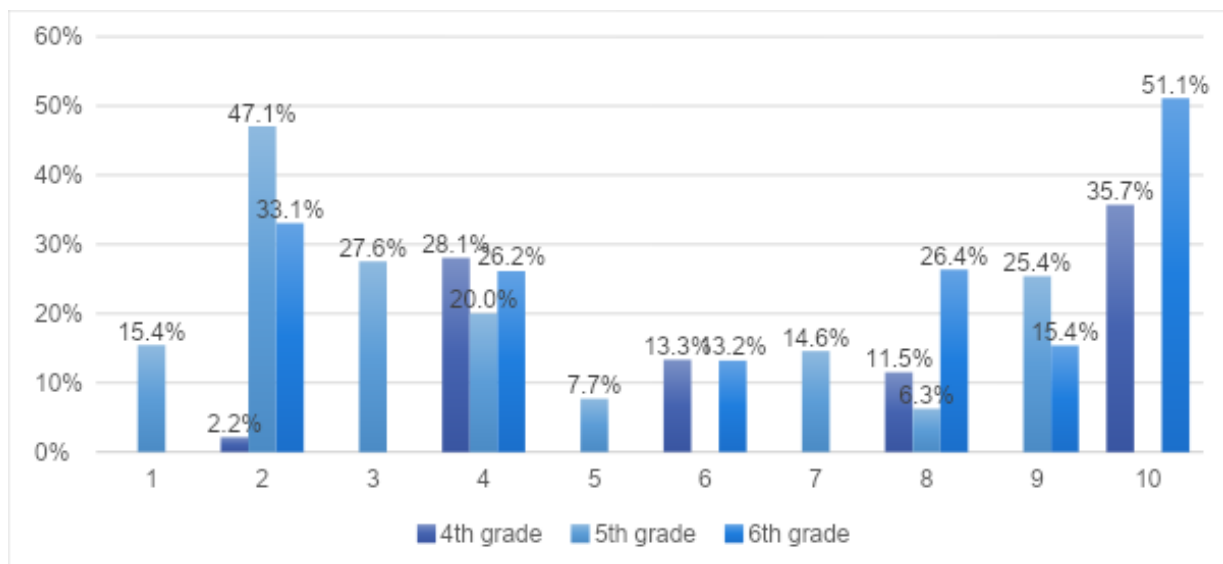
Graph 13(a): Proportion of students having reached the minimum threshold of reading skills in control schools and according to student attention levels and by IEF



Attention as a factor in reading/learning outcomes in terms of comprehension and appropriation of learning contents, should be tracked by project down to the IEF level. This will allow project management to assess students' reading levels but also to quantify what specific capacity needs to be addressed by the project to improve learning outcomes. Data from the control shows the following:

- In IEF Bounkiling, attentive students are more representative of the proportion of students who achieved the average score. In fourth grade, they represent 08%, 42.9% in fifth grade and 34.7% in sixth grade. No inattentive student achieved the average score in fourth or sixth grades.
- In IEF Kolda, no inattentive student managed to achieve the average score in fourth or sixth grade. On the other hand, the percentage of success in fifth grade seems incredible: 41.6% compared to 0% for the attentive students in the same class.
- In IEF Médina Yoro Foulah, inattentive students represent 12.6% in fifth grade and 50% in sixth grades. However, no inattentive student has reached the minimum threshold of competence in reading, whereas attentive students are 28.9% in fourth grade.
- In IEF Sédhio, attentive students have a zero percentage of success in fifth grade, while inattentive students represent 23.9% of the proportion of students who achieved the average score. The success rate in sixth grade is 35.4% of attentive students against 33.3% of inattentive students.
- In IEF Vélingara, no attentive student managed to achieve the average score at a time when, improbably, inattentive students were 28.1% to achieve the average score in fifth grade. In the other grades, attentive students represent 38.5% in fourth and 60.3% in sixth grade, compared to 0% and 16.7% respectively for inattentive students.

