ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT

Baseline Report:

Your Child, Reading, and You

Œuvre Malienne d'Aide à l'Enfance du Sahel

Prepared by:
School-to-School International
For All Children Reading: A Grand Challenge for Development

August 2016

USAID FROM THE AMERICAN PEOPLE
World Vision
Australian Aid
SCHOOL-TO-SCHOOL INTERNATIONAL

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I. Executive Summary

Recognizing that literacy is fundamental to learning, skill acquisition, and success in primary school and beyond, education stakeholders are increasing their focus on the assessment of early grade reading skills and interventions that address reading difficulties. The Early Grade Reading Assessment (EGRA) is an instrument designed to measure foundational literacy skills, which are crucial to children's success in both reading and comprehension. The individual subtasks within the EGRA were designed based on extensive research that identified the most critical skills needed to read fluently and with comprehension. Namely, those skills are: phonological awareness (letter-sound awareness), alphabetic knowledge (non-words), vocabulary, fluency and comprehension.[1] The EGRA methodology was developed by EdData II, and has been applied in over 30 countries and 60 languages.[2] All Children Reading : A Grand Challenge for Development (ACR GCD), a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government, has adopted the standard EGRA to systematically assess reading skills across all Round 2 grantees. The instrument is adapted according to each grantee's project context.

Œuvre Malienne d'Aide à l'Enfance du Sahel (OMAES) is one of two ACR GCD grantees in Mali. In collaboration with School-to-School International, OMAES conducted an EGRA baseline assessment for their project, Your Child, Reading, and You (YCRY). The project's goal is to improve early grade reading scores through an intervention involving the use of a technology provided in community libraries combined with literacy activities, parent engagement, and the development and provision of mother tongue reading materials including leveled print and electronic books and local-sourced stories. Beyond Access, an initiative of IREX with support from the Bill & Melinda Gates Foundation, is supporting the YCRY project to meet this goal. Treatment Group A will have access to print books in community libraries with trained youth librarians. Treatment Group B will include the same activities listed in Group A and also include access to electronic reading materials and activities via Stepping Stone, an app platform developed by Education Development Center, Inc. (EDC), on mobile phones and tablets. This report presents the results of the EGRA baseline data collection in 25 schools on 629 students in Grades 1-3 along with analysis and recommendations based on those findings.

[1] RTI International and International Rescue Committee. Guidance Notes for Planning and Implementing Early Grade Reading Assessments: 2011. https://www.eddataglobal.org.
[2] USAID EdData II. https://www.eddataglobal.org/reading.

Key Findings

1. **Students did not demonstrate essential early reading skills.** Across all groups and grades, students did not adequately complete the pre-reading subtasks such as Orientation to Print, Initial Sound Identification, and Listening Comprehension. Almost no students are reading with fluency, and most students struggle to identify letters and sounds.

Table 1. Mean Scores for Pre-Reading and Timed Subtasks

Task	N	Grade 1	Grade 2	Grade 3	All Students	Zero scores (n)
Orientation to Print	629	1.1	2.5	3.1	1.7	139
Initial Sound Identification	610	.04	2.9	3.4	2.2	253
Letter-sound Knowledge (correct sounds read per minute)	629	0.7	12.5	14.9	8.9	228
Non-word Reading (correct non-words read per minute)	629	1.1	3.9	6.6	3.6	445
Oral Reading Fluency (ORF) (correct words read per minute)	629	0.7	3.4	7.4	3.5	495
Listening Comprehension (number of questions answered correctly)	629	1.2	2.2	2.8	2.0	133

2. **Overall, across all groups and grade levels, less than one percent of students assessed were able to read with fluency and comprehension.**[3]
3. Students lack the prerequisite skills for comprehension (phonemic awareness, decoding and understanding of the alphabetic principle). As a result, fluency was low (3.5 correct words per minute on the Oral Reading Fluency (ORF) subtask) as was comprehension (92% of students tested scored zero on Reading

[3] A student is identified as reading fluently with comprehension if they were able to read at least one word and answered at least four out of five comprehension questions correctly (to be asked this number of questions, the student would have had to read that far into the reading passage).

Comprehension questions, **meaning 92% of students could not answer a single question correctly**.) By subtask:

- **Decoding**, measured through the Non-word Reading subtask, revealed an average of 3.6 correct words per minute, with nearly **71% of the sample population scoring zero, meaning they could not correctly identify a single word in a minute.**
- **Phonemic awareness, measured** through the Initial Sound Identification subtask, revealed a mean score of 2.5 out of 10 sounds correctly identified.

4. Understanding of the alphabetic principle**,** measured through the Letter-sound Knowledge subtask, revealed a mean score of 8.9 correct letters per minute. Approximately 36% of the sample population received a zero score[4] on this subtask. Overall, boys and girls performed comparably on all tasks (differences in performance were not statistically significant in any group).

Overall, Treatment Group B, outperformed both Treatment Group A, and the Control Group on all subtasks. Since groups were randomly selected for Treatment A, B and Control, it is unclear why Treatment Group B performed better at the baseline. The endline analysis will account for these baseline differences.

II. Project Description

The purpose of the Your Child, Reading, and You (YCRY) project is to address the low reading scores and lack of essential pre-reading skills among Malian girls and boys in Grades 1-3 through the creation and production of community-developed reading materials accessible via community-managed libraries. Additionally, the project will use Stepping Stone,[5] a low-cost mobile content delivery platform, to allow children and their family members to access books, instructional audio, and interactive reading activities through mobile devices. YCRY's key research questions are:

1. Will increased access to appropriate and engaging reading materials and training for families improve children's reading abilities?
2. Does the use of the technology—specifically the Stepping Stones platform—contribute to increased reading scores?
3. Have primary school students' reading readiness skills improved as a result of this intervention?

[4] Zero Score signifies a student who is unable to respond correctly to a single item in a particular subtask.
[5] More information about Stepping Stone can be found at: http://sstone.edc.org.

YCRY aims to enhance family and community engagement in children's reading. Participants in YCRY will have access to community libraries stocked with hard copies of materials which have been specifically developed in the Bamanankan language for beginning readers. Additionally, these libraries will offer training for the youth librarians and families to help improve children's reading skills. The libraries will also organize activities to engage families and community members and promote a reading culture, including writer's workshops to gather local stories for book development. The librarians will organize and lead all library activities. Project staff will make regular visits to communities to support, monitor, and reinforce project activities.

Stepping Stone serves as a platform to house and load illustrated children's books, activities, other literacy activities, and accompanying audio recordings onto mobile devices. Children and parents will be able to access these resources directly on tablets and mobile phones in libraries, and load content onto microSD cards for use on their personal mobile devices. Tablets with Stepping Stone content will be available at the libraries for families who do not have access to a compatible device.

To measure the impact of the use of Stepping Stone technology with loaded content on reading gains, the project is providing two kinds of treatment (a "dosage" model). Treatment Group B, called "family plus" will receive the "full dose", including full access to the community libraries, print books, community facilitators, and Stepping Stone via tablets and mobile phones. Treatment Group A, called "Famille seulement," "family only" will receive a "partial dose," including the same materials as Treatment Group A with the exception of Stepping Stone and the accompanying hardware. A Control group, also included in the design, will receive no interventions.

Each of the ten communities were randomly assigned to the either treatment group or the control group based on random selection. Baseline differences between groups were examined using two-way ANOVAs.[6] Each community has one primary school within which children in Grades 1-3 were randomly selected, then tested with EGRA for the baseline. OMAES will monitor the same children for the life of the project and they will participate in the endline EGRA (panel design) comparison.

[6] A two-way ANOVA tests for differences in the outcome (student scores on the task) between groups and categories within groups. For example, differences between treatment groups and gender were examined using the two-way ANOVA to determine whether the effect of treatment group was the same for both boys and girls.

III. EGRA Instrument Development

YCRY targets Bamanankan speakers in the Segou region of Mali. Although French is the national language, Bamanankan is the most widely spoken language in Mali with local partners estimating that 60 percent of the population speaks Bamanankan as either their first or second language. The EGRA instrument was adapted in Bamanankan for students in Grades 1-3 during a six-day instrument adaptation workshop led by School-to-School International (STS). ACR GCD grantee, Réseau d'Acteurs pour le Renouveau de l'Education (RARE), also participated in the workshop and used the same instrument. The final assessment tool included the following subtasks:

1. Orientation to Print
2. Initial Sound Identification
3. Letter-sound Knowledge
4. Non-word Reading
5. Oral Reading Fluency
6. Reading Comprehension
7. Listening Comprehension

The adaptation team chose these subtasks for several of reasons. First, to ensure that the "core" reading skills are captured across all ACR GCD projects, STS, in consultation with a literacy expert, determined that a minimum of four subtasks should be included across projects: Letter-sound Knowledge, Non-word Reading, Oral Reading Fluency, and Reading Comprehension. ACR GCD grantees are encouraged to include other EGRA subtasks as well, depending on the nature of their intervention. In the case of this EGRA, stakeholders including experts from the national pedagogical association, added Orientation to Print and Initial Sound Knowledge to measure key pre-reading skills and Listening Comprehension as a measure of vocabulary and comprehension.

In 2009, RTI International and the Centre de Promotion de la Citoyenneté pour le Développement Durable à la Base (CEPROCIDE) conducted an EGRA in Bamanankan, Bomu, Fulflde, and Songhoy among second grade students from 25 schools in Mali. From 2014-2105 RTI led an updated EGRA baseline for students who had completed second grade. However, since YCRY will be working with students in Grades 1-3, STS adapted the existing RTI EGRA specifically for these grades, including pre-reading subtasks.

