



QITABI 2 LITERACY AND NUMERACY BASELINE REPORT

Evaluation of Student Performance in Primary Public Schools in Lebanon

SEPTEMBER 2022

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ACRONYMS

CBA Curriculum-Based Assessment

CRDP Center for Educational Research and Development (Centre de recherche et de

développement pédagogiques)

CWPM Correct Words Per Minute

DOPS Department of Orientation and Guidance (Direction de l'orientation pédagogique

et scolaire)

EGRA Early Grade Reading Assessment

EGMA Early Grade Math Assessment

ICT Information and Communications Technology

IRR Inter-Rater Reliability

MEHE Ministry of Education and Higher Education

MSI Management Systems International

ORF Oral Reading Fluency

SEL Social and Emotional Learning

USAID U.S. Agency for International Development

USG **United States Government**

QITABI Quality Instruction Towards Access and Basic education Improvement

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The Quality Instruction Towards Access and Basic education Improvement 2 (QITABI 2) literacy and numeracy study aims to understand how students' reading and math performance levels evolved following the implementation of the QITABI 2 program in grades 2, 3 and 6 in selected schools throughout Lebanon. This baseline study establishes initial outcome measures in reading and math that will serve as the basis for comparison at endline, after two years of QITABI 2 program implementation. These data will also be used to measure progress against United States Agency for International Development (USAID) standard indicators and project customs indicators.

The four research questions of the study are:

- What are students' performance levels in reading in Arabic, French and English and in math in grades 2, 3, and 6?
- 2. Which factors related to learning continuity, teaching practices and school environment are associated with reading levels?
- Which factors related to learning continuity, teaching practices and school environment are associated with math levels?
- 4. What are the teachers and students' social and emotional learning (SEL) needs in grades 2, 3 and 6?

BACKGROUND

Over the last three years, Lebanon has been devastated by severe economic and political crises which resulted in acute currency devaluation, hyperinflation, power outages, gas and fuel shortages, lack of access to health care services, civil turmoil, and increase in poverty. The COVID-19 pandemic and the Port of Beirut explosion further exacerbated the socio-economic pressures in the country. The public education sector, which was already reeling under the burden of institutional and financial constraints, has been heavily affected. Nationwide uprisings that started in October 2019 and the outbreak of COVID-19 in February 2020 led to prolonged school closures. Due to COVID-19, school closures persisted during the 2020-2021 school year and teachers mainly relied on distance learning to reach students. However, access to distance learning was very challenging, particularly for the most vulnerable students. The quality of education in Lebanon has deteriorated and the schools' dropout rates have progressively increased across the country. Mental health issues and psychological distress have also been reported among the youth.

Against this backdrop, the QITABI 2 project (2019-2024) has committed to support learning recovery in all primary public schools across Lebanon. QITABI 2 is working in close collaboration with the Ministry of Education and Higher Education (MEHE) and the Center of Educational Research and Development (CRDP) on the implementation of a learning recovery program in languages (Arabic, French and English), math, and SEL over a two-year period. QITABI 2 will train and coach all grades I to 6 language and math teachers in all primary public schools in Lebanon on how to provide in-class support tailored to students' needs.

EVALUATION QUESTIONS, DESIGN, METHODS, AND LIMITATIONS

The QITABI 2 baseline is the first part of a non-experimental cross-sectional study that aims to measure student performance progress in reading (Arabic, French or English) and math after project interventions in primary schools. This approach includes an assessment of student performance in reading and math at baseline (pre-test) and endline (post-test) in a representative sample of the

QITABI 2 intervention schools. It also involves surveys with students, teachers, and school principals to examine factors associated with reading and math outcomes, such as teaching practices, school environment, SEL needs, and other student- and teacher-related factors.

The baseline was conducted in a representative sample of 278 primary public schools in Lebanon proportionally distributed in each governorate and by foreign language of instruction (French or English). The QITABI 2 assessment team used a two-stage cluster sampling procedure with schools and students and adopted a random selection process with national representation to ensure that the baseline findings would be generalizable to all primary public schools in Lebanon.

Student performance levels were measured using the Early Grade Reading Assessment (EGRA) and the Early Grade Math Assessment (EGMA) in grade 2, the Oral Reading Fluency (ORF) in grade 3, and curriculum-based assessments (CBA) in reading and math in grades 3 and 6. The tools were developed in close collaboration with MEHE and CRDP and piloted in 30 public schools across Lebanon.

The QITABI 2 assessment team produced descriptive statistics, calculated reliability estimates and conducted inferential analyses for the assessments and the surveys data.

The limitations of the baseline study include the following:

- Implementation of the study prior to the end of the school year
- Challenging implementation context
- Changes to the language of instruction in schools
- Limited data on teacher's instructional practices

FINDINGS AND CONCLUSIONS

A total of 14,426 students completed the assessments in grades 2, 3 and 6. Additionally, a total of 1,953 teachers and 273 school principals responded to the questionnaires. The main findings and conclusions are summarized in the paragraphs below.

Question I: What are students' performance levels in reading in Arabic, French and English and in math in grades 2, 3 and 6?

Unsurprisingly, given the disruptions to the education system in Lebanon over the past three years, students performed poorly in reading assessments in Arabic, French and English and in math in grades 2, 3, and 6, thereby establishing a low baseline for QITABI 2 and confirming the learning crisis in Lebanese public schools. Students are performing far below expected levels in reading and math and have accumulated significant learning gaps. Results revealed a considerable lack of foundational reading and math skills in the early grades.

Grade 2 students are struggling with decoding skills and have not reached expected fluency and reading comprehension levels in Arabic, French and English. They had low performance in math, scoring poorly on most of the EGMA subtasks.

- In Arabic reading, most grade 2 students are reading at the beginner level. In ORF, around 95 percent of students are reading at the beginner level. Only I percent of students are reading at the proficient level or above.
- In French reading, grade 2 students did not develop the ability to decode new words, with 66 percent of students unable to read one single non-word and 50 percent getting a zero score in ORF.

- In English reading, grade 2 students are struggling with reading grade-level texts. Students could not decode new words. Forty-two (42) percent of students were not able to read a single non-word word and 23 percent got zero scores on ORF.
- In math, grade 2 students are struggling with performing basic subtraction operations and solving word problems. Forty-two (42) percent of students got a zero score on the subtraction level I subtask and 5I percent of students got a zero score on word problems.

Grade 3 students performed poorly in reading in the three languages and math.

- In Arabic reading, grade 3 students responded correctly, on average, to only 36 percent of the reading assessment items. Sixty-five (65) percent of students scored less than 40
- In French reading, students responded correctly to only 26 percent of the assessment items. The large majority (91 percent) scored less than 40 percent correct.
- In English reading, grade 3 students responded, on average, correctly to only 29 percent of the assessment items. Most students in grade 3 (83 percent) scored less than 40 percent
- In math, grade 3 students responded correctly to 34 percent of the assessment items. Sixtynine (69) percent of grade 3 students scored less than 41 percent correct.

Grade 6 students had difficulty answering basic comprehension questions and understanding vocabulary. Additionally, they faced difficulties solving grade-level problems in math.

- In Arabic reading, grade 6 students responded correctly to 46 percent of the assessment items. Thirty-four (34) percent achieved "average" scores (between 40 and 60 percent
- In French reading, grade 6 students, on average, responded correctly to only 30 percent of the assessment items. Eighty-one (81) percent of students responded correctly to less than 41 percent of the items.
- In English reading, grade 6 students, on average, responded correctly to 40 percent of the assessment items. Sixty-four (64) percent of students scored between 0 and 40 percent correct, while 26 percent scored between 41 and 60 percent correct. Only 10 percent of the students were able to respond correctly to more than 60 percent of the comprehension
- In math, grade 6 students performed poorly on almost all the domains. On average, they responded correctly to around 37 percent of the numbers and operations items, 23 percent of the measurement items, 34 percent of the geometry items and 28 percent of the algebra items.

Across the grades, teachers estimated that most students were one or two full grades below grade level at the beginning of the school year. This means that teachers likely needed to focus first on basic concepts before moving on to grade level content per the curriculum. The effective number of school days during the 2021-2022 school year made it difficult for teachers to cover both basic skills in reading and math and grade-level materials. Students were not provided enough instructional time to catch up, master basic skills, and develop grade level skills during the school year.

Question 2: Which factors related to learning continuity, teaching practices and school environment are associated with reading levels?

Ensuring learning continuity during periods of disruptions is linked to better performance in reading. Students who attended online or distance learning lessons during the previous school year performed better on the reading assessments. However, providing and attending distance learning lessons may not be sufficient to ensure that students are learning and performing at expected levels. Teaching quality must be maintained during distance learning lessons for a greater number of students to benefit from the lessons.

Additionally, students who have access to reading materials in various formats, e.g., paper or digital, whether in school or in the home, perform better than their peers who have limited access to these resources. Results show that students have very limited contact with reading materials in French and English at school and at home and that they don't often speak those languages in the home. Yet students who use those languages more frequently perform better on reading assessments in French and English. The ability to use the language of instruction regularly, at home and at school, supports language development and reading skills.

Furthermore, while teachers frequently use some evidence-based instructional practices to teach reading, e.g., explicit teaching of letter sounds, many do not lead read alouds, or encourage students to practice independent reading. Results also suggest that teachers struggle with using materials adapted to students' levels and assessment data to inform their teaching.

Critically, teachers faced challenges completing the curriculum during the 2021-2022 school year. Most language teachers in the three grades (59 percent in grade 3, 61 percent in grades 2 and 6) reported that they had covered only between 25 and 49 percent of the curriculum as of March/April 2022. About 16 percent of grade 2 teachers, 12 percent of grade 3 teachers, and 4 percent grade 6 teachers stated that they had not even covered 25 percent of the curriculum. However, only grade 2 and 3 students whose teachers reported covering a higher percentage of the curriculum obtained higher ORF scores in Arabic language. The data do not reveal other statistically significant relationships between the percentage of the curriculum that was covered and student reading performance. This raises questions about the soundness of focusing on covering the entire curriculum during a truncated school year which doesn't necessarily lead to improved student performance.

Question 3: Which factors related to learning continuity, teaching practices and school environment are associated with math levels?

Students who attended online or distance learning lessons more frequently during periods of school disruptions performed better on the math assessments. These results show the importance of ensuring learning continuity to maintain student academic progress across subjects. Results also show that students' relationship with or enjoyment of math is strongly correlated with their performance. Students in all three grades who stated they like solving problems achieved significantly higher math scores than the students who reported that they don't like solving math problems.

While the study did not provide clear results regarding the relationship between teacher instructional practices and student performance in math, it did note that only half of teachers provided feedback to students in every or almost every math lesson. This indicates that students and teachers may not engage often in mathematical discussions to support students' development of conceptual and procedural math understanding. Finally, the use of technology supports students' performance in math. Students with access to technology at home performed better than students who did have access to technology.