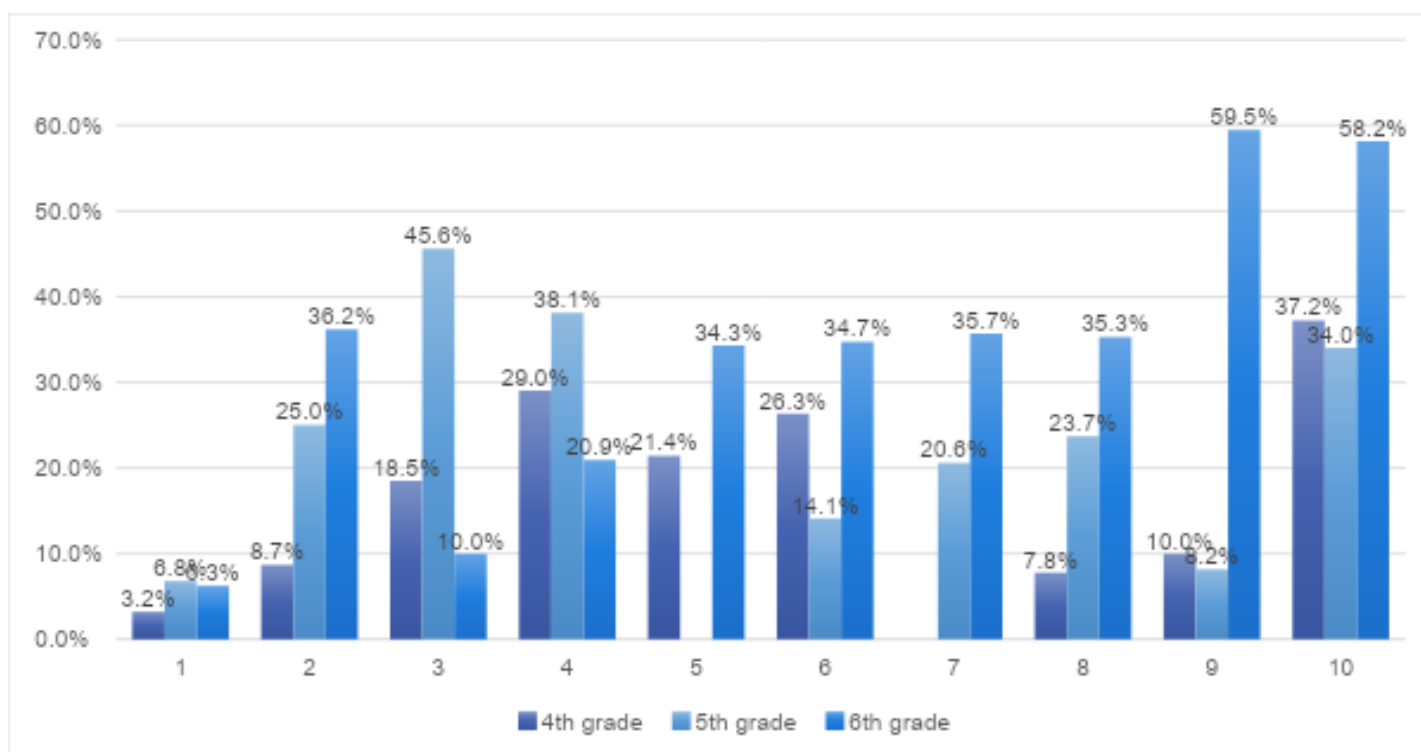
Graph 13(b): Proportion of students who have reached the minimum threshold of reading skills in the beneficiary schools and according to the attention of the student at the level of the education and training inspectorate.



The beneficiary schools achieved similar results and showed the same paradoxical tendencies as the control schools.

- In IEF Bounkiling, attentive students are more representative of the proportion of students who achieved the average score. They represent 02.2% in fourth, 47.1% in fifth and 33.1% in sixth grades against 15.4% in fifth and no students in fourth and sixth grades for inattentive students.
- In IEF in Kolda, attentive students are present in all courses. They represent 28.1% in fourth, 20% in fifth and 26.2% in sixth grades against 27.6% in fifth and no inattentive students in fourth to sixth.
- In IEF Médina Yoro Foulah, attentive students are more present in the proportions of students who achieved the average score. They represent 13.3% in fourth and 13.2% in sixth. However, no attentive student achieved the average score in fifth, while inattentive students were at 07.7% of representativeness; but 0% in fourth and sixth.
- In IEF Sédhiou, the pattern remains similar. Attentive students represent 11.5% of the students who achieved the average score in fourth and 26.4% in sixth against 0% for inattentive students. However, in fifth, the inattentive students represent 14.6% against 06.3% for the attentive students.
- In IEF Vélingara, the same pattern seems to emerge. Attentive students represent 35.7% of the students who obtained the average in fourth and 51.1% in sixth, compared to 0% and 15.4% for inattentive students. We note, moreover, that the inattentive students are represented in fifth at 25.4% among the students who have passed the minimum threshold against 0% for the attentive students.