Validation process

During the EGRA adaptation workshop, participants used the 2014-2015 EGRA tool developed by RTI as a basis for the new tool. The Orientation to Print subtask was added (excluded from previous EGRAs in Mali) while the Letter-sound Knowledge and Non-

word Reading subtasks were taken from the existing validated EGRA and retained for this EGRA, but re-randomized. Seventeen workshop participants from OMAES, RARE, Direction Nationale de la Pedagogique (DNP), EDC, Direction Nationale de L'Enseignement Normale (DNEN), Direction Nationale de L'Enseignement Fondamentale (DNEF), USAID, and World Vision participated in the adaptation and developed stories for the ORF, Reading Comprehension and Listening Comprehension subtasks. For a full list of participants, see Annex A. On the fifth day of the workshop, the group pre-tested the tools at a rural school outside of Bamako whose conditions resembled those in the sample population forOMAES's project.

The results from the pretest showed a high number of zero scores for all students on all subtasks except Listening Comprehension. In light of these results, the workshop participants, with the help of the experts from STS, RARE, OMAES and the Ministry of Education, took the following steps:

1. Simplified the language used in the instructions for each subtask.
2. Simplified the formulation of the Orientation to Print questions.
3. Re-organized the first line of the randomized items in the Letter-sound Reading and Non-word Reading subtasks to remove any two grapheme sounds and two syllable words, respectively.
4. Simplified the ORF stories by reducing the number of words from 60 to 50.
5. Simplified the ORF stories by replacing some words with shorter, more familiar words and shorter sentences.
6. Eliminated one ORF story that was too complex.
7. Rewrote Reading Comprehension stories to correspond with newly simplified stories.
8. Simplified the remaining original Reading Comprehension questions by replacing some words with shorter, more familiar words.

During the assessor training the following week, trainees piloted three versions of the new simplified tools. Zero scores decreased marginally from the original pretest results to the pilot, which contained a larger proportion of first graders compared to the pre-test sample population.[7] Upon review of the data, final ORF and Listening Comprehension stories were selected and the EGRA received approval from the Ministry of Education.

[7] The enumerator training included trainees for both the OMAES and RARE data collections. RARE's EGRA targeted only first grade, so their enumerators worked only with first grade students during the pilot. OMAES enumerators worked with students in grades one through three to mirror their target population in their intervention.

In addition to student reading assessments, a student questionnaire was developed and piloted during the assessor training for gathering data on contextual factors that may affect reading proficiency, such as availability of Bamanankan reading materials, and access to an adult at home who can read.

Item Quality

As presented in Annex C, overall EGRA reliability as measured by Cronbach alpha was acceptable at 0.742. Normally, a minimum Cronbach alpha score of 0.7 is considered an acceptable level of reliability on assessments such as EGRA, meaning that on average, the subtasks and items measure the same constructs consistently. Item discrimination was also acceptable, with item-test results above 0.05 at both the subtask level (e.g., ORF) and at the item level (e.g., one question within the ORF subtask), meaning that the items were able to distinguish between stronger and weaker learners (stronger learners should get correct answers on more difficult items and vice versa).

Sample

The students for this intervention were drawn from 25 schools in 15 villages. There are five villages per research group.[8] A total of 629 students in Grades 1-3 participated in the EGRA baseline. The full sample was broken into three groups: Treatment Group A, Treatment Group B, and the Control Group. Table 2 shows the sample disaggregated by grade, gender and treatment.

Table 2: Total Number of Students by Treatment Group, Grade, and Gender

Group	Grade 1		Grade 2		Grade 3		Total Girls	Total Boys	Total
	Girls	Boys	Girls	Boys	Girls	Boys			
Treatment Group A	53	53	44	40	31	32	128	125	253
Treatment Group B	36	47	49	42	39	37	124	126	250
Control Group	21	14	25	28	17	18	63	60	123
Total	**110**	**114**	**118**	**110**	**87**	**87**	**315**	**311**	**626***

**some students were missing their grade, group or gender identifier resulting in 626 complete cases*

[8] The ACR GCD team, in consultation with in-country partners, determined that there was no appropriate local IRB process. To address this, OMAES provided the Ministry of Education with details about the research aspect of the project and obtained a letter of approval to proceed.

IV. Assessor Training

The EGRA Assessor Training took place from October 12-16, 2015. OMAES recruited the assessors and all candidates had previous survey experience and experience working with assessments, including ASER, a widely-used international literacy test to determine the reading level of early primary school students. Many candidates also previously served as EGRA assessors for other projects. The assessor candidates were trained to administer the Bamanankan EGRA both on paper and on tablets. During the training, assessor candidates:

- Reviewed EGRA principles and gained a comprehensive understanding of the EGRA instrument components;
- Practiced EGRA administration and scoring procedures;
- Practiced conducting the Bamanankan EGRA assessment on tablets and on paper as a precautionary alternative;
- Became familiar with the roles and responsibilities of both supervisors and assessors;
- Participated in Inter-rater Reliability (IRR) test administration and scoring.

The training included a variety of simulation methods and a half-day practicing data collection with students in rural schools near Bamako.

Inter-rater Reliability (IRR) Test

As part of their training, IRR tests were conducted to calculate the consistency of assessors' rating of children's performance in simulated exercises (high consistency in rating is a priority; 90% consistency is considered the gold standard, meaning that 90% of assessors' ratings are consistent both with the list of acceptable responses and with one another). During IRR testing sessions on the final day of training, two candidates were unable to meet this threshold and did not participate in data collection.

Institutional Review Board for Human Participants (IRB)

The IRB is responsible for ascertaining the acceptability of proposed research in terms of institutional commitments and regulations, applicable laws, standards of professional conduct and practice, and ethical and societal norms. The IRB examines subject recruitment procedures, proposed remuneration, and the informed consent process. The Board also evaluates the potential risks and benefits to participants outlined in each protocol.

During project start-up, the adaptation team determined that there was not an appropriate local IRB process. To handle this OMAES provided the Ministry of Education

with details about the research aspect of the project and obtained a letter of approval to proceed.

Data Analysis

The data were analyzed using STATA, which resulted in graphs and frequency tables. The final analytical sample consisted of 629 students. Differences between control and treatment groups were tested for significance; where found, these differences are noted in the results. Mean scores on each subtask were compared using ANOVA[9] and differences in the proportion of zero-score students (or non-readers) was compared using the chi-square test for significance. No students were excluded from the analyses as a result of decision rules applied to exclude outliers.

A description of each subtask is provided in Table 3.

Table 3. EGRA Subtask Names and Data Analysis Method

Subtask	Type	Analysis
Orientation to Print	Untimed	Measured as number of questions a student can correctly answer regarding text direction, the concept of a word, or basic knowledge of printed material. There are six questions in this subtask.
Initial Sound Identification	Untimed	Measured as number of correct initial sounds identified out of 10 questions. Each student had the opportunity to identify 10 beginning phoneme that is different from two others in a series of words.
Letter-sound Knowledge	Timed	Measured as correct letter-sounds read in one minute. Letter-sound Knowledge is a measure of alphabet knowledge. Each student had the opportunity to read up to 100 upper and lower case letters.
Non-word Reading	Timed	Measured as correct "non-words" read in one minute. Non-word Reading measures decoding. Each student had the opportunity to read up to 50 one and two syllable "non-words."
Oral Reading Fluency	Timed	Measured as correct words read in one minute. ORF is a decoding and reading fluency measure. Each student had the opportunity to read 50 words. The ORF passage

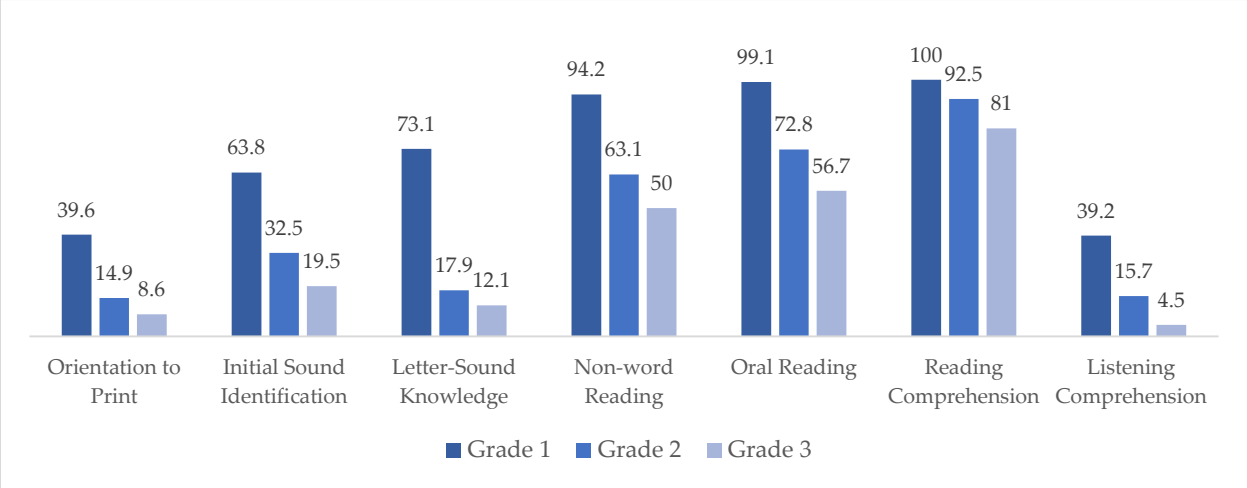
[9] ANOVA stands for Analysis of Variance. It is a statistical model that is used to analyze the differences between group means, which helps identify differences in the sample that can be generalized to the population.

		formed the textual basis for the Reading Comprehension subtask.
Reading Comprehension	Untimed	Measured as number of correct answers verbally delivered to the assessor based on questions asked about the passage read as part of the ORF subtask. Each student had the opportunity to answer five questions.
Listening Comprehension	Untimed	Measured as number of correct answers verbally delivered to the assessor. Listening Comprehension is a measure of vocabulary. Each student had the opportunity to answer five questions based on a passage read to them by the assessor.