Like the language teachers, the math teachers faced challenges completing the curriculum during the 2021-2022 school year. Most teachers in the three grades (57 percent in grade 2, 60 percent in grades 3 and 6) reported that they have covered between 25 and 49 percent of the curriculum as of March/April 2022. Over 28 percent of math teachers stated that they have covered 50 to 75 percent of the curriculum. Grade 3 students whose teachers reported covering higher percentages of the

curriculum obtained higher math scores, though the same relationship was not evident in grades 2 and 6.

Question 4: What are the teachers and students' social and emotional learning (SEL) needs in grades 2, 3 and 6?

The severe socio-economic and political crises in Lebanon have led to psychological distress among teachers. A large percentage of the teachers reported that, on average, in the past two weeks, they experienced symptoms of depression and anxiety "a few days" to "nearly every day". In contrast, most students in grades 2 and 3 reported feeling happy since the re-opening of schools for in-person learning, though fewer grade 6 students reported feeling happy these days.

Results from this study show some correlation between students' feelings of well-being and their performance in reading and math. However, this study did not find a correlation between teachers' well-being and student performance, as reported by other studies that indicate that teachers' wellbeing may influence teaching quality and therefore student performance. Additional studies are recommended to better understand teachers' and students' SEL needs and the impact of their wellbeing on teaching and learning.

RECOMMENDATIONS

The following recommendations derive from the findings and conclusions of this study.

System Transformation

- Build the resiliency of the education system by establishing measures and processes that rapidly and effectively respond to future disruptions. School communities should be prepared and equipped to ensure learning continuity during health emergencies, climate change events, socio-political unrests, etc. This may require schools to pivot rapidly to distance learning programs, e.g., online learning, distribution of materials, television or radio programs, etc., for all grades.
- CRDP and MEHE should continue the curriculum reform process that was launched prior to the COVID-19 pandemic. As shown by this study, teachers have difficulties completing the entire curriculum and, when they do, students do not perform better on end of year assessments. This suggests that current curricula may be no longer responsive to learning needs in Lebanon. Curriculum reform efforts should be evidenced-based (e.g., use student learning outcomes data from Lebanon to support decisions) and incorporate new international standards such as those found in the Global Proficiency Framework.

Reading and Math Skills Development

- Train teachers, school directors and other instructional leaders on how to give feedback to improve teaching and learning.
- Train and coach teachers on reading instructional practices such as independent reading and read alouds.
- Train and coach teachers on effective strategies that support vocabulary development.
- Provide classrooms with reading materials in French and English.
- Institute programs that increase access to written materials in French and English for students when at home. That may include borrowing books from classroom libraries or access to online libraries.

- Support math teachers with the use of manipulatives during lessons. That includes providing teachers with hands-on materials to illustrate mathematical concepts and coaching on how to use these materials.
- Develop a stronger evidence base on teacher instructional practices in Lebanon. Explore how teachers teach through classroom observations and in-depth interviews to better understand why teachers adopt some practices and not others.

Social emotional Support

- Conduct more research to understand the relationship between teacher well-being and teaching quality as well as student well-being and student performance.
- Institute programs that support teachers' and students' social-emotional, mental, and physical well-being. These may include providing counseling services.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

EVALUATION PURPOSE

The Quality Instruction Towards Access and Basic education Improvement 2 (QITABI 2) literacy and numeracy study aims to understand how students' reading and math performance levels evolved following the implementation of the QITABI 2 program in grades 2, 3 and 6 in selected schools throughout Lebanon. This baseline study establishes initial outcome measures in reading and math that will serve as the basis for comparison at endline, after two years of QITABI 2 program implementation. These data will also be used to measure progress against United States Agency for International Development (USAID) standard indicators and project customs indicators:

- ES.I-1: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2
- ES.1-2: Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school ES.I-48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2
- Custom indicator: Percent of learners showing improvement in math

EVALUATION QUESTIONS

The four evaluation questions for this study are as follows:

- 1. What are students' performance levels in reading in Arabic, French and English and in math in grades 2, 3, and 6?
- 2. Which factors related to learning continuity, teaching practices and school environment are associated with reading levels?
- Which factors related to learning continuity, teaching practices and school environment are 3. associated with math levels?
- What are the teachers and students' social and emotional learning (SEL) needs in grades 2, 3 and 6?

BACKGROUND

Over the last three years, Lebanon has been devastated by severe economic and political crises which resulted in acute currency devaluation, hyperinflation, power outages, gas and fuel shortages, lack of access to health care services, civil turmoil, and increase in poverty. The COVID-19 pandemic and the Port of Beirut explosion further exacerbated the socio-economic pressures in the country. The public education sector, which was already reeling under the burden of institutional and financial constraints, has been heavily affected.iii,iv,v,vi

Findings from the USAID-funded and QITABI 2 led Learning Recovery Study revealed grave concerns regarding the quality of student learning in public schools during two school years heavily affected by social and economic upheavals and the COVID-19 pandemic. The Learning Recovery Study showed that over 91 percent of students in grade 2 and grade 3 were reading at the beginner level. The results, though alarming, were not surprising given the multiple crises that have hit the country since 2019 and which led to three consecutive years of school disruptions.

Nationwide uprisings that started in October 2019 and the outbreak of COVID-19 in February 2020 led to prolonged school closures. In March 2020, the Ministry of Education and Higher Education (MEHE) introduced three distance learning tracks comprised of television broadcasts for grades 9 and 12, learning through online platforms, and the distribution of hard copies of lessons to students which were implemented through the end of the school year in May 2020. It is estimated that, out of the 26 schooling weeks agreed upon by MEHE in 2016, viii students only received 12 to 18 weeks of schooling in 2019-2020. Due to COVID-19, school closures persisted during the 2020-2021 school year. MEHE reduced the number of teaching days from 130 days (26 weeks, 5 days per week) to 72 days (18 weeks, 4 days per week),* and issued an abridged curriculum in collaboration with the Center of Educational Research and Development (CRDP).xi

During the 2020-2021 school year, teachers mainly relied on distance learning to reach students. However, most of the teachers who participated in the Learning Recovery Study in April 2021 reported that the distance learning delivery was of poor quality.XII Access to distance learning was very challenging, particularly for the most vulnerable students.xiii, xiv Lack of devices, bad Internet connectivity, power cuts and lack of skills in Information and communications technology (ICT) were reported as being the major barriers to the implementation of distance learning, and particularly online learning, xy, xyi, xyiii During the 2021-2022 school year, teachers' strikes disrupted schooling in public schools. Teachers were on strike for a significant portion of the school year, between December 2021 and March 2022.xviii It is estimated that public schools functioned for 21 to 25 days by the end of January 2022xix and 34 days by the end of March 2022.xix Therefore, out of the 104 teaching days set by MEHE for the 2021-2022 school year (26 teaching weeks including 4 weeks for support and 4 weeks for exams), wi it is estimated that the total number of teaching days did not exceed 59. This steady, critical decline in the number of days of schooling in public schools over the past decade is emblematic of systemic issues that negatively impact learning outcomes.

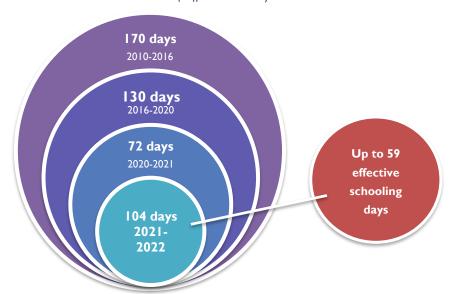


Exhibit 1: Reduction in the Number of Official School Days in Lebanon

The alarming socio-economic situation and the school disruptions over the last three years have further exacerbated pre-existing systemic challenges to the education system and the learning crisis. The quality of education in Lebanon has deteriorated xxii,xxiii,xxiv and the schools' dropout rates have progressively increased across the country.** Mental health issues and psychological distress have also been reported among the youth. **xvi, *xxvii, *xxviii* Parents, teachers, and principals who participated in the Learning Recovery Study expressed worries about the students' emotional state. 45 percent of teachers and 74 percent of principals reported that most of their students in grade 2 and grade 3 feel anxious or sad.

Against this backdrop, the QITABI 2 project (2019-2024) has committed to support learning recovery in all primary public schools across Lebanon. QITABI 2, funded by USAID, aims to build the Lebanese education system's institutional capacity for sustainability and self-reliance. It is led by World Learning, in partnership with Ana Agra, American Lebanese Learning Center, International Rescue Committee, and Management Systems International (MSI). The project seeks to improve the provision of educational services specifically in reading and writing, math, and SEL skills of girls and boys in Lebanon, both in private and public sector schools. QITABI 2 addresses three specific outcomes:

- Outcome 1: Improved student performance in reading, writing and math
- Outcome 2: Improved social and emotional learning
- Outcome 3: Improved national-level service delivery of education

QITABI 2 is working in close collaboration with the MEHE and CRDP on the implementation of a learning recovery program in languages (Arabic, French and English), math, and SEL over a two-year period. QITABI 2 will train and coach all grade I to 6 language and math teachers in all primary public schools in Lebanon on how to provide in-class support tailored to students' needs. A large selection of QITABI 2 educational materials will be used, including diagnostic and formative assessment tools, emergent reader/math e-kits, e-lessons, and SEL activities. The teacher training program comprises five phases and focuses mainly on the curriculum learning outcomes, assessment practices and differentiated instruction, teaching and learning strategies, and use of in-class support resources. Teachers are expected to implement this new learning/in-class support approach at the beginning of the 2022-2023 school year. QITABI 2 learning facilitators will work in close collaboration with the MEHE coaches from the Department of Orientation and Guidance (DOPS) to enhance the implementation of the program and provide support to teachers.

EVALUATION METHODS AND LIMITATIONS

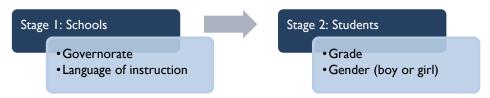
METHODOLOGY OVERVIEW

The QITABI 2 baseline is the first part of a non-experimental cross-sectional study that aims to measure student performance progress in reading (Arabic, French or English) and math after project interventions in primary schools. This approach includes an assessment of student performance in reading and math at baseline (pre-test) and endline (post-test) in a representative sample of the QITABI 2 intervention schools. It also involves surveys with students, teachers, and school principals to examine factors associated with reading and math outcomes, such as teaching practices, school environment, SEL needs, and other student- and teacher-related factors.