Graphs 14(a): Proportion of students having reached the minimum threshold of reading skills in the control schools according to the student's self-confidence level in reading by IEF

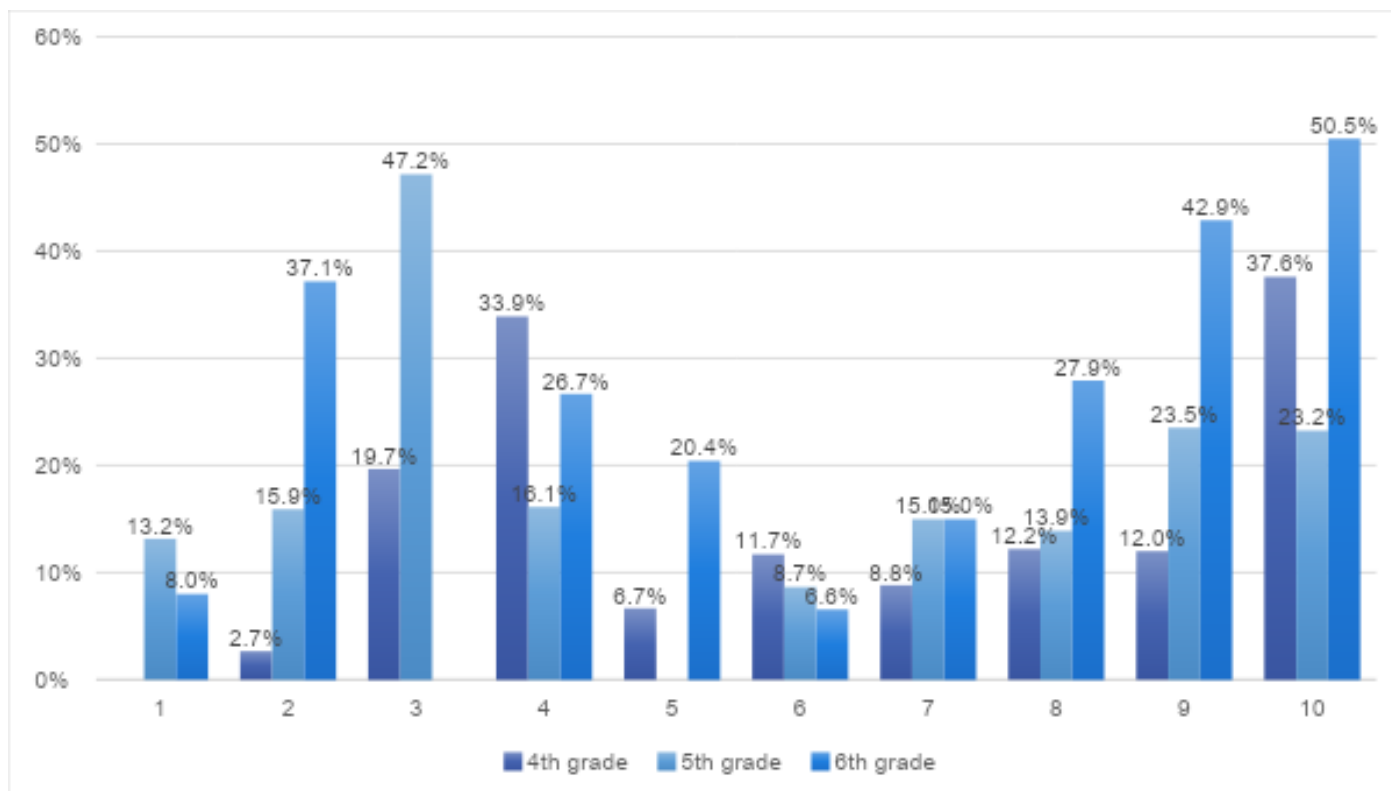


Assessing self-confidence down to down to the smallest units, such as the classroom, school and district levels, allows for a detailed analysis of its effect on the various outcomes. These graphs below show student self-confidence at IEF both for the control and the beneficiary schools.