V. EGRA Baseline Findings[10]

This section presents EGRA findings by subtask. This EGRA included seven subtasks. Three of these were timed subtasks: Letter-sound Knowledge, Non-word Reading, and Oral Reading Fluency. The timed subtasks measure what a child is able to do in one minute. For example, reading fluency combines how many words the student can read in one minute (ORF), and the percent correct (accuracy). Timing these subtasks is important because children's fluency, or speed needed to accomplish these tasks, helps us understand how well children will be able to acquire higher level reading skills, especially comprehension. The Reading Comprehension, Listening Comprehension, Initial Sound Identification, and Orientation to Print subtasks are untimed.

Figure 1. Proportion of Zero-Scores by Subtask by Grade



[10] Results in the body of this report are presented at the treatment and grade level. Additional descriptive tables of results by subgroup (grade and gender) are presented in Annexes F and G.

Overall, Treatment Group B scored higher than Treatment Group A or the Control Group. Again, when analyzing results at endline, differences at baseline will be adjusted using ANOVA to facilitate comparisons between groups. For the purposes of this report, results at the subtask level highlight to OMAES the areas students need the greatest assistance. Although students in Treatment Group B scored higher, they still do not demonstrate a skill level necessary to read with comprehension. Students did demonstrate greater literacy skills as they progressed from Grade 1 to Grade 3 in learning with less zero scores as they children advanced in school.

Orientation to Print

Orientation to Print measures students' knowledge of how words are organized on a page, the direction of print (e.g., left to right), and how print materials are organized (e.g. title of a story). In this subtask, students are presented with a short passage and are asked to demonstrate understanding of how words on a page are organized and read (e.g., Which is the first word of the text? Which is the last word? Where do you start reading? Which direction do you read?) Students indicated their response to the six items by pointing to the correct part of the page or indicated the correct direction of reading.

Table 3: Orientation to Print by Group

Group	N	Mean	SD	Zero Scores
Treatment Group A	250	1.8	1.6	70
Treatment Group B	250	2.8*	1.7	34
Control Group	126	1.9	1.7	35
All	**626**	**2.2**	**1.7**	**139**

** Indicates that the performance of this group was significantly different from all other groups.*

On average, students answered 2.2 out of 6 questions correct. **Nearly 22 percent of all students assessed received a zero on this subtask,** and only 15 percent of students were able to answer five or six questions correctly.

Table 4*:* Orientation to Print by Grade

Grade	N	Mean	SD	Zero Scores
Grade 1	227	1.1*	1.3	90
Grade 2	228	2.5*	1.7	34
Grade 3	174	3.1*	1.6	15
All	**629**	**2.2**	**1.7**	**139**

** Indicates that the performance of this group was significantly different from all other groups.*

By group, students in Treatment Group B had significantly higher scores than students in Treatment Group A and Control Group students. Treatment Group B students answered approximately 50 percent of the questions correctly. Treatment Group A and the Control Group answered approximately 30 percent correctly (Table 3); in other words, their performance on this task was comparable. By grade, the Grade 3 students outperformed their Grade 2 and 1 peers (Table 4, above).

Initial Sound Identification

The Initial Sound Identification subtask is an untimed subtask where the enumerator reads a word to the student and asks the student to identify the initial sound in that word (e.g., What is the first sound in the word "dog"? /d/). This test measures the student's phonemic awareness, or ability to identify the smallest unit of sound in a word (a phoneme). Phonemic awareness is a foundational skill upon which students build their ability to link sounds to letters and, in time, to decode words.

Table 5*:* Initial Sound Identification by Group

Group	N	Mean	SD	Zero Scores
Treatment Group A	241	1.2*	2.2	126
Treatment Group B	246	3.3*	3.8	73
Control Group	123	1.9*	2.9	54
All	**610**	**2.2**	**3.2**	**253**

** Indicates that the performance of this group was significantly different from all other groups.*

On average, students were only able to identify 2.2 of the 10 sounds correctly. Students in Treatment Group B identified just over three initial sounds on average, marginally outperforming students in Treatment Group A with just over one correct initial sound, and the Control Group with two correct initial sounds. The Control Group

significantly outperformed students in Treatment Group A. **Results from Grades 2 and 3 demonstrated that students are learning how to identify letter sounds as they progress in school** (see Table 6). Across all groups and grades, two out of five students scored zero on this subtask. These results highlight that the students have an insufficient understanding of the linkage between letters and sounds in Bamanankan and suggest that they will struggle to connect letters to sounds even as they enter Grade 3.

Table 6*:* Initial Sound Identification by Grade

Grade	N	Mean	SD	Zero Scores
Grade 1	227	0.4*	0.8	145
Grade 2	228	2.9	3.5	74
Grade 3	174	3.4	3.7	34
All	**629**	**2.2**	**3.2**	**253**

** Indicates that the performance of this group was significantly different from all other groups.*

Letter-sound Knowledge

The Letter-sound Knowledge subtask measures students' understanding of the alphabetic principle—the sounds that correspond to letters. Once a reader understands this pattern, they can see a letter and produce its corresponding sound, which over time they will combine into syllables, then words. This is part of the encoding and decoding process. For this subtask, students were presented with 100 letters, including both upper and lower case, and asked to say the sound of each letter. They had one minute to read as many letters as possible.

Table 7*:* Letter-Sound Fluency by Treatment Group

Group	N	Mean (CLPM)	SD	Zero scores
Treatment Group A	253	4.4*	7.6	130
Treatment Group B	250	13.3*	13.5	67
Control Group	126	9.6*	9.4	31
All	**629**	**8.9**	**11.3**	**228**

** Indicates that the performance of this group was significantly different from all other groups.*

On average, students across all grades and groups were able to read about nine out of 100 letters correctly in one minute. 36 percent of all students were unable to correctly identify a single letter-sound and thus received a zero score for this subtask. Zero scores were numerous in all groups. Treatment Group A had the lowest average, with about

half the students receiving zero score. About a quarter of students in Treatment Group B and the control group received zero scores. Table 7 displays the means, standard deviations, and zero scores for correct letters per minute (CLPM) for each group. By grade, students in Grade 1 were unable to read a single letter while students in Grade 2 were reading about 12 letters per minute and Grade 3 students almost 15 letters (Table 8). There is a gain from of about 12 letters from Grade 1 to Grade 2, but a gain of only 3 letters were learned by Grade 3. It is unclear why Grade 3 students did not demonstrate greater gains. These results show that regardless of the group, **most students in Grade 1 lack understanding of the relationship between letters and sounds. Grade 2 and 3 students need to significantly improve their letter reading to be able to recognize or decode words which will ultimately result in reading with comprehension.**[11]

Table 8*:* Letter-sound Knowledge Fluency by Grade

Grade	N	Mean (CLPM)**	SD	Zero scores
Grade 1	227	0.7*	2.2	166
Grade 2	228	12.5*	11.2	41
Grade 3	174	14.9*	12.4	21
All	**629**	**8.9**	**11.3**	**228**

** Indicates that the performance of this group was significantly different from all other groups.*
***Correct letters per minute (CLPM)*

Non-word Reading

Non-word Reading measures decoding ability by requiring students to read invented words that follow the language structure, but have no meaning (e.g., in English, "tork" would be a non-word). Using non-words instead of real words enables analysts to measure students' ability to "sound out" words based on rules of letters and sounds in their language without doing it from memory, as they can with familiar words. For this subtask, students were presented with 50 one- and two-syllable non-words and asked to read as many as possible within one minute. As Table 9 shows, **more than half of the children in each group received zero scores**.

Table 9*:* Non-word Fluency by Treatment Group

Group	N	Mean (CNWPM)**	SD	Zero scores
Treatment Group A	253	2.0	11.4	213
Treatment Group B	250	6.3*	8.7	133
Control Group	126	1.5	3.5	99

11 For the sake of comparison, in the United States students who are reading less than 40 CLPM at the end of Kindergarten are considered "at-risk." The best performing group in this assessment, on average, read less than half of what would qualify as "at-risk" in the U.S. From EGRA FAQs. RTI International. October 2011. https://www.eddataglobal.org/reading/.

All	**629**	**3.6**	**9.4**	**445**

** Indicates that the performance of this group was significantly different from all other groups.*
***Correct no-words per minute (CNWPM)*

Grade 3 students outperformed their Grade 2 and 1 peers (Table 10), as expected. The scores improve as the students advance through school, but the results by grade indicate that **even students in Grade 3 have an insufficient foundation of the critical decoding skills that would enable them to begin reading words and sentences fluently and with comprehension**.

Table 10: Non-word Reading Fluency by Grade

Grade	N	Mean (CNWPM)	SD	Zero scores
Grade 1	227	1.1*	11.6	214
Grade 2	228	3.9*	6.5	144
Grade 3	174	6.6*	8.7	87
All	**629**	**3.6**	**9.4**	**445**

** Indicates that the performance of this group was significantly different from all other groups.*

Oral Reading Fluency

Fluency is the ability to read with speed, accuracy, and proper expression. To comprehend text, students must be able to read the passage with a certain degree of speed, which varies by language.[12] In the ORF subtask, students attempt to read a story of 50 words aloud within one minute. This subtask provides a measure of a child's reading speed as well as their ability to read "connected text," or text in a series, like sentences or stories, as opposed to individual letters or words.

Again, students' abilities in this subtask were low, with rates of correct words per minute (CWPM) by group between one and seven on average. **Seventy-nine percent of students were unable to read a single word of connected text, as indicated by the high rates of zero scores**. These results show that fluency rates are below where they need to be to read with comprehension. Table 11 shows mean scores by Treatment Group. By grade, 99 percent of Grade 1 students were unable to read a single word correctly. Grade 2 students were able to read on average three words per minute and Grade 3 students read seven words per minute (Table 12).