The baseline was conducted in a representative sample of 278 primary public schools in Lebanon proportionally distributed in each governorate and foreign language of instruction (French or English). The QITABI 2 assessment team used a two-stage cluster sampling procedure with schools and students and adopted a random selection process with national representation to ensure that the baseline findings would be generalizable to all primary public schools in Lebanon. To calculate the sample size to guarantee that the study is sufficiently powered to detect effects between baseline and endline, the QITABI 2 team set design parameters based on values drawn from previous QITABI studies, and on other typical values for statistical power and statistical significance (Annex II provides more details on the sampling procedures).

In stage two, data collection teams selected students from grades 2, 3 and 6 in each school from a randomly selected classroom section (in schools with multiple classrooms per grade, only one classroom section was selected for the study). In grade 2, the data collection teams randomly selected 10 students, five boys and five girls in mixed schools. All grade 2 students completed one EGRA with Arabic and second language, i.e., French or English, subtasks and one EGMA, plus the student questionnaire. In grades 3 and 6, the sample included all students of a randomly selected section. The selected students completed two reading assessments, one in Arabic and one in the language of instruction of the school, i.e., French or English, and one math assessment, in addition to the student questionnaire. Furthermore, in grade 3, the selected students completed the ORF subtasks in Arabic and in French or English. While all students of the selected classroom section in grade 3 and grade 6 completed the assessments, only 10 randomly selected students in grade 3 completed the ORF subtask and 10 randomly selected students in both grades completed the student questionnaire. The students and teacher selected for each grade were from the same classroom section.

Exhibit 2: Two-Stage Cluster Sampling Procedure



The student performance levels were measured using the Early Grade Reading Assessment (EGRA) and the Early Grade Math Assessment (EGMA) in grade 2, the Oral Reading Fluency (ORF) in grade 3, and curriculum-based assessments (CBA) in reading and math in grades 3 and 6. The tools were developed in close collaboration with MEHE and CRDP and piloted in 30 public schools across Lebanon. Annex III includes an overview of the tools' development process. Exhibit 3 below presents the main literacy and numeracy domains assessed in grades 2, 3 and 6. Note that different reading tools were developed for the reading assessment in Arabic, French, and English. Content for the math assessment tools was first developed in English and French (the main languages of instruction for math in public schools) and was then translated into Arabic for use in 41 schools where math is taught in Arabic.

Exhibit 3: Assessment Subtasks and Domains by Grade

Reading Assessments (Arabic, French & English)			Math Tools		
Grade 2	Grade 3	Grades 3 & 6	Grade 2	Grades 3 & 6	
EGRA		CBA	EGMA	CBA	
Listening comprehension Syllable Segmentation Letter Sound Identification Non-Word Reading ORF Reading Comprehension	ORF	Listening Comprehension Reading Comprehension Vocabulary	Number Identification Number Discrimination Missing Number Addition I Addition 2 Subtraction I Subtraction 2 Word Problems	Number & operations Geometry Measurement Algebra (Grade 6 only) Statistics (Grade 6 only)	

The contextual questionnaires administered to students, teachers and principals address the following topics: 1) spoken languages and reading activities in the three languages at home; 2) instructional methods and practices for teaching reading and math; 3) learning environment at home and access to technology; 4) students and teachers' SEL needs; 5) students' enrollment in primary grades; and 6) physical and learning school environment.

TIMELINE

In January 2021, the QITABI 2 team resumed preparations for this baseline study, which was originally scheduled for April 2020, but which was impeded by the COVID-9 outbreak and the resulting school closures. Exhibit 4 below shows the timeline of the study, with a focus on the tool development and piloting process, the sample selection, the training of data collection teams, the operational data collection, data analysis and reporting of findings.

Exhibit 4: Timeline of the Baseline Study



FIELD WORK

The baseline data collection throughout Lebanon started on March 21 and ended on April 20, 2022. A local subcontractor provided logistical support by recruiting 150 enumerators, 36 supervisors and nine regional coordinators to conduct the study across Lebanon. QITABI 2 hired 16 Quality Control

Officers (QCOs) to lead the training of the data collectors, oversee the data collection process and implement quality assurance measures. The QITABI 2 assessment team implemented a 6-day training workshop for enumerators, supervisors, and regional coordinators in March 2022.

Prior to data collection, MEHE approved all schoolbased activities related to this study. During data collection, assessment teams collected verbal consent from all participants. School principals, teachers and students provided verbal consent. The teams did not seek parental consent for student participation since MEHE authorized the study and student's names were not collected during the process. All student data are anonymous; no personal identifiers were collected. Enumerators and supervisors administered the tools and surveys over

North Baalbek South 37 schools 35 school Nabatieh

Exhibit 5: Distribution of Schools by Governorate

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two days in each school. They conducted one-on-one administration of the EGRA and EGMA tools in grade 2 and ORF subtask in grade 3 using the MSI-developed MYNA data collection application on tablets. Students in grades 3 and 6 used assessment booklets and answer sheets to complete the group-administered CBAs in reading and math. The assessment team worked daily on scanning the answer sheets which were converted into electronically stored data.

To ensure the reliability of the data, the QITABI 2 team implemented quality assurance measures which included observations of testing sessions, review of data on the EGRA/EGMA dashboard, verification of CBA answer sheets, implementation of feedback sessions, and inter-Rater Reliability (IRR) testing. The IRR testing aims to report how consistently the enumerators were rating the students' performance on EGRA and EGMA. In total, the enumerators conducted 263 IRR tests for EGRA and 265 IRR tests for EGMA, which constitutes around 9 percent of the total number of EGRA/EGMA tests.

DATA ANALYSIS

The QITABI 2 assessment team produced descriptive statistics, calculated reliability estimates and conducted inferential analyses for the assessments and the surveys data. The descriptive statistics comprise calculations of average scores, analyses of frequencies, and score distributions. The inferential statistics include t-tests, analyses of variance, ANOVAs with pairwise comparisons, Chisquare tests, and Pearson correlations to examine the relationships between the performance levels in Arabic, French/English, and Math, and the contextual data collected from the student, teacher, and principal questionnaires. The Cronbach's alpha and the point-biserial correlations were calculated to estimate the internal consistency reliability of the tests and the quality (discrimination) of the subtasks. Two IRR measures, Kappa, and Intra-Class Correlation (ICC) were calculated for the EGRA and EGMA subtask means and the entire tests. All reliability measures are presented in Annex

Exhibit 6: Research Questions, Data Sources and Analytical Methods

Research Question	Instrument	Analytical Method
I. What are students' performance levels in reading in Arabic, French and English and in math in grades 2, 3, and 6?	Student assessments (EGRA + EGMA + CBA)	 Descriptive statistics of EGRA and EGMA results by subtask Zero score calculations Descriptive statistics of Arabic EGRA against benchmarks Descriptive statistics of CBA by domain
2. Which factors related to learning continuity, teaching practices and school environment are associated with reading levels?	 Student assessments (EGRA + CBA) Student questionnaire Teacher questionnaire School principal questionnaire 	Inferential statistics of EGRA and CBA results with variables from questionnaires
3. Which factors related to learning continuity, teaching practices and school environment are associated with math levels?	 Student assessments (EGMA + CBA) Student questionnaire Teacher questionnaire School principal questionnaire 	Inferential statistics of EGMA and CBA with variables from questionnaires

Research Question	Instrument	Analytical Method
4. What are the teachers and students' social and emotional learning (SEL) needs in grades 2, 3 and 6?	Student questionnaireTeacher questionnaire	 Descriptive and inferential statistics of SEL variables

LIMITATIONS

The limitations of this baseline study include the following:

Implementation of the study prior to the end of the school year

The QITABI 2 team had planned on conducting the baseline study at the end of the 2021-2022 school year, in April/May. However, to stave off potential additional school disruptions or closures due to the elections scheduled for May 2022, USAID requested that QITABI 2 implement the baseline earlier in the school year. The assessments were thus conducted in late March and throughout April, about six weeks before the end of the school year. Although it is estimated that students attended a maximum of 25 school days after the completion of the baseline assessments, it is unclear how this learning period would have impacted their achievements in reading and math.

Challenging implementation context

Students completed the assessments under difficult conditions. First, there were long periods of disruptions to their schooling, including the teacher strikes prior to the start of the baseline. Second, there were several winter storms and very cold temperatures in many parts of the country during data collection. The lack of electricity and heating left schools ill-equipped during cold days. Third, the worsening socio-economic conditions made access to food and health services difficult for many children. These factors could have negatively influenced student performance during the assessments.

Changes to the language of instruction in schools

The QITABI 2 team used MEHE's official database for the 2020-2021 school year to select the school sample for this study. Stage one of the sampling frame required selection by governorate and according to the language of instruction (French or English). However, during the assessment, teams found that multiple schools had transitioned from one language of instruction to another, mostly from French to English. In addition, the teams found that the transition was in process in some schools where lower grades had completed the transition while upper grades were still taught in the former language of instruction thereby creating a dual language of instruction environment within one school, or that schools had completed the transition which was not reflected in MEHE's database. The QITABI 2 team used more than 10 replacement schools selected during the sampling process to address this issue. However, the proportion of schools per language of instruction in the final sample may not be an accurate reflection of the distribution of school by language given the errors in the official database.

Limited data on teacher's instructional practices

Information on instructional practices was collected solely via self-reported questionnaires. The study design does not include in-depth interviews or observations of lessons that would allow for probing or firsthand observations of teaching practices. This limits the team's ability to verify or triangulate data reported by teachers and understand the extent to which teachers utilize the practices they claim to use.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SAMPLE DESCRIPTION

A total of 14,426 students completed the assessments.

Exhibit 7: Actual Sample of Students by Grade and Sex

Grade	Grade 2	Grade 3	Grade 6	Total
Girls	1,491	2,864	3,021	7,376
Boys	1,443	2,915	2,692	7,050
Total	2,934	5,779	5,713	14,426

A total of 1,953 teachers and 273 school principals responded to the questionnaires.

Exhibit 8: Actual Sample of Teachers by Subject and Grade

Language	Grade 2	Grade 3	Grade 6	Total
Arabic	180	178	238	596
English	96	101	130	327
French	73	72	109	254
Math	258	256	262	776
Total	607	607	739	1,953

FINDINGS AND CONCLUSIONS

STUDENTS' PERFORMANCE LEVELS IN READING AND MATH

Question I: What are students' performance levels in reading in Arabic, French and English and in math in grades 2, 3 and 6?