In control schools, the percentage of students who passed the minimum reading competency threshold in all five IEFs and who had positive self-confidence about reading was higher than the percentage of students who did not. A few exceptions attract our attention:

- In IEF Kolda fifth grade students who have low self-confidence in reading were higher than those who had positive self-confidence (45.6% versus 38.1%).
- In IEF Sedhiou sixth grade class there were more students who have low self-confidence than those who have positive self-confidence (35.7% versus 35.3%).
- In IEF Velingara, sixth grade class there were more students who have low self-confidence than those who have positive self-confidence (59.5% versus 58.2%).

Graphs 14(b): Proportion of students who have reached the minimum threshold of reading skills in the beneficiary schools and according to the student's positive reading self-confidence at the level of the education and training inspectorate



In beneficiary schools, the percentage of students who have passed the minimum threshold of competence in reading and who have positive self-confidence about reading changes from one IEF to another. Sometimes the students with positive self-confidence are in the majority and sometimes it is the opposite.

- In sixth grade, in all IEFs except Medina Yoro Foulah, students who have positive self-confidence in reading have higher rates of passing the minimum threshold of reading competence than their peers who do not.
- In fifth grade, students in the IEFs of Bounkiling and Médina Yoro Foulah who have positive self-confidence in reading have higher rates of passing the minimum threshold than their peers with low self-confidence. They represent 15.9% in Bounkiling and 06.6% in Médina Yoro Foulah against 13.2% and 00% respectively for students with low self-confidence.
- In fourth grade, students in the five IEFs who have positive self-confidence have higher rates of passing the minimum threshold of reading competence than their peers who do not.

PART FOUR: PRESENTATION OF CLASSROOM PRACTICES IN THE TEACHING OF READING

IV. ANALYSIS OF CLASSROOM PRACTICE IN READING INSTRUCTION

Understanding a text is a process that allows one to make sense of what was read, based on the explicit and implicit information (inferences) provided by the author, combined with one's own personal knowledge of the subject.

*We can distinguish different levels of comprehension ranging from **basic** to **fine-grained comprehension of a text**.*

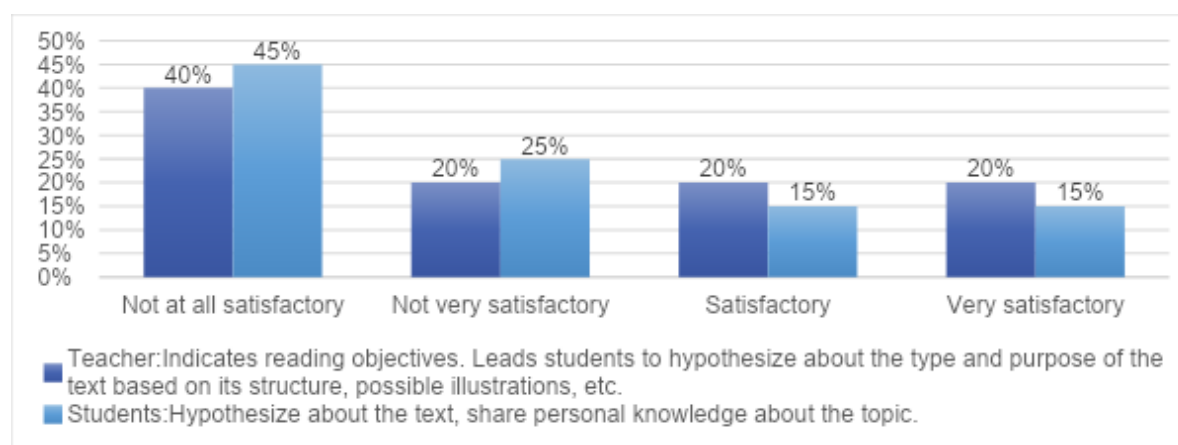
Two complementary approaches to teaching comprehension can be distinguished.