[12] The number of words a child can read per minute is a strong predictor of reading comprehension. However, no universal standard exists for the correct words per minute (CWPM) a child should be able to read in one minute. This is because languages vary in structure, complexity, and transparency and thus are not comparable. Some reviews of CWPM have found that in most languages, children need to be able to read approximately 45 words per minute to comprehend what they are reading (Abadzi, Helen. Efficient Learning for the Poor. Washington, DC: World Bank, 2006. Print.). CWPM standards have not been standardized for Bamanankan so this figure should be interpreted with caution.

Table 11: ORF by Treatment Group

Group	N	Mean (CWPM)	SD	Zero scores
Treatment Group A	253	1.5	9.9	228
Treatment Group B	250	6.9*	11.1	159
Control Group	126	1.1	3.1	108
All	**629**	**3.5**	**9.9**	**495**

** Indicates that the performance of this group was significantly different from all other groups.*

Table 12: ORF by Grade

Grade	N	Mean (CWPM)	SD	Zero scores
Grade 1	227	0.7*	10.0	225
Grade 2	228	3.4*	7.2	166
Grade 3	174	7.4*	11.4	104
All	**629**	**3.5**	**9.9**	**495**

** Indicates that the performance of this group was significantly different from all other groups.*

Reading Comprehension

The Reading Comprehension subtask measures a child's ability to understand the meaning of a text. For this EGRA subtask, after students finished reading the text discussed above, the text was removed and students were asked five comprehension questions based on the text. Students were only asked questions pertaining to the part of the text they read. For example, if they only read one to two sentences, they were only asked the first question; only students who read the entire story were asked all five questions.

Table 13: Reading Comprehensions Questions Correct by Treatment Group

Group	Number of Questions Correct	Number of Students
Treatment	0	246
Group A	1	7
	2	0
	3	0
	4	0
	5	0
	Total	253
Treatment	0	208
Group B	1	25

	2	12
	3	3
	4	2
	5	0
	Total	250
Control	0	125
Group	1	1
	2	0
	3	0
	4	0
	5	0
	Total	126

Ninety-two percent of students were unable to read a single word of text and therefore scored zero on the comprehension subtask. Seven students in Treatment Group A and one in the Control Group answered one question correctly; no students in these groups answered any of the other questions correctly. Two students in Treatment Group B answered four questions correctly. Reading specialists have determined that a comprehension level of 80 percent is the minimum for adequate comprehension of a text. In this sample, only two of 629 students met that requirement, or less than one percent. Table 13 (above) shows the breakdown of scores by treatment group. Table 14 shows the scores by grade. (See Annex F for more results by group and grade.)

Table 14*:* Reading Comprehensions Questions Correct by Grade

Grade	Number of Questions Correct	Number of Students
Grade 1	0	227
	1	0
	2	0
	3	0
	4	0
	5	0
	Total	227
Grade 2	0	211
	1	14
	2	1
	3	1
	4	1
	5	0
	Total	228
Grade 3	0	141
	1	19
	2	11
	3	2
	4	1

	5	0
	Total	174

Listening Comprehension

Listening comprehension was the final subtask conducted with the students EGRA. This subtask assessed students' abilities to comprehend the meaning of a story read to them orally. In this subtask, the assessor reads a short passage to the student, then asks them to answer five comprehension questions about what they heard. Listening comprehension is an important measure of students' pre-reading abilities (they do not need to know how to read to answer the comprehension questions) because it helps detect obstacles to learning to read such as limited language proficiency, auditory problems, attention deficit and other difficulties.

Table 15*:* Listening Comprehension Questions Correct

Number of Questions Correct	N	Percentage of Sample
0	133	21.10
1	116	18.40
2	134	21.30
3	127	20.20
4	95	15.10
5	24	3.80
Total	**629**	**100.00**

Of all the subtasks in this EGRA, students scored the highest overall on this subtask, **79 percent answered at least one Listening Comprehension question** (hence, only one in five received a zero score). Non-zero score students were able to answer two out of the five questions correctly on average, which suggests that most students have only a moderate, but insufficient ability to understand text read to them in a familiar language (Bamanankan). Nevertheless, because this is a pre-reading task, children in Grade 2 should be able to understand an oral story in a familiar language and answer comprehension questions correctly. Therefore, even this relatively high score suggests a **weak foundation in student's ability to process information in Bamanankan,** which is potentially a significant impediment for many as they attempt to learn to read. This will be analyzed in more detail in the endline report.

Across all groups, Table 15 shows, **only about four percent of children were able to answer all five questions** (note that the fifth question was an inferential one in which the answer could not be found directly in the story, but had to be determined using both evidence from the story and reasoning). Table 16 and 17 show the listening

comprehension mean scores by group and grade respectively. Treatment group B has a statistically different mean score from Treatment Group A and the control group. Table 17 highlights that students are increasing their listening comprehension skills as they move up through the grades.

Table 16: Listening Comprehension Questions by Group

Group	N	Mean	SD	Zero scores
Treatment Group A	253	1.7	1.4	75
Treatment Group B	250	2.4*	11.5	37
Control Group	126	1.9	1.3	21
All	**629**	**2.0**	**1.5**	**133**

Table 17: Listening Comprehension by Grade

Grade	N	Mean	SD	Zero scores
Grade 1	227	1.2*	1.2	89
Grade 2	228	2.2*	1.5	36
Grade 3	174	2.8*	1.3	8
All	**629**	**2.0**	**1.5**	**133**

Gender

As Table 18 shows, girls' and boys' performance on the EGRA baseline subtasks were virtually the same. Girls and boys performed comparably on all tasks.

Table 18: Performance on Subtask by Gender

Subtask	Male			Female		
	N	Mean	SD	N	Mean	SD
Orientation to Print	314	2.2	1.7	315	2.2	1.8
Initial Sound Identification	314	2.0	3.1	315	2.3	3.2
Letter-sound Knowledge	314	8.4	11.1	315	9.5	11.5
Non-word Reading	314	3.6	11.1	315	3.7	7.4
Oral Reading Fluency	314	3.8	12.0	315	3.2	7.3
Reading Comprehension	314	0.1	0.5	315	0.1	0.4
Listening Comprehension	314	1.9	1.4	315	2.1	1.6

Contextual Factors

To better understand the student population participating in the study, the team conducted a demographic survey including background information regarding (1) the types of reading materials available to students, and (2) who else reads in the students'

homes. These contextual factors help inform EGRA results and enable better understanding of the sample population.

Reading materials: Of the 629 students who responded to the survey, 133 (21 percent) reported that they had books at school. Among the remaining students, 494 (78 percent) said they did not have books at school and two students did not know if they had books at school. When asked about newspapers, journals, and other print materials, the majority of students (85 percent) did not know if they had these types of materials at school. (Table 19.)

Table 19: Percentage of Students Who Report Available Reading Materials at School by Type

Type of Reading Material	Accessible at School?	N	Percentage of Sample
Books	Yes	133	21.1
	No	494	78.5
	Do not know	2	0.3
	Total	**629**	**100.0**
Newspapers or other Materials	Yes	48	7.6
	No	49	7.8
	Do not know	532	84.6
	Total	**629**	**100.0**

Reading support: When asked if anyone in the home knew how to read, besides themselves, 511 of 629 respondents (81 percent) said "yes" someone in their home knew how to read. The survey then offered a follow-up question asking who knew how to read. The most common response was brothers and sisters, with 450 respondents (nearly 72 percent) saying their siblings could read. One hundred and forty-six students (23 percent) reported their father knew how to read and 110 students (17 percent) reported their mother knew how to read.

These findings suggest that access to reading materials and the diversity therein are limited for students at the school. In the home, siblings make up the largest segment of readers, followed by parents.

VII. Recommendations

The results of the baseline EGRA show that children in all three groups overwhelmingly lack the foundational skills needed to read with comprehension. STS proposes the following design recommendations for YCRY to improve foundational skills for reading fluency and comprehension:

1. **Reinforce foundational reading skills.** In the library materials and activities, focus on ways to build children's skills in understanding how print works (orientation to print), letter-sounds, decoding (word decoding skills), and reading comprehension.
2. **Devote significant time to the development of oral comprehension skills**, including storytelling, question and answer (both during and after stories), acting out stories, and having children and family members create their own stories.
3. **Provide ongoing literacy skill support for librarians who are conducting family/community engagement activities/workshops.** Assuming that not all volunteer librarians have experience teaching or teaching literacy, and probably have not been trained as teachers, ensure that they receive ongoing training on techniques for building build pre- and early-reading skills.
4. **Ensure field agents have a variety of strategies for family/community engagement for literacy building.** Given the low levels of reading performance at baseline as well as the responses on the student survey, home environments are only providing modest support for literacy development. To that end, the YCRY design should target activities that incentivize and strengthen home- and community-based literacy activities so that all interested individuals can find a role they are comfortable playing in the literacy process. This may include leveraging older siblings in addition to parents/guardians as reading supporters. Youth in the community should also be encouraged to support community-based reading activities.