Unsurprisingly, given the disruptions to the education system in Lebanon over the past three years, students performed poorly in reading assessments in Arabic, French and English and in math in grades 2, 3, and 6, thereby establishing a low baseline for QITABI 2 and confirming the learning crisis in Lebanese public schools. Students are performing far below expected levels in reading and math and have accumulated significant learning gaps. Results revealed a considerable lack of foundational reading and math skills in the early grades. Students are struggling with decoding skills indicating a need for more systematic teaching of basic reading skills and have not reached expected fluency and reading comprehension levels in Arabic, French and English. Students in grades 2 and 3 are reading at the beginner levels and struggle to reach proficiency levels. Similarly, students in grades 3 and 6 have difficulty answering basic comprehension questions and understanding vocabulary. In math, grades 2 and 3 students struggle with performing basic numeracy operations and solving grade-level problems, while in grade 6 students face difficulties solving grade-level problems. Across the grades, teachers estimated that most students were one or two full grades below grade level at the beginning of the school year. This means that teachers likely needed to focus first on basic concepts before moving on to grade level content per the curriculum. The effective number of school days during the 2021-2022 school year made it difficult for teachers to cover both basic skills in reading and math and grade level materials. Students were not provided enough instructional time to catch up, master basic skills, and develop grade level skills during the school year.

GRADE 2 READING PERFORMANCE

Grade 2 students have not acquired foundational reading skills normally taught in lower grades. Teachers reported low reading performance levels among grade 2 students at the beginning and end of the 2021-2022 school year. Forty-seven (47) percent of surveyed grade 2 language teachers (Arabic, French and English) estimated that most of their students were one grade below their grade level at the beginning of the school year, while 53 percent estimated that they were two-grade levels below their grade level, indicating that teachers believed their grade 2 students were at the KG2 level at beginning of the school year. Fifty-six (56) percent of grade 2 language teachers reported that more than 25 percent of their students had not mastered letter sound knowledge as of March/April 2022. Additionally, 71 percent of grade 2 language teachers stated that more than 25 percent of their students are still not able to decode new words as of March/April 2022.

Grade 2 Arabic Language Reading Performance

In Arabic language, grade 2 students answered correctly, on average, 2 out of the 4 listening comprehension questions and 6 out of the 10 syllable segmentation items. On average, they read correctly 14 out of 100 letter sounds per minute and 4 out of 50 invented words per minute. The ORF mean score is 7 Correct Word Per Minute (CWPM) and the reading comprehension mean score is almost I question answered correctly out of 7. Girls outperformed boys in almost all the Arabic language EGRA subtasks. They obtained statistically significant higher scores in syllable segmentation, letter sound identification and ORF.

Exhibit 9: Grade 2 Arabic Language EGRA Mean Scores by Gender

			Ara	Arabic Reading		
Subtasks	Number of items	Timed (I min)	All	Boys	Girls	
Listening Comprehension	4	No	2.3	2.3	2.3	
Syllable Segmentation	10	No	5.9	5.6	6.2*	
Letters Sound Identification	100	Yes	13.5	12.2	14.7*	
Non-Word Reading	50	Yes	3.8	3.6	4.1	
Oral Reading Fluency	76	Yes	6.8	6.1	7.4*	

^{*} p < .05

The distribution of ORF scores is heavily skewed to the left, indicating that most students are struggling with reading grade-level texts. Sixty-four (64) percent of students read less than 5 CWPM while 22 percent read between 5 and 15 CWPM.

Exhibit 10: Distribution of Grade 2 Arabic Language ORF Scores

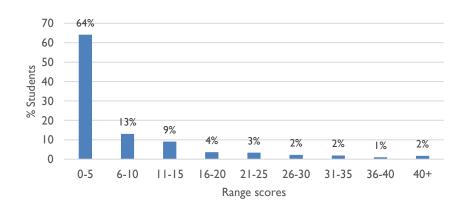


Exhibit 11 shows the percentage of students who were not able to provide a single correct answer (zero scores) on each of the subtasks. A very large percentage of grade 2 students have not yet developed decoding skills: 54 percent of the students were not able to read a single non-word correctly and 40 percent got a zero score on ORF. Furthermore, 64 percent of the students were not able to respond to any of the reading comprehension questions.

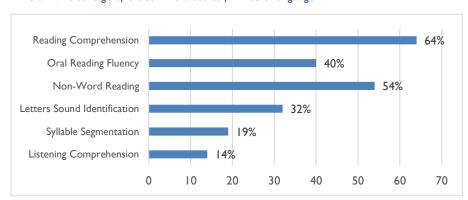


Exhibit 11: Percentage of Grade 2 Zero Scores for Arabic Language

The great majority of grade 2 students are reading at the beginner level in Arabic language. In ORF, around 95 percent of grade 2 students are reading at the beginner level and around 4 percent at the intermediate level. Only I percent of students are reading at the proficient level or above. In reading comprehension, around 99 percent of the students are classified in the beginner category. Note that the students' distribution per performance category was only established for reading in Arabic language, based on the grade 2 Arabic national reading benchmarks developed by MEHE/DOPS and CRDP with technical leadership from the QITABI project in 2017.

Exhibit 12: Grade 2 Student Performance in Arabic Language	e ORF by Performance Category
------------------------------------------------------------	-------------------------------

Oral Reading Fluency			Reading Comprehension		
Categories	Score	Percent of Students	Categories	Score	Percent of Students
Beginner (Level 1)	0-28	94.5	Beginner (Level I)	0-2	98.5
Intermediate (Level 2)	29-43	4.2	Intermediate (Level 2)	3	1.1
Proficient (Level 3)	44-54	0.7	Proficient (Level 3)	4	0.3
Advanced (Level 4)	55+	0.6	Advanced (Level 4)	5-6	0.2

There was some learning loss between 2018 and 2022 in Arabic reading outcomes. The QITABI 2 team compared the 2022 scores for syllable segmentation, ORF and reading comprehension with the scores from the QITABI EGRA study in 2018. The mean scores were compared in the 87 public schools that participated in both studies. Results showed a statistically significant decrease in student performance in ORF and reading comprehension (Exhibit 13). This learning loss is likely the consequence of the COVID-19 pandemic and the socio-economic upheavals in Lebanon that started in 2019 and which severely affected schooling, particularly in the public sector. However, while there were important losses in ORF and reading comprehension, there is a statistically significant, though slight, increase in scores in syllable segmentation. This indicates that teachers were able to support some foundational skill acquisition for students in grade 2, though there remain several foundational learning gaps as stated above.

Exhibit 13: Grade 2 Arabic EGRA Mean Scores in 2018 and 2022

Subtask	Sample	2018	2022	Difference	Change	St Err	t value	P value
Syllable Segmentation	87	5.2	5.8	0.6*	1	.238	2.5	.017
Oral Reading Fluency	87	15.2	7.9	-7.3*	I.	.658	-11.1	.000
Reading Comprehension	87	1.2	0.6	-0.6*	1	.056	-11.7	.000

^{*} p < .05

For ORF, between 2018 and 2022, the percentage of students reading at the beginner level increased from around 84 percent to 93 percent, while the percentage of students reading at the intermediate level decreased from 11 to 5 percent. The proportion of students reading at proficient level and above also dropped from around 5 to 3 percent (Exhibit 14). The same pattern was observed for reading comprehension: the percentage of students in the beginner category increased from 89 to 97 percent between 2018 and 2022 while the percentage of students in the intermediate category decreased from 6 to 1 percent. The percentage of students in the proficient category and above also dropped from 5 to 1 percent.

Exhibit 14: Grade 2 Arabic EGRA Performance by Category in 2018 and 2022

	Percentage of students								
Ora	Oral Reading Fluency				ing Compr	ehension			
Categories	2018	2022	Change	Categories	2018	2022	Change		
Beginner (Level I)	83.9	92.8	1	Beginner (Level I)	89.0	97.1	1		
Intermediate (Level 2)	11.1	4.8	1	Intermediate (Level 2)	6.2	1.4	1		
Proficient (Level 3)	3.3	0.9	1	Proficient (Level 3)	3.4	0.4	1		
Advanced (Level 4)	1.6	1.6	←→	Advanced (Level 4)	1.4	1.0	\leftrightarrow		

Grade 2 French Language Reading Performance

In French language reading, grade 2 students answered correctly, on average, around 5 out of the 10 syllable segmentation items but were not able to reach an average of I correct answer on the 4 listening comprehension questions. On average, they read correctly 9 out of 100 letter sounds per minute and 3 out of 50 invented words per minute. The ORF mean score is 5 CWPM with almost no reading comprehension questions answered correctly (Exhibit 15). Girls outperformed boys in almost all the French language reading subtasks. They obtained statistically significant higher scores in syllable segmentation, non-word reading and ORF.

Exhibit 15: Grade 2 French Language EGRA Mean Scores by Gender

			Fre	French Reading		
Subtasks	Number of items	Timed (I min)	All	Boys	Girls	
Listening Comprehension	4	No	0.4	0.4	0.4	
Syllable Segmentation	10	No	5.4	5.0	5.9*	
Letters Sound Identification	100	Yes	9.1	8.5	9.6	
Non-Word Reading	50	Yes	3.2	2.6	3.7*	
Oral Reading Fluency	64	Yes	4.7	4.1	5.3*	

			Fre	French Reading	
Subtasks	Number of items	Timed (I min)	All	Boys	Girls
Reading Comprehension	7	No	0.1	0.1	0.1

^{* &}lt;sub>D</sub> < .05

Exhibit 16 shows that students in grade 2 are struggling with reading grade-level texts in French language. The distribution of ORF scores is severely skewed to the left: 72 percent of students read less than 5 CWPM while 18 percent of students read between 5 and 15 CWPM.

80 72% 70 60 Students 50 40 30 20 12% 6% 4% 1% 10 2% 1% 1% 1% 0 0-5 6-10 11-15 16-20 21-25 26-30 31-35 40+ Range scores

Exhibit 16: Distribution of Grade 2 French Language ORF Scores

Exhibit 17 shows that students did not develop the ability to decode new words, with 66 percent of students who were not able to read one single non-word and 50 percent who got a zero score on ORF. The results also show that students are not able to understand a grade-level story they hear in French, with 68 percent of students who were not able to respond to any of the listening comprehension questions. In the same vein, 83 percent of the surveyed French language teachers reported that more than 25 percent of their students have difficulties in understanding French.

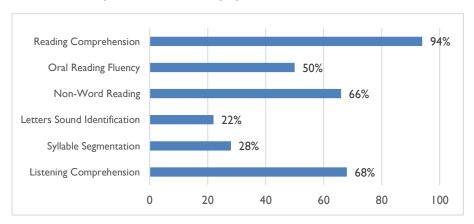


Exhibit 17: Percentage of Grade 2 French Language Zero Scores

Grade 2 English Language Reading Performance

In English language reading, grade 2 students answered correctly, on average, 4 out of the 10 syllable segmentation items and almost I out of the 4 listening comprehension questions. On average, they read correctly 11 out of 100 letter sounds per minute and 6 out of 50 invented words per minute. The ORF mean score is 12 CWPM and the reading comprehension mean score is almost I question answered correctly (Exhibit 18). Girls outperformed boys with statistically significant differences in listening comprehension, letters sound identification, and reading comprehension.