- One that focuses on the content of the text and its linguistic aspects. It engages the student to focus on the ideas and the connections between them.

*- The other focuses on comprehension strategies. It encourages the student to adopt certain strategies for comprehension according to the type of text and the objectives of his or her reading. Both approaches require **the reader to be actively engaged in the reading task** to reflect on the meaning of the text.*

During the study, classroom visits were conducted to observe the teaching and learning of reading comprehension. The results are as follows:

Figure 15: Setting initial objectives and making assumptions about the text

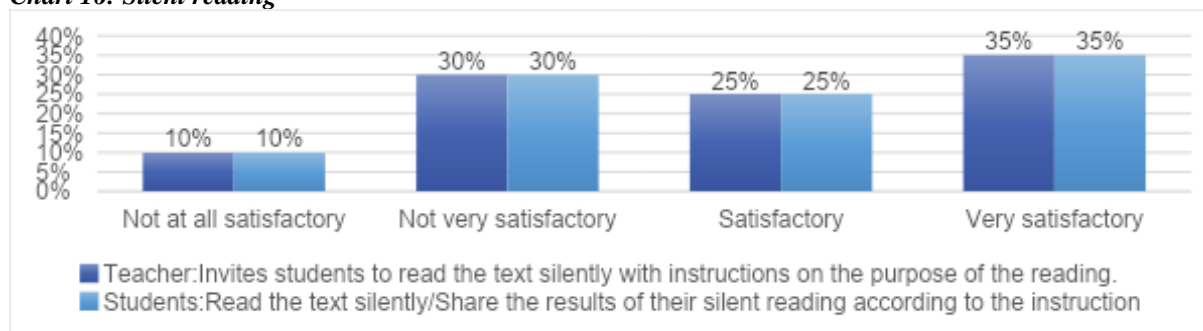


In the process of teaching/learning activities in reading, **40%** of the teachers present the learning objectives, engage the learners in hypothetical situations and make assumptions about the theme, while **30%** of the learners respond favorably.

On the other hand, **60%** of teachers and **70%** of learners show insufficient results at this stage of the teaching/learning process.

In light of these scores, it will be necessary to revisit the elements of “active pedagogy” by getting teachers to place more emphasis on sharing and negotiating learning objectives with students while also giving them the context of the lesson, so they better understand what is being asked of them.

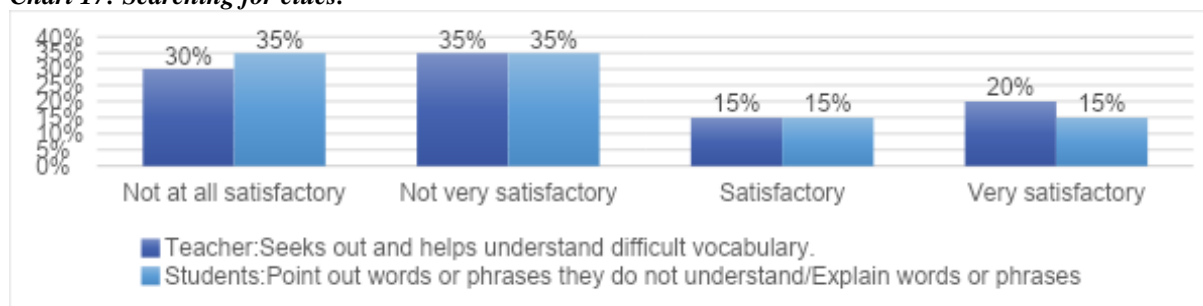
Chart 16: Silent reading



The analysis of this graph reveals that the practice of silent reading followed by a reading check is effective for **60% of teachers** and **60% of learners** and insufficient for **40% of teachers** and **40% of learners**.

In more than 1/3 of the classes visited, teachers showed inadequate skills in conducting a reading lesson and did not engage learners in controlled silent reading.