VIII. Annexes

Annex A. EGRA Adaptation Workshop Agenda and Attendees

Agenda

	Lundi 5 octobre	Mardi 6 octobre	Mercredi 7 octobre	Jeudi 8 octobre	Vendredi 9 octobre	Samedi 10 octobre
9h00 9h30	Ouverture - Introduction générale du Projet ACR GCD/ OMAES/ RARE	Révision des contenus EGRA 2h15 (lecture, analyse, ajustements, traduction) Rédaction des textes pour la compréhension (travail par ateliers)	Simulations: « Introduction »	Pilote	Présentation des résultats et des outils (textes …)	Révision des textes et autres sous-tests de EGRA
9h30 10h00	Présentation d'EGRA 1/ l'historique 2/ dans le monde - *STS (Mark)*		Sous-test 1 « orientation à la lecture »			
10h00 10h30	Présentation des habiletés nécessaires à la lecture habile - *STS (Mary)*		Sous-test 2 « identification du son initial »			
10h30 10h45	PAUSE					
10h45 11h15	*Suite* – Présentation des sous-tests EGRA – *STS (Mary)*	Suite et fin	Sous-test 3 « connaissance des graphèmes »	Pilote	Lecture des supports pour le suivi « qualité » sur le terrain : Fiche de contrôle « point focal » Fiche d'observation « point focal » Fiche erreurs récurrentes et procédures	IDEM
11h15 – 12h00	Présentation de la structure du test - *STS (Mary et Claire)*	Révision des consignes EGRA 1h30	Sous-test: 4 « lecture de mots inventés »			
12h00 13h00	Révision des « informations d'introduction » et du « questionnaire » - *STS*		Sous-test 5/6 « compréhension du texte lu »			

<table>
<tr><td></td><td>(Mary et Claire)</td><td></td><td></td><td></td><td>« aide mémoire »</td><td></td></tr>
<tr><td>13h00
14h00</td><td colspan="5">DEJEUNER</td><td></td></tr>
<tr><td rowspan="3">14h00
15h30</td><td rowspan="3">Introduction (ACR, RARE, OMAES, USAID, STS, WV, MoE)
Résumés des projets</td><td>Présentation de Tangerine 30 mn</td><td>Sous-test 7 « compréhension à l’audition »</td><td rowspan="3">Ajustement des activités : Révisions des supports
Recueil des commentaires sur les textes</td><td rowspan="3">Préparation des matériels pour la formation</td><td rowspan="3">IDEM</td></tr>
<tr><td rowspan="2">Initiation à Tangerine 2h15</td><td>« Questionnaire »</td></tr>
<tr><td>Questions de clarification/ mise en garde</td></tr>
<tr><td>15h30
15h45</td><td colspan="5">PAUSE</td><td></td></tr>
<tr><td rowspan="3">15h45
17h00</td><td rowspan="3">Suite et fin</td><td rowspan="2">Initiation à Tangerine (fin)</td><td>Simulation du test intégral</td><td rowspan="3">Suite et fin</td><td rowspan="3">Suite et fin</td><td rowspan="2">IDEM</td></tr>
<tr><td>Préparation matérielle pour le pilote (supports à vérifier et école à confirmer)</td></tr>
<tr><td>Réviser (Budget et Work Plan) avec RARE</td><td>Réviser (Budget et Work Plan) avec OMAES</td><td></td></tr>
</table>

Adaptation workshop attendees

ADAPTATION DES OUTILS EGRA

Liste des participants

Mohamad Elmoctar	RARE
Moussa Konaté	DNP
Lamine Dembelé	DNP
Thelma Khelghati (Ouverture)	EDC
Kourakoro Bagayoro	DNP
Aliou Tall (ouverture)	USAID
Chance Briggs (ouverture)	WV
Massanan Sinaba	OMAES
Ibrahima Traore	DNEN
Amos Dembele	WV
Théodore Nseka Vita	OMAES
Youssouf Sidibe	DNEF
Mamadou Niakate	Linguiste
Bréhima Traore	DNEN
Youssouf M. Haïdara	RARE
Moussadian Coulibaly	RARE
Eli Thera	OMAES

Annex B. EGRA Assessor Training and Pre-Testing Agenda and Attendees

Agenda

<table>
<tr><th></th><th>Lundi 12 octobre</th><th>Mardi 13 octobre</th><th>Mercredi 14 octobre</th><th>Jeudi 15 octobre</th><th>Vendredi 16 octobre</th></tr>
<tr><td>9h00 – 9h30</td><td>Ouverture - Introduction générale du Projet OMAES/ RARE</td><td rowspan="3">Graphèmes (Almou/ MC)</td><td>Compréhension à l'écrit T1 (Almou/ MC)</td><td rowspan="3">Pilote</td><td rowspan="3">Fiabilité Remédiation</td></tr>
<tr><td>9h30 – 10h00</td><td>Présentation des habiletés nécessaires à la lecture habile et EGRA - STS (Mary)</td><td rowspan="2">Compréhension à l'écrit T2 (Moussadian/ MC)</td></tr>
<tr><td>10h00 – 10h30</td><td>Présentation de la structure du test - STS (Mary et Claire)</td></tr>
<tr><td>10h30 – 10h45</td><td colspan="5">PAUSE</td></tr>
<tr><td rowspan="2">10h45 – 12h00</td><td rowspan="2">Présentation de Tangerine (Claire)</td><td>Mots inventés (Almou/ MC)</td><td>Suite</td><td rowspan="3">Pilote</td><td rowspan="3">Suite</td></tr>
<tr><td rowspan="2">Revue de Tangerine pour le pilote</td><td>Compréhension à l'écrit T3 (Eli/ MC)</td></tr>
<tr><td>12h00 – 13h00</td><td>Consentement (Ibrahim/ MC)</td><td>Compréhension à l'écrit T4 (Ibrahim/ MC)</td></tr>
<tr><td>13h00 – 14h00</td><td colspan="5">DEJEUNER</td></tr>
<tr><td>14h00 – 15h00</td><td>Orientation à la lecture (Moussadian/ MC)</td><td>Pilote</td><td>Compréhension à l'oral T1 (Moussadian/ MC)
Compréhension à l'oral T2 (Eli/MC)
Testing intégral (Almou/ MC)</td><td>Debriefing, feed back</td><td>Logistique</td></tr>
<tr><td>15h00 – 15h15</td><td colspan="5">PAUSE</td></tr>
<tr><td>15h15 – 16h15</td><td rowspan="2">Son initial (Eli. MC)</td><td rowspan="2">Pilote</td><td rowspan="2">Testing intégral</td><td rowspan="2">Suite et fin</td><td rowspan="2">Supervision</td></tr>
<tr><td>16h15 – 17h00</td></tr>
</table>

Assessor training attendees

FORMATION DES ENQUETEURS EGRA

Liste de participants

N°	Prénom	Nom	Structure
1	Almougairata H	Maiga	RARE
2	Oumar	Dabo	Consultant RARE
3	Mme Théra Kadiatou	Traoré	RARE
4	Bakary	Doucouré	OMAES
5	Ismaila	Nabé	Consultant RARE
6	Abdoul O	Touré	OMAES
7	Mamadou D	Traoré	Personne ressource
8	Koundou	Coulibaly	RARE
9	Adenème	Sangara	RARE
10	Almamy M	Sandji	OMAES
11	Maridiè	Niaré	CP/OMAES
12	Cheick A	Diarra	OMAES
13	Kadiatou	Kanté	OMAES
14	Siby	Dembélé	OMAES
15	Nougou	Dembélé	OMAES
16	André	Cissé	OMAES
17	Mahamadou B	Maiga	Personne ressource
18	Cheick Oumar	Coumaré	OMAES
19	Moussa	Sisssoko	OMAES
20	Fatoumata	Keita	OMAES
21	Emmanuel	Coulibaly	OMAES
22	Mahamadou	Kanté	Consultant RARE
23	Bréhima	Traoré	OMAES
24	Moussadian	Coulibaly	RARE
25	Mary	Denaw	STS
26	Claire	Wassounan	STS
27	Eli	Théra	OMAES
28	Dado	Yerou	DNP

Annex C. Item Statistics

Item-test correlation & Cronbach alpha by item

Item	alpha
Orientation to Print	0.753
Initial Sound Identification	0.938
Letter-sound Knowledge	0.959
Non-word Reading	0.958
Oral Reading Fluency	0.976
Reading Comprehension	0.576
Listening comprehension	0.608

Variable percent Correct	Mean	Std. Dev.	Min	Max
Orientation to Print	2.2	1.8	0	6
Initial Sound Identification	2.2	3.2	0	10
Letter-sound Knowledge	8.9	11.3	0	53
Non-word Reading	3.6	9.4	0	45
Oral Reading Fluency	3.5	9.9	0	49
Listening Comprehension	2.0	1.5	0	5
Reading Comprehension	0.1	.4	0	4

Orientation to Print

Item Statistics

	Mean	Std. Deviation	Corrected Item-Total Correlation
OrLec_1	.65	.477	.546
OrLec_2	.59	.493	.639
OrLec_3	.28	.447	.339
OrLec_4	.32	.465	.675
OrLec_5	.35	.477	.605
OrLec_6	.01	.119	.073

Initial Sound Identification

Item Statistics

	Mean	Std. Deviation	Corrected Item-Total Correlation
SI1	.22	.414	.838
SI2	.20	.397	.771
SI3	.14	.347	.779
SI4	.52	.500	.430
SI5	.21	.405	.719
SI6	.16	.364	.830
SI7	.13	.340	.778
SI8	.16	.364	.835
SI9	.21	.409	.824
SI10	.17	.375	.847

Letter-sound Knowledge

Item Statistics

	Mean	Std. Deviation	Corrected Item Total Correlation
_1	.27	.444	.619
_2	.60	.490	.577
_3	.39	.488	.767
_4	.23	.418	.566
_5	.30	.459	.730
_6	.45	.498	.704
_7	.37	.483	.657
_8	.24	.430	.758
_9	.38	.485	.751
_10	.16	.364	.575
_11	.26	.441	.711
_12	.26	.439	.658
_13	.02	.148	.167