Exhibit 18: Grade 2 English Language EGRA Mean Scores by Gender

Subtasks	Number of	Timed	English		
Subtasks	items	(I min)	All	Boys	Girls
Listening Comprehension	4	No	0.7	0.6	0.8*
Syllable Segmentation	10	No	3.5	3.6	3.5
Letters Sound Identification	100	Yes	11.0	10.0	12.1*
Non-Word Reading	50	Yes	6. I	6.0	6.2
Oral Reading Fluency	63	Yes	12.0	11.1	13.0
Reading Comprehension	7	No	0.5	0.4	0.6*

^{*} p < .05

Exhibit 19 shows that students are struggling with reading grade-level texts in English. The distribution of ORF scores is skewed to the left: 58 percent of students read less than 10 CWPM while 25 percent of students read between 11 and 20 CWPM.

Exhibit 19: Distribution of Grade 2 English ORF scores

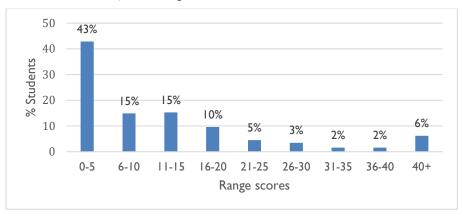
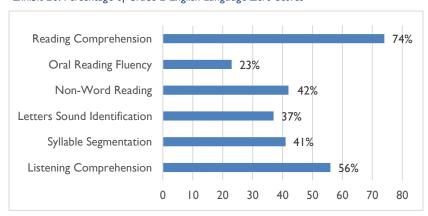


Exhibit 20 shows that students did not develop the ability to decode new words, with 42 percent who were not able to read a single non-word word and 23 percent who got zero scores on ORF. The results also show that students find difficulties in understanding a grade-level story they hear in English, with 56 percent of students unable to respond to any of the listening comprehension questions. In the same vein, 64 percent of surveyed English language teachers reported that more than 25 percent of their students have difficulties in understanding English.

Exhibit 20: Percentage of Grade 2 English Language Zero Scores



GRADE 2 MATH PERFORMANCE

Grade 2 students had low performance in math, scoring poorly on most of the EGMA subtasks. On average, students identified correctly 11 out of 20 numbers per minute and they answered correctly 7 out of the 10 number discrimination items. However, their mean scores in addition and subtraction level I were very low, with 6 correct additions and 4 correct subtraction operations answered correctly per minute out of 20 operations. Grade 2 students answered correctly 3 out of the 10 missing number items and performed correctly 2 out of 5 addition operations level 2 and 1 out of 5 subtraction operations level 2. On average, students provided 1 correct answer to the 6 word problems (Exhibit 21). Boys obtained slightly better EGMA scores than girls, with statistically significant differences for the missing number, addition level 1, addition level 2 and subtraction level 2 subtasks.

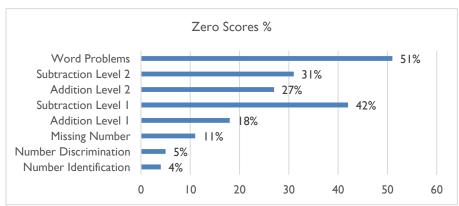
Exhibit 21: Grade 2 EGMA mean scores by sex

Subtasks	Number of	Timed	Me	an scores	
Subtasks	items	(I min)	All	Boys	Girls
Number Identification	20	Yes	11.2	11.2	11.1
Number Discrimination	10	No	7.1	7.2	7.1
Missing Number	10	No	3.2	3.4*	3.0
Addition Level I	20	Yes	6.4	6.7*	6.2
Subtraction Level I	20	Yes	3.6	3.7	3.5
Addition Level 2	5	No	1.6	1.7*	1.4
Subtraction Level 2	5	No	1.0	1.1*	0.9
Word Problems	6	No	1.2	1.2	1.1

^{*} p < .05

Exhibit 22 shows that grade 2 students are struggling with performing basic subtraction operations and solving word problems, with 42 percent of students getting a zero score on the subtraction level I subtask and 51 percent of students getting a zero score on word problems.

Exhibit 22: Percentage of Grade 2 Math Zero Scores



The EGMA results indicate that grade 2 students did not acquire the foundational numeracy skills. Students have difficulties performing basic addition and subtraction operations and cannot determine missing patterns or solve word problems. These results reflect the statements of math teachers regarding students' math performance. Sixty-eight (68) percent of surveyed grade 2 math teachers estimated that most of their students were one grade below their grade level at the beginning of the 2021-2022 school year, while 32 percent estimated that they were two grades below their grade level, i.e., at the KG2 level, at the beginning of the year.

GRADE 3 READING PERFORMANCE

Grade 3 students performed poorly in reading in the three languages. Teachers reported low reading performance levels among grade 3 students at the beginning of the 2021-2022 school year. Fifty-two (52) percent of surveyed grade 3 language teachers (Arabic, French and English) estimated that most of their students were one grade below their grade level at the beginning of the school year, while 48 percent estimated that students were two grades below their grade level. On the other hand, 61 percent of the grade 3 language teachers reported that more than 25 percent of their students still have not mastered letter sound knowledge as of March/April 2022. Additionally, 69 percent of grade 3 language teachers stated that more than 25 percent of their students are still not able to decode new words.

Grade 3 Arabic Language Reading Performance

In Arabic language, grade 3 students responded correctly, on average, to only 36 percent of the reading assessment items. Girls outperformed boys with statistically significant differences (Exhibit 23).

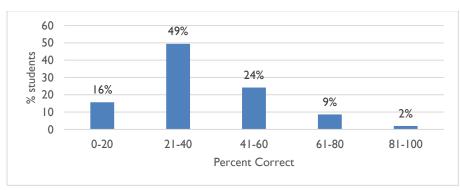
Exhibit 23: Grade 3 Arabic Reading Mean Scores

Raw Reading Scores			Percent Correct				
Range	All	Girls	Boys	Range All Girls Boys			
0-32	11.6	12.2*	11.0	0-100	36.2	38.1*	34.2

^{*}D < .05

Sixty-five (65) percent of students scored less than 40 percent, which indicates that most students in grade 3 are struggling with reading and understanding grade-level texts (Exhibit 24).

Exhibit 24: Distribution of Grade 3 Arabic Reading scores



Results also show that students don't easily understand grade-level stories they hear in Modern Standard Arabic, with an average of 42 percent of correct answers on listening comprehension. Students scored very low on vocabulary (29 percent of correct answers), which could explain their limited ability to read and understand grade level texts (Exhibit 25). Students also have difficulties in retrieving explicit information from grade-level texts, with an average of 39 percent of correct answers on the retrieval questions (Annex VI).

Exhibit 25: Grade 3 Arabic Reading Mean Scores by Assessment Domains

Description	Raw S	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-8	3.4	0-100	42.4	

Description	Raw S	Scores	Percent Correct		
Domains	Range	All	Range	All	
Reading Comprehension	0-18	6.4	0-100	35.6	
Vocabulary	0-6	1.8	0-100	29.3	

When examining student performance in grade 3 in ORF, results show very low performance (17 CWPM), with girls (19 CWPM) outperforming boys (15 CWPM). Furthermore, there was some learning loss in ORF when comparing the Arabic language grade 3 ORF scores from 2018 to those of 2022 in the 87 public schools that participated in both studies. There is a statistically significant decrease of about 10 CWPM in ORF mean scores, from 29 CWPM in 2018 to 19 CWPM in 2022.

Exhibit 26: Grade 3 Arabic ORF Mean Scores in 2018 and 2022

Sample	2018 ORF Score	2022 ORF Score	Difference	Change	St Err	t value	p value
87	29.5	19.2	-10.3*	•	1.065	-9.7	.000

^{*}p < .05

Most students continue to perform at the beginner level in ORF in grade 3 when comparing results between 2018 and 2022. The percentage of students reading at the beginner level in Arabic language in grade 3 increased from around 81 percent in 2018 to 90 percent in 2022, while the percentage of students reading at the intermediate level decreased from 15 to 6 percent. While the percentage of students reading at the proficient level and above slightly increased from 4 percent to 4.5 percent, the increase in the percentage of students performing at the beginner level confirms the learning loss witnessed in Arabic language reading and further highlights the learning crisis in Lebanon.

Exhibit 27: Grade 3 Arabic ORF Performance by Category in 2018 and 2022

Oral Reading Fluency								
Categories	2018	2022	Change					
Beginner (Level I)	80.9	89.8	1					
Intermediate (Level 2)	15.1	5.7	1					
Proficient (Level 3)	2.4	2.8						
Advanced (Level 4)	1.6	1.7	1					

Grade 3 French Language Reading Performance

In French language, students responded correctly to only 26 percent of the assessment items. No statistically significant differences were detected between boys and girls. The ORF mean score is also very low (13 CWPM), with girls (14 CWPM) performing significantly better than boys (11 CWPM).

Exhibit 28: Grade 3 French Reading Mean Scores

Raw Reading Scores			Percent Correct				
Range	All	Girls	Boys	Range All Girls Boy			Boys
0-32 8.2 8.3 8.2				0-100	25.8	26.0	25.5

*_D < .05

Exhibit 29 shows that grade 3 students are struggling with reading and understanding grade-level texts in French language. The large majority (91 percent) scored less than 40 percent correct.

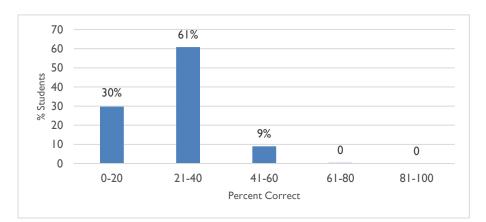


Exhibit 29: Distribution of Grade 3 French Reading Scores

Results also show that students are not able to understand grade-level stories they hear in French, with an average of 32 percent of correct answers on listening comprehension. Grade 3 students scored very low on vocabulary (22 percent of correct answers), which could explain the difficulties they have in reading and understanding grade-level texts (Exhibit 30). Students also have difficulties in retrieving explicit information from a text, with an average of 26 percent of correct answers on the retrieval questions (Annex VI).

Exhibit 30: Grade 3 French Reading Mean Scores by Assessment Domains

Domeine	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-8	2.5	0-100	31.7	
Reading Comprehension	0-18	4.4	0-100	24.2	
Vocabulary	0-6	1.3	0-100	22.0	

Grade 3 English Language Reading Performance

In English language, grade 3 students responded, on average, correctly to only 29 percent of the reading assessment items (Exhibit 31). The ORF mean score is also low (23 CWPM), with significantly better scores for girls (26 CWPM) than boys (21 CWPM).