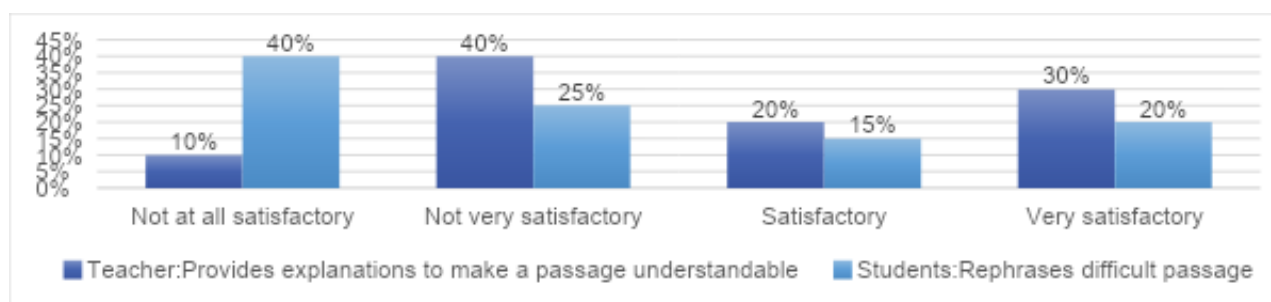
Chart 17: Searching for clues.



During the lessons observation, only **35% of teachers** and **30% of learners** engaged in clue-finding and vocabulary-comprehension activities.

This task is insufficiently supported by **65% of teachers** and **70% of learners**, which does not place children in activities where they can explore the text.

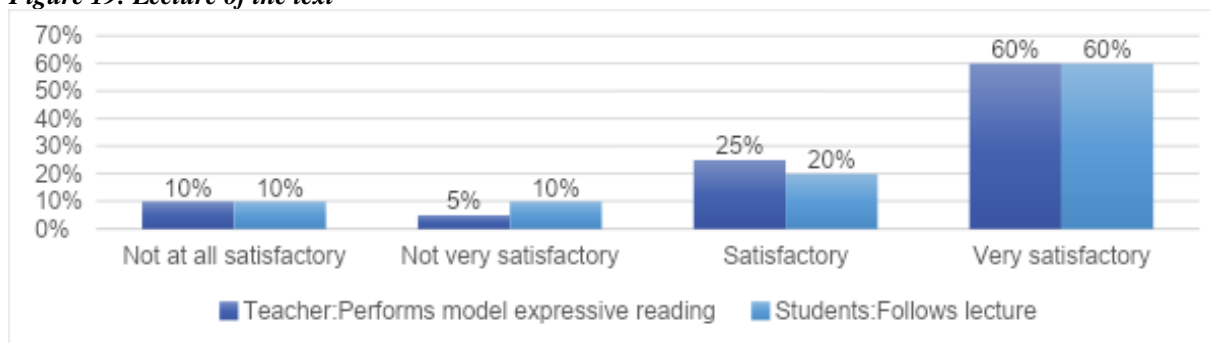
Figure 18: Ownership of the text



The analysis of this graph shows that the grasping of the reading text is satisfactory for **50% of the teachers** who provide explanations during their lessons and **35% of the learners** participate in rephrasing difficult passages.

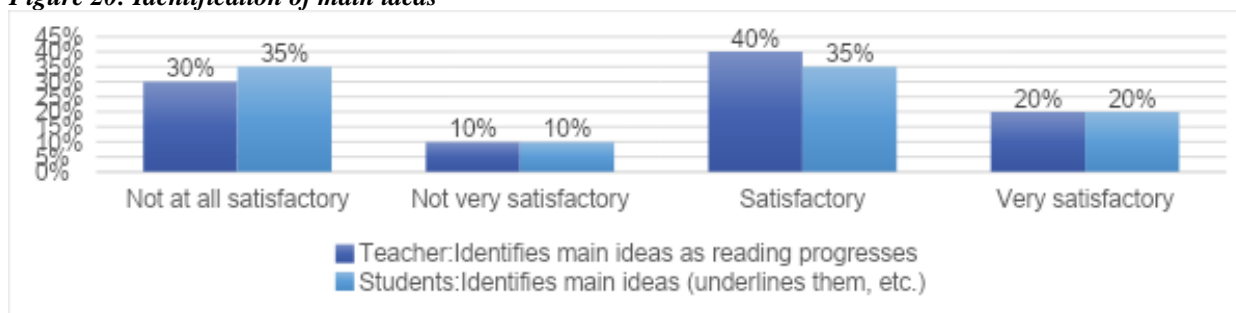
On the other hand, **50% of teachers** and **75% of students** in the classes visited had difficulties in grasping the text.