_14	.12	.328	.554
_15	.35	.477	.739
_16	.35	.477	.726
_17	.18	.388	.622
_18	.25	.431	.645
_19	.27	.444	.713
_20	.30	.460	.660
_21	.15	.354	.631
_22	.30	.458	.734
_23	.13	.335	.499
_24	.02	.131	.189
_25	.16	.370	.716
_26	.19	.391	.680
_27	.24	.428	.743
_28	.16	.366	.690
_29	.22	.415	.725
_30	.12	.328	.651
_31	.14	.350	.650
_32	.08	.276	.534
_33	.16	.367	.665
_34	.12	.324	.656
_35	.07	.250	.502
_36	.11	.315	.640
_37	.09	.292	.603
_38	.09	.283	.579
_39	.07	.253	.512
_40	.05	.217	.534
_41	.01	.119	.231
_42	.08	.276	.500
_43	.07	.250	.504
_44	.03	.158	.402
_45	.05	.210	.465
_46	.04	.196	.424
_47	.03	.167	.433
_48	.02	.153	.423
_49	.03	.158	.413
_50	.02	.137	.348
_51	.02	.137	.380
_52	.00	.056	.150
_53	.01	.119	.354

_54	.02	.131	.322
_55	.01	.105	.305
_56	.01	.097	.316
_57	.01	.080	.266
_58	.01	.097	.277
_59	.01	.089	.289
_60	.00	.040	.127
_61	.01	.080	.216
_62	.00	.056	.165
_63	.00	.040	.113
_64	.00	.069	.200
_65	.00	.040	.127
_66	.00	.069	.200
_67	.00	.000	.000
_68	.00	.056	.165
_69	.00	.056	.165
_70	.00	.056	.165
_71	.00	.040	.127
_72	.00	.040	.127
_73	.00	.040	.127
_74	.00	.000	.000
_75	.00	.000	.000
_76	.00	.000	.000
_77	.00	.000	.000
_78	.00	.000	.000
_79	.00	.000	.000
_80	.00	.000	.000
_81	.00	.040	.106
_82	.00	.000	.000
_83	.00	.000	.000
_84	.00	.000	.000
_85	.00	.000	.000
_86	.00	.000	.000
_87	.00	.000	.000
_88	.00	.000	.000
_89	.00	.000	.000
_90	.00	.000	.000
_91	.00	.000	.000
_92	.00	.000	.000
_93	.00	.000	.000

_94	.00	.000	.000
_95	.00	.000	.000
_96	.00	.000	.000
_97	.00	.000	.000
_98	.00	.000	.000
_99	.00	.000	.000
_100	.00	.000	.000

Non-word Reading Fluency (MOT)

Item Statistics

	Mean	Std. Deviation	Corrected Item-Total Correlation
MOT_1	.22	.414	.697
MOT_2	.19	.389	.729
MOT_3	.20	.401	.750
MOT_4	.21	.405	.780
MOT_5	.19	.394	.768
MOT_6	.18	.382	.746
MOT_7	.15	.361	.786
MOT_8	.17	.373	.797
MOT_9	.19	.391	.757
MOT_10	.13	.335	.758
MOT_11	.18	.383	.715
MOT_12	.10	.296	.731
MOT_13	.10	.300	.726
MOT_14	.11	.319	.714
MOT_15	.06	.229	.520
MOT_16	.11	.311	.708
MOT_17	.12	.322	.787
MOT_18	.09	.285	.704
MOT_19	.09	.283	.742

MOT_20	.08	.268	.689
MOT_21	.09	.283	.670
MOT_22	.06	.244	.679
MOT_23	.05	.223	.664
MOT_24	.04	.206	.616
MOT_25	.04	.188	.584
MOT_26	.04	.192	.553
MOT_27	.03	.180	.567
MOT_28	.03	.180	.560
MOT_29	.02	.137	.435
MOT_30	.01	.112	.409
MOT_31	.02	.131	.433
MOT_32	.02	.137	.483
MOT_33	.01	.105	.384
MOT_34	.01	.089	.343
MOT_35	.00	.056	.312
MOT_36	.01	.080	.306
MOT_37	.01	.089	.367
MOT_38	.01	.089	.367
MOT_39	.01	.080	.353
MOT_40	.00	.069	.334
MOT_41	.00	.056	.230
MOT_42	.00	.056	.312
MOT_43	.00	.069	.307
MOT_44	.00	.069	.307
MOT_45	.00	.056	.312
MOT_46	.00	.040	.235
MOT_47	.00	.056	.312

MOT_48	.00	.056	.312
MOT_49	.00	.069	.307
MOT_50	.00	.069	.307

Reading Comprehension

Item Statistics

	Mean	Std. Deviation	Corrected Item-Total Correlation
1COMP_1	.05	.220	.346
1COMP_2	.05	.217	.529
1COMP_3	.00	.069	.417
1COMP_4	.01	.105	.509
1COMP_5	.00	.040	.168

Listening Comprehension

Item Statistics

	Mean	Std. Deviation	Corrected Item-Total Correlation
1AUD_1	.38	.487	.357
1AUD_2	.41	.493	.330
1AUD_3	.38	.486	.408
1AUD_4	.21	.410	.295
1AUD_5	.62	.486	.425

Annex D. Results by Grade

Average Score
Orientation to Print

Grade	N	Mean	SD
1	227	1.13	1.32
2	228	2.54	1.68
3	174	3.13	1.57

Letter-sound Identification

Grade	N	Mean	SD
1	227	.7	2.2
2	228	12.5	11.2
3	174	14.9	12.4

Non-word Reading

Grade	N	Mean	SD
1	227	1.1	11.6
2	228	3.86	6.5
3	174	6.62	8.7

ORF

Grade	N	Mean	SD
1	227	.67	9.9
2	228	3.4	7.2
3	174	7.42	11.4

Listening Comprehension

Grade	N	Mean	SD
1	227	1.2	1.2
2	228	2.2	1.5
3	174	2.8	1.2

Reading Comprehension

Grade	N	Mean	SD
1	227	.00	.00
2	228	.10	.4
3	174	.3	.7

Annex E. Results by Group & Grade and Group & Gender

Proportion of correct answers for reading comprehension by group and grade.
Note: No student attempted the fifth comprehension question.

Table A: Reading Comprehension Questions Correct by Treatment Group and Grade

		Treatment Group A		Treatment Group B		Control	
		Count	%	Count	%	Count	%
Grade 1	0	106	100.00%	83	100.00%	38	100.00%
	1	0	0.00%	0	0.00%	0	0.00%
	2	0	0.00%	0	0.00%	0	0.00%
	3	0	0.00%	0	0.00%	0	0.00%
	4	0	0.00%	0	0.00%	0	0.00%
	Total	106	100.00%	83	100.00%	38	100.00%
Grade 2	0	81	96.40%	78	85.70%	52	98.10%
	1	3	3.60%	10	11.00%	1	1.90%
	2	0	0.00%	1	1.10%	0	0.00%
	3	0	0.00%	1	1.10%	0	0.00%
	4	0	0.00%	1	1.10%	0	0.00%
	Total	84	100.00%	91	100.00%	53	100.00%
Grade 3	0	59	93.70%	47	61.80%	35	100.00%
	1	4	6.30%	15	19.70%	0	0.00%
	2	0	0.00%	11	14.50%	0	0.00%
	3	0	0.00%	2	2.60%	0	0.00%
	4	0	0.00%	1	1.30%	0	0.00%
	Total	63	100.00%	76	100.00%	35	100.00%
Total	0	246	97.20%	208	83.20%	125	99.20%
	1	7	2.80%	25	10.00%	1	0.80%
	2	0	0.00%	12	4.80%	0	0.00%
	3	0	0.00%	3	1.20%	0	0.00%
	4	0	0.00%	2	0.80%	0	0.00%
	Total	253	100.00%	250	100.00%	126	100.00%

Proportion of correct answers for reading comprehension by group and gender.
Note: No student attempted the fifth comprehension question.

Table B: Reading Comprehension Questions Correct by Treatment Group and Gender

		Girl		Boy		Total	
		Count	%	Count	%	Count	%
Treatment Group A	0	125	97.70%	121	96.80%	246	97.20%
	1	3	2.30%	4	3.20%	7	2.80%
	2	0	0.00%	0	0.00%	0	0.00%
	3	0	0.00%	0	0.00%	0	0.00%
	4	0	0.00%	0	0.00%	0	0.00%
	5	0	0	0	0	0	0
	Total	128	100.00%	125	100.00%	253	100.00%
Treatment Group B	0	102	82.30%	106	84.10%	208	83.20%
	1	15	12.10%	10	7.90%	25	10.00%
	2	6	4.80%	6	4.80%	12	4.80%
	3	0	0.00%	3	2.40%	3	1.20%
	4	1	0.80%	1	0.80%	2	0.80%
	5	0	0	0	0	0	0
	Total	124	100.00%	126	100.00%	250	100.00%
Control	0	62	98.40%	63	100.00%	125	99.20%
	1	1	1.60%	0	0.00%	1	0.80%
	2	0	0.00%	0	0.00%	0	0.00%
	3	0	0.00%	0	0.00%	0	0.00%
	4	0	0.00%	0	0.00%	0	0.00%
	5	0	0	0	0	0	0
	Total	63	100.00%	63	100.00%	126	100.00%

Annex F. Baseline EGRA Instrument, French

EGRA En Bamanankan: Baseline

Enumerator Name	

La date et l'heure

Date	
Time	

Le site de l'ecolé

Ecole	

L'identification de l'élève

L'identification de l'élève	

Le consentement

I ni sɔgɔma! Ne tɔgɔ ye _____ I ɲɔgɔn demisɛnninw bɛ ne bolo. Kalanjɛ, farikoloɲɛnajɛ ani ntolatan ka di u ye. E dun, e tɔgɔ ? Mun de ka di e ye ?

[Attendez la réponse de l’enfant. Si l’enfant semble à l’aise, passez directement au consentement verbal.

S’il hésite ou a l’air peu à l’aise, posez la deuxième question avant de passer au consentement verbal].

N’i ma taa kalanyɔrɔ la don min, i bɛ mun kɛ? (Le jour où tu ne vas pas à l’école, que fais-tu ?)