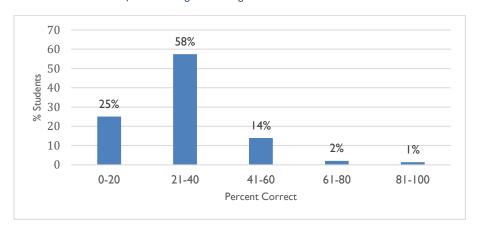
Exhibit 31: Grade 3 English Reading Mean Scores

Raw Reading Scores				Percent	Correct		
Range	All	Girls	Boys	Range All Girls Boys			
0-32	9.4	9.7*	9.1	0-100 29.4 30.4* 28			

 $*_{p} < .05$

Most students in grade 3 (83 percent) scored less than 40 percent correct, which indicates that they struggle with reading and understanding grade-level texts in English language.

Exhibit 32: Distribution of Grade 3 English Reading scores



Results also show that students don't easily understand grade-level stories they hear in English, with an average of 38 percent of correct answers on listening comprehension. Students scored very low on vocabulary (25 percent of correct answers), which could explain their limited ability to comprehend grade-level texts (Exhibit 33). They even find difficulties in retrieving explicit information from a text, with an average of 28 percent of correct answers on the retrieval questions (Annex VI).

Exhibit 33: Grade 3 English Reading Mean Scores by Assessment Domains

Domeine	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-8	31	0-100	38.4	
Reading Comprehension	0-18	4.8	0-100	26.5	
Vocabulary	0-6	1.5	0-100	25.4	

GRADE 3 MATH PERFORMANCE

In math, grade 3 students displayed weak performance. On average, students responded correctly to 34 percent of the math assessment items, with girls outperforming boys. Data from grade 3 teachers confirm weak student performance in math. Sixty-one (61) percent of surveyed grade 3 math teachers estimated that most of their students were one grade below their grade level at the beginning of the school year, while 39 percent estimated that they were two-grades below their grade level. Additionally, 69 percent of grade 3 math teachers reported that more than 25 percent of their students still had difficulties with problem solving as of March/April 2022.

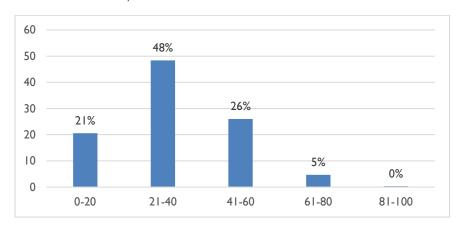
Exhibit 34: Grade 3 Math Mean Scores

Raw Math Scores				Percent	Correct		
Range	All	Girls	Boys	Range	All	Girls	Boys
0-26	8.7	8.9*	8.6	0-100	33.6	34.3*	32.9

 $*_{p} < .05$

Sixty-nine (69) percent of the grade 3 students scored less than 41 percent correct, which indicates that most students had not developed grade-level math skills as of March/April 2022.

Exhibit 35: Distribution of Grade 3 Math Scores



Results show that students performed poorly on the three math domains included in the assessment. On average, students responded correctly to around 34 percent of the numbers and operations items, 32 percent of the measurement items and 34 percent of the geometry items.

Exhibit 36: Grade 3 Mean Scores for Math Domains

Domains	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Numbers and operations	0-15	5.1	0-100	34.0	
Measurement	0-6	1.9	0-100	31.9	
Geometry	0-5	1.7	0-100	34.2	

GRADE 6 READING PERFORMANCE

Grade 6 students performed poorly in reading in the three languages. Teachers reported low reading performance levels among grade 6 students at the beginning and end of the 2021-2022 school year. Thirty-nine (39) percent of surveyed grade 6 language teachers estimated that most of their students were at grade 5 level at the beginning of the school year (one level below grade level), while 45 percent estimated that they were at grade 4 level (two levels below grade level). Additionally, 66 percent of grade 6 language teachers reported that more than 25 percent of their students have difficulties understanding the language of instruction.

Grade 6 Arabic Language Reading Performance

In Arabic language, grade 6 students responded correctly to 46 percent of the reading assessment items (Exhibit 37). Girls obtained statistically significant higher reading scores (48 percent correct) than boys (44 percent correct).

Exhibit 37: Grade 6 Arabic Reading Comprehension Mean Scores

Raw Reading Scores				Percent Correct			
Range	All	Girls	Boys	Range All Girls Bo			
0-45	20.7	21.6*	19.6	0-100	45.9	48.0*	43.5

 $[*]_p < .05$

Forty-two (42) percent of the grade 6 students scored between 0 to 42 percent correct on the assessment, while 34 percent scored between 41 and 60 percent correct. Twenty-four (24) percent of the students were able to correctly answer more than 60 percent of the reading questions. Unlike the heavily left skewed distributions of the Arabic reading scores in grade 2 and in grade 3, the grade 6 Arabic reading scores' distribution tends more towards the middle, indicating a higher percentage of students performing better in this grade. Thirty-four (34) percent of grade 6 students achieved "average" scores (between 40 and 60 percent correct) in reading in Arabic language. Although grade 6 students did not perform highly on the Arabic reading test, their results show that they are better equipped to acquire grade-level reading skills than students in grades 2 and 3. This suggests that the impact of the school disruptions in the last three years was most heavily borne by students in the lower grades who did not have the opportunity to develop the foundational reading skills and thus are struggling to address the accumulated learning gaps.

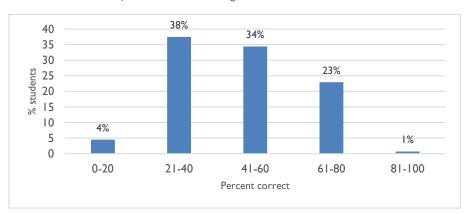


Exhibit 38: Distribution of Grade 6 Arabic Reading Scores

As shown in Exhibit 39, on average, the grade 6 students responded correctly to 32 percent of the listening comprehension items, 47 percent of the reading comprehension items and 57 percent of the vocabulary items. Grade 6 students' average performance in reading is mostly driven by their performance in reading comprehension and in vocabulary, which points to a need for increased focus on students' vocabulary development and use of various reading comprehension strategies to support understanding of text.

Exhibit 39: Grade	6 Arabic	Reading I	Mean Scores	by	Assessment Domains
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.	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-9	2.9	0-100	32.1	
Reading Comprehension	0-28	13.2	0-100	47.0	
Vocabulary	0-8	4.5	0-100	56.7	

Grade 6 French Language Reading Performance

In French language, grade 6 students, on average, responded correctly to only 30 percent of the reading assessment items, answering on average 13 out of 44 assessment items correctly. Girls achieved statistically significant higher scores than boys, with an average score of 31 percent correct for girls and 28 percent correct for boys.

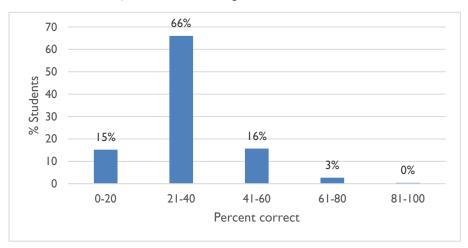
Exhibit 40: Grade 6 French Reading Comprehension Mean Scores

Raw Reading Scores			Percent Correct				
Range	All	Girls	Boys	Range All Girls Boy			
0-44	13.0	13.6*	12.3	0-100	29.6	30.9*	27.9

 $[*]_p < .05$

Exhibit 41 shows that the distribution of the grade 6 reading scores in French is skewed to the left, with 81 percent of students responding correctly to less than 41 percent of the reading assessment items. Students in grade 6 are struggling with reading in French.

Exhibit 41: Distribution of Grade 6 French Reading Mean Scores



As shown in Exhibit 42, on average, grade 6 students responded correctly to 43 percent of the listening comprehension items, 27 percent of the reading comprehension items and 25 percent of the vocabulary items. While students obtained average scores in listening comprehension, their overall French reading score remains low due to poor performance in reading comprehension and in vocabulary.

Exhibit 42: Grade 6 French Reading Mean Scores by Assessment Domains

Damaia	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-8	3.4	0-100	43.1	
Reading Comprehension	0-28	7.4	0-100	26.5	
Vocabulary	0-8	2.0	0-100	25.4	

Grade 6 English Language Reading Performance

In English language, grade 6 students, on average, responded correctly to 40 percent of the reading assessment items, answering approximately 17 items correctly out of 41. Girls achieved statistically significant higher scores than boys, with an average of 42 percent correct for girls and 37 percent correct for boys.

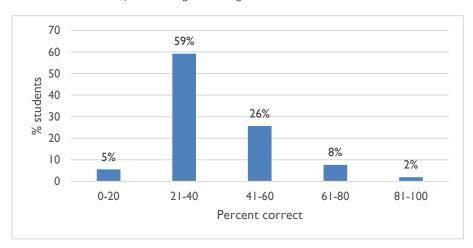
Exhibit 43: Grade 6 English Reading Comprehension Mean Scores

Raw Reading Scores			Percent Correct				
Range	All	Girls	Boys	Range All Girls Boys			
0-41	16.7	17.3*	16.1	0-100	40.7	42.1*	36.5

 $[*]_p < .05$

As shown in Exhibit 44, 64 percent of grade 6 students scored between 0 and 40 percent correct, while 26 percent scored between 41 and 60 percent correct. Only 10 percent of the students were able to respond correctly to more than 60 percent of the comprehension items. The distribution is skewed to the left indicating that students in grade 6 are struggling with reading and understanding grade-level texts in English.

Exhibit 44: Distribution of Grade 6 English Reading Scores



As shown in Exhibit 45, grade 6 students responded correctly to around 49 percent of the listening comprehension questions, 41 percent of the reading comprehension questions and 32 percent of the vocabulary questions. Grade 6 students obtained average listening comprehension scores, but their reading scores remained low, which highlights the need to strengthen vocabulary acquisition to improve overall reading scores.

Exhibit 45: Grade 6 English Reading Mean Scores by Assessment Domains

	Raw s	cores	Percent Correct		
Domains	Range	All	Range	All	
Listening Comprehension	0-8	3.9	0-100	48.8	
Reading Comprehension	0-25	10.1	0-100	40.5	
Vocabulary	0-8	2.6	0-100	32.1	

GRADE 6 MATH PERFORMANCE

Teachers reported low math performance levels among grade 6 students at the beginning of the 2021-2022 school year. Forty-eight (48) percent of surveyed grade 6 math teachers estimated that most of their students were one grade below their grade level at the beginning of the school year, while 40 percent estimated that they were two grades below their grade level. Additionally, 77 percent of the teachers reported that more than 25 percent of their students still have difficulties with problem solving as of March/April 2022. These estimates by teachers are confirmed by the

math assessment results which show that grade 6 students responded correctly on average to only 33 percent of the math assessment questions, with boys obtaining significantly higher scores than girls.