Figure 19: Lecture of the text



In the classrooms visited, **85%** of the teachers and **80%** of the learners practiced reading texts correctly. However, **15%** of the teachers and **20%** of the learners show deficiencies in the practice of reading from the text.

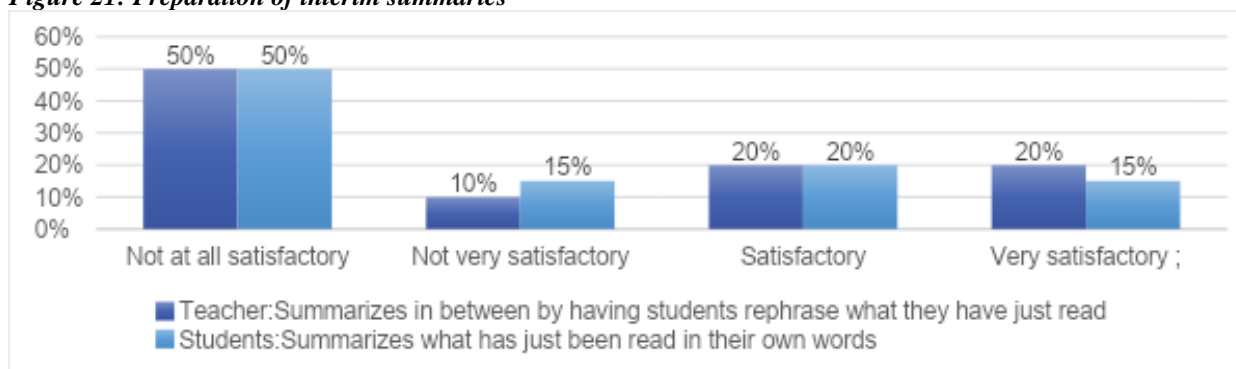
Figure 20: Identification of main ideas



During the observations of teachers/students, **60%** of the teachers engaged learners in identifying the main ideas of the text as they read and **55%** of the learners were successful in doing so.

On the other hand, **40%** of teachers and **45%** of learners have difficulty with this task/skill.

Figure 21: Preparation of interim summaries



Analysis shows that only **40%** of teachers and **35%** of learners engage in intermediate synthesis by having students rephrase what they have just read.

Most teachers (**60%**) and learners (**65%**) have difficulty with this task.

Figure 22: Formulation of an hypotheses about the rest of the text



The analysis of the performances showed that the task of formulating a hypothesis about the rest of text by advancing in linear patterns is effective for **30%** of the teachers and **30%** of the learners.

This is almost non-observable by **70%** of teachers and **70%** of learners, demonstrating deep **deficiencies** most of the time.

Apart from silent , masterful reading, and identification of the main ideas of text, teachers face enormous difficulties in implementing methodological objectives related to the teaching and learning of reading.

PART FIVE: NUTRITION PRACTICES AND THE PEDAGOGY OF READING INSTRUCTION

V.TEACHERS' KNOWLEDGE OF GOOD NUTRITION PRACTICES AND READING INSTRUCTION PEDAGOGY

1. Teachers' knowledge of good nutrition practices

2.

Nutrition and healthy eating practices for students are essential in improving not only the quality of learning, but also the health of their growing bodies. As part of this baseline study, the understanding of teachers regarding these practices was identified.

The teachers targeted in the interviews generally consider that school feeding ensures that students are in good health and allows for proper monitoring of teaching-learning activities. Some have reported difficulties with irregular mealtimes, delays in preparing lunch, especially on Tuesdays and Thursdays when classes are scheduled in the afternoon. Some teachers believe that the school meals are unbalanced and lacks variety.