Veuillez lire, à haute voix, la déclaration suivante à l'élève pour obtenir son *consentement verbal:*

N bɛ n nakun fɔ i ye. Kalan minisiriso y’a ɲini ka denmisɛnninw ka kalanjɛ kɛcogo kiimɛ. E sugandira k’i sendon o kiimɛni na. Nafaba de bɛ i sendonni in na ; nka n’a man di i ye, diyagoya tɛ.

An bɛna lamɛnni ni kalanjɛ tulon dɔw kɛ.

I bɛ waati min kɛ fɛn dɔw kalanni na, o bɛ jateminɛ. Nka ɲɔgɔndan tɛ. **Ne ni e bɛ min kɛ, o tɛ foyi falen i ka kuruw la kalanso kɔnɔ. N bɛna ɲininkali dɔw k’i la fana aw ka du kan**. **Maa si tɛn’a dɔn ko e ka jaabiw don. N’i t’a fɛ ka ɲininkali min jaabi, i b’o to yen. N b’a fɔ i ye hali bi, i diyagoyalen tɛ k’i sendon kiimɛni in na, n’a ma bɛn i ma**.

I sɔn na wa? *[Attendez la réponse de l'élève avant de poser la prochaine question. Si l'élève dit 'oui' à la question, posez la question suivante. Si l'élève dit 'non', remerciez l'élève et passez au prochain élève.]*

An bɛ se k’a daminɛ wa?

Consentement verbal obtenu: ☐

Information de l'eleve

Nom de l'élève

Age de l'élève

L'élève est dans quelle classe ?

☐ 1ere
☐ 2eme
☐ 3eme

Le sexe de l'élève

☐ Fille
☐ Garçon

ORIENTATION A LA LECTURE

[Montrez à l'élève la Feuille A]

Lisez les instructions suivantes et enregistrez les réponses de l'élève :

I tɛna masalabolo in kalan fɔlɔ, sisan n'i bɛna masalabolo in kalan i bɛ a kalan ka taa fan jumɛ fɛ. ([L'élève déplace son doigt de la gauche à la droite])

☐ Correct
☐ Incorrect
☐ Pas de Réponse

Sisan, ne b'a fɛ, i ka masalabolo in daminɛ jira. ([L'élève pose le doigt sur la 1ére ligne, le mot le plus à gauche « Bi / Bi sɔgɔmada »])

☐ Correct

☐ Incorrect
☐ Pas de Réponse

Sisan, ne b’a fɛ, i ka masalabolo in laban jira. ([L’élève pose le doigt sur « la / lakɔli la »])

☐ Correct
☐ Incorrect
☐ Pas de Réponse

Sisan, sira fɔlɔ laban jira (L’élève déplace son doigt sur le premier « Mun »])

☐ Correct
☐ Incorrect
☐ Pas de Réponse

N’i sera sira fɔlɔ laban na, i bɛna sira min kalan o kɔ, o jira. ([L’élève déplace son doigt vers le mot placé le plus à gauche de la seconde ligne – « b'i».])

☐ Correct
☐ Incorrect
☐ Pas de Résponse

Sisan, kumasen fɔlɔ laban jira. ([L’élève pose son doigt sur « ye »])

☐ Correct
☐ Incorrect
☐ Pas de Réponse

Identification du son initial

Instructions à l’élève : **Nin ye degeli de ye min bɛ kɛ baro senfɛ. N bɛna daŋɛ kelen fɔ i ye. Nb’a fɔ ka segin a kan. O kɔfɛ, i mana siginiden min mankan mɛn daŋɛ in daminɛ na, i b’o fɔ n ye. I sɔnna wa?**

Misali la “fa” daŋɛ bɛ daminɛ ni « fff » mankan ye. O tɛ wa ? « fa » daŋɛ bɛ fɔlɔ ni mankan jumɛn ye ? « fa» ? [Attendre que l’élève répète le son “fff”. S’il ne répond pas, dites-lui, “**« fa » daŋɛ bɛ daminɛ ni « fff » mankan ye.]**

An ka misali wɛrɛw lajɛ :

“sisi” daŋɛ bɛ daminɛ ni mankan jumɛn ye? « sisi » ?

(Si l’élève répond correctement, dites-lui **a ka ɲi kosɛbɛ. « sisi » daŋɛ bɛ daminɛ ni « sss » mankan ye.)**

(Si l l’élève ne répond pas, dites-lui « **« sisi » daŋɛ bɛ daminɛ ni « sss » mankan ye.)**

« taga » daŋɛ bɛ daminɛ ni mankan jumɛn ye? « taga » ?

(Si l’élève répond correctement, dites-lui «**a ka ɲi kosɛbɛ**! **« taga » daŋɛ bɛ daminɛ ni « t’ » mankan ye.)**

(Si l’élève ne répond pas, dites-lui « **« taga » daŋɛ bɛ daminɛ ni « t’ » mankan ye.)**

« Ami» daŋɛ bɛ daminɛ ni mankan jumɛn ye ? « Ami » ?

(Si l’élève répond correctement, dites-lui «**a ka ɲi kosɛbɛ**! **« ami» daŋɛ bɛ daminɛ ni « a » mankan ye.)**

(Si l’élève ne répond pas, dites-lui **« Ami» daŋɛ bɛ daminɛ ni « a » mankan ye.)**

Ne bɛ min nɔfɛ i y’o faamu wa ? Sisan, ne bɛna daŋɛ wɛrɛw kalan i ye. N bɛ daŋɛ bɛɛ kelen kelen kalan siŋɛ fila. I tulomajɔ kosɛbɛ. I bɛ fɔlɔ ka mankan min mɛn daŋɛ daminɛ na, i b’o fɔ n ye. I sɔnna wa ?

Ne pas corriger l’élève pendant le test. En cas de non-réponse ou d’hésitation de sa part, après 3 secondes, relancer la question. Si l'élève ne réponds pas, marquer la case « Pas de réponse » et passez au prochain item.

1. « ba » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « ba » ? (/b'/)

- A ka ɲi
- A man ɲi
- jaabi ma di

2. « di » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « di » ? (/d'/)

- A ka ɲi
- A man ɲi
- jaabi ma di

3. « gafe » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « gafe » ? (/g'/)

- A ka ɲi
- A man ɲi
- jaabi ma di

4. « Umu » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « Umu » ? (/uuu/)

- A ka ɲi
- A man ɲi
- jaabi ma di

5. « so » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « so » ? (/ssss/)

- A ka ɲi
- A man ɲi
- jaabi ma di

6. « pili » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « pili » ? (/p'/)

- A ka ɲi
- A man ɲi

 jaabi ma di

7. « kɔ » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « kɔ » ? (/k'/)

 A ka ɲi
 A man ɲi
 jaabi ma di

8. « malo » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « malo » ? (/mmm/)

 A ka ɲi
 A man ɲi
 jaabi ma di

9. « ɲɛ » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « ɲɛ » ? (/ɲ'/)

 A ka ɲi
 A man ɲi
 jaabi ma di

10. « walan » daɲɛ bɛ daminɛ ni mankan jumɛn ye ? « walan » ? (/w'/)

 A ka ɲi
 A man ɲi
 jaabi ma di

Le son de la lettre

Siginidenw ni siginidenkuluw filɛ ka ɲɛ. Siginiden ninnu kalan i k’u mankan fɔ n ye. Misali la, nin siginiden in : *[Indiquer le “a": dans la ligne des exemples]***Ale bɛ kalan /a/ i n’a fɔ "naji” daɲɛ kɔnɔ.**

An k’a waleya sisan. Nin siginiden in kalan *[Indiquer le “l” dans le rang des exemples]*:

Si l'élève répond correctement, dites: **A ka ɲi kosɛbɛ, siginiden in bɛ kalan /l/ i n'a fɔ "lɛfɛ" daɲɛ kɔnɔ.**

Si l'élève ne répond pas correctement, dites: **Ayi, siginiden in bɛ kalan /l/ i n'a fɔ "lɛfɛ" daɲɛ kɔnɔ.**

An ka misali wɛrɛw lajɛ. Nin siginiden in kalan *[Indiquer le "aa" dans le rang des exemples]:*

Si l'élève répond correctement, dites: **A ka ɲi kosɛbɛ, siginiden in bɛ kalan /aa/ i n'a fɔ "naani" daɲɛ kɔnɔ**.

Si l'élève ne répond pas correctement, dites: **Ayi, siginiden in bɛ kalan /aa/ i n'a fɔ "naani" daɲɛ kɔnɔ**.

An ka misali wɛrɛw lajɛ tun. Nin siginiden in kalan [*Indiquer le "en" dans le rang des exemples]:*

Si l'élève répond correctement, dites: **A ka ɲi kosɛbɛ, siginidenkulu in bɛ kalan *len* / i n'a fɔ « den » daɲɛ kɔnɔ**

Si l'élève ne répond pas correctement, dites: **Ayi, siginidenkulu in bɛ kalan /en/ i n'a fɔ « den » daɲɛ kɔnɔ**

I y'a faamu wa? An bɛ se ka taa a fɛ ? Ni ne ko "a daminɛ", i kɛtɔ ka siginiden fɛn o fɛn kalan, i b'i bolo da o kan. I b'u kalanni daminɛ numanfɛ ka taa kininfɛ sira ni sira. I y'a faamu kosɛbɛ wa? I bolo da sigiden fɔlɔ kan. I labɛnnen don wa? I b'a lajɛ k'u kalan ka ɲɛ teliya la. A damiɛ!

b	a	u	I	s	o	ɔ	L	u	c
k	d	nj	h	t	e	l	ii	m	ɔ
r	u	c	ns	p	ee	ɛ	n	e	b
n	an	ɛ	L	ɔn	t	M	oo	I	g

nt	o	uu	h	u	d	W	r	g	I
k	nc	s	f	a	n	An	a	k	nf
ɛ	w	on	L	ng	s	np	in	a	s
j	a	ɛn	l	ɛɛ	p	nb	y	a	ɔ
m	ŋ	z	nk	b	e	U	L	d	aa
g	a	r	ɲ	ɔɔ	o	K	un	I	en

Time Remaining

Autostop?