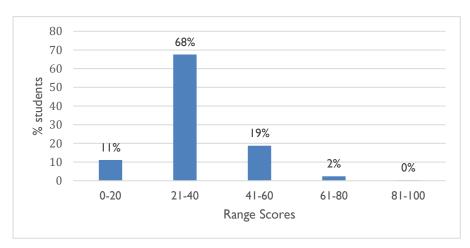
Exhibit 46: Grade 6 Math Mean Scores

Raw Math Scores			Percent Correct				
Range	All	Girls	Boys	Range	All	Girls	Boys
0-38	12.5	12.3	12.6*	0-100	32.8	32.4	33.2*

*p < .05

Exhibit 47 shows that the distribution of math scores is skewed to the left, indicating that most grade 6 students (79 percent) did not respond correctly to more than 40 percent of the math items. Nineteen (19) percent of students scored between 41 and 60 percent correct. Only 2 percent of students were able to respond correctly to more than 60 percent of the items.

Exhibit 47: Distribution of Grade 6 Math Scores



As shown in Exhibit 48, grade 6 students performed poorly on almost all the assessed domains in math. On average, they responded correctly to around 37 percent of the numbers and operations items, 23 percent of the measurement items, 34 percent of the geometry items and 28 percent of the algebra items.

Exhibit 48: Grade 6 Mean Scores for Math Domains

Domains	Raw scores		Percent Correct	
	Range	All	Range	All
Numbers and operations	0-13	4.8	0-100	36.6
Measurement	0-4	0.9	0-100	22.7
Geometry	0-12	4.1	0-100	34.0
Algebra	0-8	2.2	0-100	28.1
Statistics*	0-I	0.3	0-100	31.8

^{*}Statistics is not covered in the 1997 Grade 6 Lebanese Math curriculum. Thus, this domain was not part of the part of the current CBA test. The team added only one item to determine whether students are somehow familiar with this concept.

CORRELATIONS BETWEEN SUBJECTS AREAS

The QITABI 2 team looked at correlations between student reading performance in Arabic and French or English to understand how performance in reading in one language relates to reading in another language and how performance in reading and math may be related.

Data across all three grades show that reading performance in Arabic is strongly correlated with reading performance in French or English. In grades 2 and 3, the team found strong positive correlations between ORF in Arabic and ORF in French and English. This suggests that students who develop reading fluency skills in one language are likely to develop the same skills in another language. Similarly, in grade 2, non-word reading scores in Arabic and French or English are also strongly positively correlated, suggesting that students who develop decoding abilities in one language are likely to develop decoding abilities more in the other. In grade 6, students with high reading scores in Arabic were more likely to have high reading scores in French or English.

The team found moderate correlations between reading performance and math performance. In grade 2, there are moderate correlations between ORF scores and word problem scores in the three languages. In grades 3 and 6, the data show moderate positive correlations between reading comprehension and math in the three languages, suggesting that students who perform well on one subject may perform well on the others though the relationship is not very strong (Annex V).

FACTORS RELATED TO STUDENT PERFORMANCE IN READING

Question 2: Which factors related to learning continuity, teaching practices and school environment are associated with reading levels?

Ensuring learning continuity during periods of disruptions is linked to better performance in reading. Students who attended online or distance learning lessons during the previous school year performed better on the reading assessments. However, providing and attending distance learning lessons may not be sufficient to ensure that students are learning and performing at expected levels. Teaching quality must be maintained during distance learning lessons for a greater number of students to benefit from the lessons. Additionally, students who have access to reading materials in various formats, e.g., paper or digital, whether in school or in the home, perform better than their peers who have limited access to these resources. Results show that students have very limited contact with reading materials in French and English at school and at home and that they don't often speak those languages in the home. Yet students who use those languages more frequently perform better on reading assessments. The ability to use the language of instruction regularly, at home and at school, supports language development and reading skills. Finally, while teachers frequently use some evidence-based instructional practices to teach reading, e.g., explicit teaching of letter sounds, many do not lead read alouds, or encourage students to practice independent reading. Furthermore, results suggest that teachers struggle with using materials adapted to students' levels and assessment data to inform their teaching.

LEARNING CONTINUITY

Over 95 percent of surveyed principals reported that their schools provided online lessons to grade I, 2 and 5 students during the 2020-2021 school year. Out of those, around 94 percent stated that they provided online lessons for Arabic and French/English classes in the three grades. This indicates that most students in grades 2, 3 and 6 in 2021-2022 had access to some form of online teaching the previous school year.

However, data show inconsistent patterns with student attendance and the implementation of the online lessons in the early grades. According to 32 percent of school principals, approximately 50 to 75 percent of students in grade I participated in online lessons during the 2020-2021 school year. Thirty-six (36) percent of school principals claimed that 50 to 75 percent of grade 2 students attended online lessons while 39 percent of school principals said the same of grade 5 students. In addition, approximately 48 percent of principals reported that online lessons exceeded 40 minutes, while approximately 30 percent of principals stated that lessons ranged between 31 and 40 minutes and 14 percent reported lessons lasting 21 and 30 minutes.

Data show that grade 2 and grade 3 students whose principals reported higher percentages of online attendance in grade I and grade 2, respectively, achieved statistically significant higher ORF scores in Arabic, French and English than students whose principals reported lower online attendance percentages. In grade 6, students whose principals reported higher percentages of online attendance in grade 5 achieved higher reading scores in French than students whose principals reported lower online attendance percentages, but not in the other languages.

These results highlight the importance of learning continuity for students in primary grades during periods of disruptions. Students who experienced learning discontinuity in 2020/2021 obtained lower scores than students who benefited from some instruction during the year. However, it is important to note that this study does not provide information on the quality of instruction during online sessions. The inconsistent pattern associating the number and duration of online lessons with student reading performance across languages and grades may be due to teaching quality.

TEACHING PRACTICES

Approximately 87 percent of surveyed language teachers in grades 2, 3 and 6 reported that they conducted diagnostic assessments at the beginning of the school year to determine students' levels in reading and writing. Sixty-three (63) percent of teachers in grades 2 and 3 and 67 percent of teachers in grade 6 also reported that they regularly conducted formative assessments of students' reading skills in every or almost every lesson. However, except for grade 3 students in Arabic and English, no statistically significant differences in reading scores were found between students whose teachers conducted diagnostic and formative assessments during the year and students whose teachers did not implement these types of assessments. This raises questions about whether and how teachers use assessment results to inform instructional practices and tailor teaching to students' needs.

More than 97 percent of language teachers reported that they started the 2021-2022 school year by teaching prerequisites to students. Out of those, 70 percent of teachers in grades 2 and 3 and 44 percent of teachers in grade 6 declared that they allocated three weeks and more for teaching prerequisite knowledge and skills. However, results do not show a consistent relationship between the teaching of prerequisites and the performance of students. While some students achieved higher scores when teachers spent more time on prerequisites, e.g., grade 2 students in Arabic, others obtained higher scores when teachers spent less time covering prerequisites, e.g., grade 3 students in English and grade 2 students in French.

Similarly, results do not provide a clear, consistent understanding of the relationship between students' reading scores and teachers' instructional practices. However, results provide useful insights into instructional methods that teachers employ the most and critical areas that require additional training and support.

What Teachers Do Most

- Sound out letters
- Decode new words
- Teach new vocabulary
- Ask comprehension questions

What Teachers Should Improve

- Use materials appropriate to students' levels
- Ask students to practice independent reading
- Lead read alouds

Teachers report using methods to teach reading that are evidenced-based and aligned with the QITABI 2 approaches.

- Most grade 2 and grade 3 teachers teach students how to sound out letters (82 percent) and decode new words (75 percent) in every or almost every lesson
- Most teachers in grades 2 and 3 (81 percent) and grade 6 (83 percent) reported that they teach students new vocabulary systematically in every or almost every lesson
- Most teachers in grades 2 and 3 (86 percent) and grade 6 (89 percent) reported that they ask their students comprehension questions in every or almost every lesson

However, teachers also report minimal use of instructional practices that support the acquisition of reading skills, particularly with the use of reading materials.

- Only 42 percent of grade 2 and 3 teachers and 45 percent of grade 6 teachers reported providing in-class materials (i.e., leveled books) that match students' reading levels in about half or some of the lessons, while 28 percent of grades 2 and 3 teachers and 22 percent of grade 6 teachers reported never using these materials in their classrooms
- 47 percent of teachers in grades 2 and 3 and 41 percent of teachers in grade 6 reported that they never organize independent reading sessions in the classrooms, while only 36 percent of teachers in grades 2 and 3 and 42 percent of teachers in Grade 6 reported that they give students time to read books on their own in about half or some the lessons
- 31 percent of teachers in grades 2 and 3 reported that they never organize read aloud activities in their classrooms. Similarly, 33 percent of teachers reported that they do not conduct read aloud activities in grade 6

Critically, teachers faced challenges completing the curriculum during the 2021-2022 school year. Most language teachers in the three grades (59 percent in grade 3, 61 percent in grades 2 and 6) reported that they had only covered between 25 and 49 percent of the curriculum as of March/April 2022. About 16 percent of grade 2 teachers, 12 percent of grade 3 teachers, and 4 percent grade 6 teachers stated that they had not even covered 25 percent of the curriculum (Exhibit 50). However, only grade 2 and 3 students whose teachers reported covering a higher percentage of the curriculum obtained higher ORF scores in Arabic language. The data do not reveal other statistically significant relationships between the percentage of the curriculum that was covered and student reading performance. This raises questions about the soundness of focusing on covering the entire curriculum during a truncated school year that followed two years of school disruptions, which doesn't lead to improved student performance.

80 60 % teachers 40 20 < 25% 25 to 49% 50 to 75% > 75% % of covered curriculum ■ Grade 2 ■ Grade 3 ■ Grade 6

Exhibit 50: Percentage of the Curriculum Covered by Language Teachers by Grade

SCHOOL LEARNING ENVIRONMENT

There is a lack of reading materials in French or English in classrooms. Only 33 percent of grade 2 students, 29 of grade 3 students and 13 percent of grade 6 students reported having French or English stories in their classrooms, compared to 62 percent of grade 2 students, 55 percent of grade 3 students, and 46 of grade 6 students who reported having Arabic stories in their classroom. Yet,

data show that having reading materials in the language of instruction or the language of assessment is positively correlated with student performance. Students who reported having classroom libraries with Arabic stories obtained significantly higher reading scores in Arabic than the students who reported that they did not have Arabic stories in their classrooms.