3. Meals regularly eaten by students at home.

At home, most students typically eat:

- traditional millet and rice dishes
- local condiments from the market gardens (tomatoes, onions, garlic, pilipili, etc.)
- a bread-based breakfast
- rice with fish
- meat (chicken, beef, sheep, etc.)
- Insufficient vegetables were noted in most localities.

4. What instructional practices do teachers use (in class) to help fourth graders improve their reading and writing skills?

Most of these responses were from supervisors (school directors) and indicate a focus on the official, formal curriculum and pedagogy:

- Practice of the competency-based approach
- Perception of multi-disciplinary approaches by integrating different skills/tasks, i.e., spelling, vocabulary, conjugation, oral and written expression
- Use of tutoring to help weak students.
- Writing of text on the board followed by the students' reading
- Use of manuals, photos and images to facilitate the understanding of the texts
- Remedial activities on sounds not mastered by the students.
- Use of group work
- Practice of community-based tutoring in the school

Pedagogical materials used in lessons by teachers and students.

During the teachers' performances, the most used materials were textbooks, ballpoint pens, rulers, chalk and blackboard, and various common teaching materials.

Frequent reasons for absence and dropout of students, especially girls

The reasons given to explain the frequent absence and dropout of students, especially girls, are:

- Lack of confidence in girls due to socio-cultural ideas/pressures
- Long distance of students' homes from school
- Strong competition from Koranic school among boys who have opportunities to continue learning in The Gambia
- Mobility of parents resulting in constant movement between Gambia and Senegal
- Lack of follow-up by parents at home
- Frequent religious and traditional ceremonies
- Cases of early marriage
- Field work, domestic work
- Household poverty
- Lack of civil status (birth certificate)

The values that students and their parents place on education (Why these values? especially for girls)

Teachers said that most students and parents believe that:

- Education is a long-term investment for parents.
- Acquisition of knowledge is important for a more successful life.
- Education leads to better home management and supervision, especially for girls when they become parents.
- Education leads to better involvement of parents in the school.

The value of knowing how to write and read.

A variety of responses from teachers were noted for this question:

- Reading and writing are the foundation of all learning; literacy demonstrates students' mastery of several basic skills.
- This helps with problem solving and meeting the needs of students
- It helps to develop oral and written expression.
- It leads to more success in the lives of students, especially girls
- It's important in the development of critical thinking and the empowerment of the student
- It gives a better understanding of educational challenges.
- It leads to strong mobilization around the school.

PART SIX: LESSONS LEARNED FROM OBSERVATION OF READING TEACHING PRACTICE AND RECOMMENDATIONS

MAIN LESSONS LEARNED from observation of reading lesson practice.

The observation of reading instruction as captured by the evaluation framework suggests the following main lessons:

- Instructional approach to teaching reading comprehension is not well understood by a majority of teachers
- There is confusion of approach between the teaching of reading comprehension and written texts
- The reading strategies used are limited to entering words in the text, which reduces the students' scope of action and gives them only a partial understanding of the text.
- There is an overuse of literal questions at the expense of inferential and critical questions.
- Text entry is the main reading strategy used.
- Textual and para-textual elements are not often used to help students understand a text.

KEY RECOMMENDATIONS FOR TEACHERS TO SUCCESSFULLY COMPLETE THE READING LESSON

Based on the observation of classroom practices in reading instruction, the following key recommendations for successful reading instruction are listed:

- Clearly announce the purpose of the reading session to students before starting the lesson.
- Explain to students the purpose of the silent reading exercise.
- Have students identify and underline difficult words on their own.
- Ask students to note or underline difficult words in the text that they do not understand before inviting them to read the text.
- Vary the reading strategies used and provide opportunities for students to be at the center of the learning process by rephrasing passages of the text and hypothesizing what will happen next, which would be a sign of understanding.
- Explore other strategies that allow students to demonstrate their understanding of the text by rephrasing what has been read and hypothesizing about the purpose and sequence.
- Provide students with all the elements (textual, para-textual, grasping the meaning of words, , information recognition) to enable them to take ownership of the text by discovering it through their own exploration.

- Explore other types of questions (inferential, critical) to get students to use their own knowledge to make connections with the text and to assess based on that knowledge.
- Help the teacher and especially the schools to acquire reading books and other didactic supports.