Mots inventés

Daɲɛ dɔw filɛ, lala i ma deli ka minnu ye. Nka ne tun b'a fɛ i k'a lajɛ k'u kalan. Misali la, daɲɛ fɔlɔ in bɛ kalan «gɛ» *[Indiquer le mot « gɛ» avec le doigt]*. I bɛ se ka segin daɲɛ fɔlɔ in kalanni kan wa ?**

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

Daɲɛ in dun ? *[indiquer le mot « zii » avec le doigt].* **I bɛ se k'o kalan wa ?**

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

Nin dun ? *[indiquer le mot « hu » avec le doigt].* **I bɛ se k'o kalan wa ?**

[Après sa réponse, ou après 3 secondes dans le cas de non-réponse, montrez-lui comment faire.]

I y'a faamu wa ? N bɛ min nɔfɛ i y'o faamu wa? Ni ne ko "a daminɛ", i bɛ siraw ta kelen kelen k'u kalan k'a daminɛ numanfɛ ka taa kininfɛ. N'i sera sira dɔ laban na, i b'o nɔkanta daminɛ. I labɛnnen don wa? I b'a lajɛ k'u kalan ka ɲɛ teliya la. A daminɛ!

zi	fe	do	lu	tee
laa	bii	kee	mo	sawa
ki	gibɔ	lezo	fuki	cuto
gamo	Luba	yow	basɔ	pifo
pa	kiwɔ	zaa	yenu	jowe
guu	Mire	maja	dɛca	nsɔ
yɛbu	lina	ɲipɛ	tansa	yonpe
wɛn	Mudo	sipu	poora	ŋasi
zuso	wɛɛ	Loo	lunan	njew
ɲope	Nbeli	luro	pini	leko

Time Remaining

Autostop?

Lecture du texte 1

Sisan, n b'a fɛ i ka maana in kalan. I b'i kan bɔ kosɛbɛ A lajɛ i k'a kalan ka ɲɛ teliya la; o kɔ ne bɛ ɲininkali dɔw kɛ i la. Ni ne ko i k'a daminɛ, i b'a daminɛ yan *(Mettez la feuille de la Section 5 devant l'élève (F/5). Montrez du doigt le premier*

mot du passage). **I labɛnna wa ? An k'a daminɛ.** [*Faites démarrer le chrono en appuyant sur le bouton START / STOP]*

Samiyɛ	waati	don.	Ji	sigira
Sibi	bɔlɔnw	kɔnɔ.	Dɔgɔ	don,
Fati	ye	a	ka	ɔrɔbu
kura	don.	A	n'a	terimuso
Umu	taara	sugu	la.	U
bɛ	taama	na.	Sɔɔnin,	Fati
binna.	A	kasira.	A	y'a
ka	ɔrɔbu	lajɛ.	A	seginna
so.	A	ba	ye	ɔrɔbu
kura	wɛrɛ	di	a	ma.

Time Remaining

Autostop?

Questions de Compréhension

[Reprendre le texte]

Sisan, i bɛna ɲininkali damadɔ jaabi maana in kan.

1. Ko in kɛra san waati jumɛn ? ([Samiyɛ])

☐ Correct

 Incorrect
 Pas de réponse

2. Fati ye mun don? ([ɔrɔbu])

 Correct
 Incorrect
 Pas de réponse

3. Mun ye Fati sɔrɔ ? ([A binna])

 Correct
 Incorrect
 Pas de réponse

4. Jɔn kasira ? ([Fati])

 Correct
 Incorrect
 Pas de réponse

5. Fati binna. A ka ɔrɔbu bɛ cogo di ? ([ɔrɔbu nɔgɔlen])

 Correct
 Incorrect
 Pas de réponse

Compréhension à l'audition

Sisan, ne bɛna maana kelen kalan i ye siɲɛ kelen. O kɔ, n bɛ ɲininkali damadɔ k'i la maana in kan. I bɛ maana in lamɛn kosɛbɛ. I bɛ tila ka ɲininkaliw jaabi i fɛrɛ ma' I sɔnna wa? N b'a fɛ i ka min kɛ i y'o faamu wa? An k'a daminɛ. A lamɛn kosɛbɛ:

Bi ye seli ye.

Ma ye Buba n’a dɔgɔmuso Fanta ka fini kuraw labɛn.

U y’u pari ka taa warabafilɛso la.

U taara mɔbili ɲini sirada la.

U mɛɛnna u ma mɔbili sɔrɔ bawo mɔbili bɛɛ falen don.

Laban na, mɔbili dɔ sɔrɔla.

U selen warabafilɛso la Buba ni Fanta ye ji suma sɑn.

O kɔfɛ, u ye waraba, sama, bama ani bagan caman wɛrɛw ye.

U ye fotow ta ani k’u teriw ye.

Seli diyara dɛ !

1. Buba ni Fanta taara min ? ([Warabafilɛso la.])

 Correct
 Incorrect
 Pas de réponse

2. Munna u ma mɔbili sɔrɔ joona ? ([Bawo mɔbili bɛɛ falen don. Bawo selidon don.])

 Correct
 Incorrect
 Pas de réponse

3. Bagan jumɛnw bɛ sɔrɔ warabafilɛso la ? ([Waraba, sama, banba (hali n'a ye bagan fila fɔ)/ Kungokɔnɔ baganw.])

 Correct
 Incorrect
 Pas de réponse

4. Jɔnw ye fotow ta ? ([Buba ni Fanta])

☐ Correct
☐ Incorrect
☐ Pas de réponse

5. Munna u ye ji suma san ? ([Bawo minnɔgɔ b'u la.])

☐ Correct
☐ Incorrect
☐ Pas de réponse

Entretien sur l'environnement de l'élève.

An tilala ka ban. An tɔ ye ɲininkali damadɔw ye e kan, aw ka du kan, i ka kalan kan ani aw ka so kan.

1. E si ye san joli ye? ((Enregistrez le nombre d'années. Si l'élève ne sais pas ou ne répond pas, enregistrez 99.))

2. I bangena kalo jumɛn ? ((Enregistrez le mois. Si l'élève ne sais pas ou ne répond pas, enregistrez 99.))

3. I bangena san jumɛn ? ((Enregistrez l'année. Si l'élève ne sais pas ou ne répond pas, enregistrez 99.))

4A. I bɛ kan jumɛn (w) fɔ so ? ([Jaabi caman bɛ se ka di])

☐ Bamanankan
☐ Fulfuldé

 Songhoi
 Bomu
 Français
 Arabe
 Autre
 Pas de réponse / ne sais pas

4B. Si la réponse est autre, précisez:

5. Kalanjɛ gafe dɔ b'i bolo wa?

 Oui
 Non
 Pas de réponse / ne sais pas

6A. Gafe wɛrɛw, kunnafonisɛbɛnw walima fɛn kalanta wɛrɛ b'i bolo k'a bɔ kalanso taw wa ?

 Oui
 Non
 Pas de réponse / ne sais pas

6B. Misali damadɔw di ((Pas besoin d'enreigstrer la réponse))

7A. Gafe ninnu bɛ kan jumɛnw na?

 Français
 Bamanankan
 Fulfuldé
 Songhoi
 Bomu
 Arabe
 Autre

 Pas de réponse / ne sais pas

7B. Si la réponse est autre, précisez:

8. K'a bɔ e la, mɔgɔ wɛrɛ bɛ a' ka du kɔnɔ min bɛ se kalanjɛ la wa ?

 Oui
 Non
 Pas de réponse / ne sais pas

9A. Jɔn ni jɔn bɛ se kalanjɛ la aw ka so ? ((Plusieurs réponses sont autorisée])

 Mère
 Père
 Soeur(s)/frère(s)
 Autre
 Ne sais pas / pas de réponse

9B. Si la réponse est autre, précisez:

10. Arajo b'aw ka so wa ?

 Oui
 Non
 Pas de réponse

11. Telefɔni b'aw ka so wa ?

 Oui
 Non
 Pas de réponse

12. Yeelen (kuran) b'aw ka so wa ?

 Oui
 Non
 Pas de réponse

13.Tele b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

14. Firigo (jisumanyalan) b'aw ka so wa ?

 Oui
 Non
 Pas de réponse

15.Sokɔnɔɲɛgɛn b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

16. Nɛgɛso b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

17. Moto b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

18. Wotoro walima kurun walima pinasi b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

19. Mɔbili, kamiyɔn, 4x4, sɛnɛkɛmansin b’aw ka so wa ?

 Oui
 Non
 Pas de réponse

20. E ye zaridɛn kɛ yanni e ka don lakɔli la wa ?

 Oui
 Non
 Pas de réponse / ne sais pas

21. I bɛ kalanso jumɛn na ɲinan ?

 1ère année
 2ème année
 3ème année
 4ème année

22. E tun bɛ kilasi jumɛn na salon?

 Jardin d'enfants
 1ère année
 2ème année
 3ème année
 4ème année
 Pas à l'école
 Pas de réponse / ne sais pas
 Autres

23. Yala karamɔgɔ bɛ to ka baara d’e ma ka kɛ so wa ?

 Oui
 Non
 Pas de réponse / ne sais pas

24. [Ni 8 jaabi ye ɔwɔ ye] Yala mɔgɔ b'i dɛmɛ ka baara in kɛ tuma dɔw wa ?

 Oui
 Non
 Pas de réponse / ne sais pas

25. Salon, e ye kalan bila ka tɛmɛ dɔgɔkun kelen kan wa ?

 Oui
 Non
 Pas de réponse / ne sais pas