Up to 1/3 of students have access to reading materials in French or English in their classrooms

Sixty-seven (67) percent of school principals reported that there is an Arabic language coordinator in their school, while 57 percent reported having an English or French language coordinator. The data suggest that the presence of a language coordinator plays an important role in supporting teachers' reading instructional practices. Students in grades 3 and 6 whose school principal reported having a language coordinator at school achieved significantly higher reading scores in the three languages (except for French in grade 3). Similarly, students in grade 2 obtained statistically significantly higher scores in English when school principals stated that there was a language coordinator in the school. Relatedly, students performed better in schools where directors, supervisors, coordinators, and teachers enjoyed high levels of collaboration when planning instruction in Arabic (grade 2) and in French (grades 2 and 6).

Finally, power shortages are also felt in the schools. Thirty-seven (37) percent of school principals reported having either no electricity or having electricity for less than one hour during school hours, while 40 percent said they have electricity for one to six hours during school hours. Additionally, 40 percent of principals declared that they were unable to provide heating to classrooms during winter.

OTHER FACTORS

Most students reported that they do not speak foreign languages, e.g., French or English, at home. More than 80 percent of the students in grades 2, 3 and 6 stated that they do not speak French at home. Seventy-three (73) percent of grade 2 and 3 students and 62 percent of grade 6 students stated that they do not speak English at home. Yet, grade 3 students who stated that they speak English at home achieved higher ORF scores in English than the students who stated that they do not, and the differences were statistically significant. Similarly, grade 6 students who stated they speak English at home obtained statistically significant higher scores in English reading

comprehension than students who do not speak English at home. As expected, the more students use the language of instruction outside of school, the more likely they are to perform better on reading assessments in that language.

While more than half of students reported reading stories in Arabic at home—58 percent of students in grade 2, 60 percent in grade 3 and 64 percent in grade 6—very few claimed to read French or English stories at home. Only 19 percent of grade 2 students, 17 percent of grade 3 students and 16 percent of grade 6 students reported that they read French stories at home. Similarly, approximately a quarter of students reported that they read English stories at home. Yet, reading at home, in all three languages, is positively correlated with reading performance. Grade 2 students who stated that they read stories at home in the last two weeks achieved significantly higher scores in non-word decoding and ORF in the three languages. Similarly, grade 3 and 6 students who reported that they read stories at home in the last two weeks achieved significantly higher scores in reading comprehension in the three languages.

As noted above with classroom libraries, students with access to books at home achieve higher reading comprehension scores. Over 60 percent of students reported that they have books at home, and those who reported having books at home obtained higher scores in reading in all three languages than the students who reported that they do not have books at home.

Aside from physical books, students can practice reading using digital reading materials. Over 40 percent of students reported that they have access to technology at home (laptop/computer or iPad/tablet), with more than 86 percent of those having devices connected to the Internet. In all grades, students who have access to technology performed better in reading comprehension than the students who do not have access to technology, with statistically significant higher scores in the three languages except for French in grade 3.

Finally, over 61 percent of grade 2 and 3 students and 38 percent of grade 6 students reported that they often receive support when studying at home, mainly from parents (58 percent in grade 2, 56 percent in grade 3, and 40 percent in grade 6), siblings (24 percent in grade 2, 21 percent in grade 3 and 34 percent in grade 6) and private tutors (16 percent in grade 2, 19 percent in grade 3, and 21 percent in grade 6). However, surprisingly, the results do not show statistically significant relationships between student performance and support received at home.

FACTORS RELATED TO STUDENT PERFORMANCE IN MATH

OUESTION 3: WHICH FACTORS RELATED TO STUDENTS, TEACHERS AND SCHOOL ENVIRONMENT ARE ASSOCIATED WITH MATH LEVELS?

Similar to reading, students who attended online or distance learning lessons more frequently during periods of school disruptions performed better on the math assessments. These results show the importance of ensuring learning continuity to maintain student academic progress across subjects. Results also show that students' relationship with or enjoyment of math is strongly correlated with their performance. Students in all three grades who stated they like solving problems achieved significantly higher math scores than the students who reported that they don't like solving math problems. While the study did not provide clear results regarding the relationship between teacher instructional practices and student performance in math, it did note that only half of teachers provided feedback to students in every or almost every math lesson. This indicates that students and teachers may not engage often in mathematical discussions to support students' development of conceptual and procedural math understanding. Finally, the use of technology supports students' performance in math. Students with access to technology at home performed better than students who did have access to technology.

LEARNING CONTINUITY

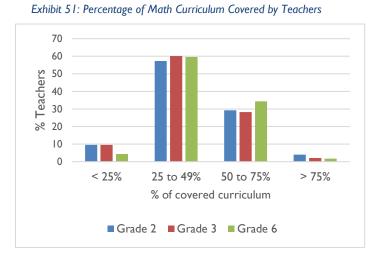
The data show that grade 2 students whose principals reported higher rates of attendance in online lessons in grade I achieved statistically significantly higher scores in several EGMA subtasks than students whose principals reported lower attendance rates. Similarly, grade 3 and 6 students whose principals reported higher rates of attendance for online lessons in grades 2 and 5 during the previous school year achieved statistically significantly higher math scores than students whose principals reported lower attendance rates. These results, like those obtained for reading, show the importance of ensuring learning continuity to maintain student academic progress. They also show that learning continuity is not solely related to the number and duration of lessons. In fact, the math data do not show a consistent pattern associating the number and duration of online lessons with student performance in the three grades.

TEACHING PRACTICES

Results do not show any consistent pattern between key instructional practices and student performance in math in grades 2, 3 and 6. More data, preferably collected using lesson observations, are needed to determine how well instructional practices are implemented in the classrooms and the extent to which teachers are tailoring their teaching approaches and methods to the students' needs.

- 84 percent of math teachers reported that they conducted diagnostic assessments at the beginning of the school year to determine students' levels in math, while 60 percent of math teachers reported that they conducted formative assessments to assess students' math skills in every or almost every lesson.
- Almost all surveyed math teachers (98 percent) reported that they started the 2021-2022 school year by teaching prerequisites to students. Of those, 52 percent declared that they allocated three weeks or more for teaching the prerequisites.
- 38 percent of math teachers reported that they used manipulatives in every or almost every lesson this year, while 54 percent stated that they used them in about half the lessons or some lessons. Eight (8) percent of the teachers reported that they never used manipulatives this year.

- 50 percent of math teachers reported that they gave individualized feedback to students in every or almost every lesson this year, while 44 percent stated that they gave feedback in about half the lessons or some of lessons.
- Most math teachers (57 percent in grade 2, 60 percent in grades 3 and 6) reported that they
 - have covered between 25 and 49 percent of the curriculum as of March/April 2022. Over 28 percent of math teachers (Exhibit 51) stated that they have covered 50 to 75 percent of the curriculum. Grade 3 students whose teachers reported covering higher percentages of the curriculum obtained higher math scores, though the same relationship was not evident in grades 2 and 6.



SCHOOL LEARNING ENVIRONMENT

Fifty-one (51) percent of school principals reported that there is a math coordinator in their school. Grade 2 students whose school principals reported having a math coordinator at school achieved significantly higher scores in Addition level 1, Subtraction level 1 and Word Problems. Even though results did not indicate statistically significant correlations between the presence of a math coordinator and student performance in grades 3 and 6, results in grade 2 suggest that coordinators may play an important role in providing support to math teachers, similar to what was found with language/reading coordinator. Finally, grade 6 students whose principals reported medium levels of collaboration between directors, supervisors, coordinators, and teachers during the planning of instruction achieved higher math scores than students whose principals reported lower levels of collaboration.

OTHER FACTORS

Students' relationship with or enjoyment of math is strongly correlated with their performance in math. Over 90 percent of students in grades 2 and 3 reported that they like learning math a lot and 80 percent of students in grade 2 and 83 percent of students in grade 3 reported that they like solving math problems a lot. In grade 6, 64 percent of students reported that they like learning math a lot and 50 percent reported that they like solving math problems a lot. Results show statistically significant relationships between students' performance in math and perceptions towards math learning. Grade 6 students who reported that they like learning math and/or solving math problems achieved significantly higher math scores than the students who reported that they did not. Students in all three grades who stated they like solving math problems achieved significantly higher math scores than the students who reported that they don't like solving math problems.

Results also show statistically significant correlations between students' performance in math and access to technology at home. Grade 2, 3, and 6 students who reported that they have access to technology at home (laptop/computer or iPad/tablet) achieved significantly higher math scores than the students who do not have access to technology.

TEACHERS' AND STUDENTS' SEL NEEDS

QUESTION 4: WHAT ARE THE TEACHERS AND STUDENTS' SEL NEEDS IN **GRADE 2, GRADE 3, AND GRADE 6?**

The severe socio-economic and political crises in Lebanon have led to psychological distress among teachers. A large percentage of the teachers reported that, on average, in the past two weeks, they experienced symptoms of depression and anxiety "a few days" to "nearly every day". In contrast, most students in grades 2 and 3 reported feeling happy since the re-opening of schools for in-person learning, though fewer grade 6 students reported feeling happy these days. Results from this study show some correlation between students' feelings of well-being and their performance in reading and math. However, this study did not find a correlation between teachers' well-being and student performance, as reported by other studies that indicate that teachers' well-being may influence teaching quality and therefore student performance. Additional studies are recommended to better understand teachers' and students' SEL needs and the impact of their well-being on teaching and learning.

The socio-economic, political and health challenges in Lebanon have created tensions and caused stress for the Lebanese people, including teachers.xxix The crises in Lebanon have taken a toll on teachers who went on strike during the school year to demand improved compensation and working conditions. Sixty-one (61) percent of the teachers surveyed in this study reported that, on average, in the past two weeks, they experienced symptoms of depression and anxiety "a few days" to "nearly every day". This echoes the results of another study conducted in Lebanon during the COVID-19 pandemic (November 2020) which shows high levels of stress, anxiety, and depression among teachers. XXX Such feelings of depression and anxiety may have adverse effects on how well teachers teach and interact with students xxxi,xxxii and may negatively influence student achievement.xxxiii

In contrast to the large proportion of teachers who are struggling with mental health, 87 percent of grade 2 students and 84 percent of grade 3 students reported that they feel happy a lot these days. The proportion of "happy" students in April 2022 is a significant improvement from April 2021 when only 30 percent of grade 2 students and 24 percent of grade 3 students surveyed as part of the Learning Recovery Study stated that they were happy. In the year since the Learning Recovery Study, schools reopened for in-person instruction, and, despite interruptions to the school calendar in 2021-2022, students were attending school at least four days a week at the time of this baseline. In fact, when surveyed in 2022 for this baseline, over 86 percent of grade 2 students and 84 percent of grade 3 students reported that they missed going to school during the COVID-19 pandemic. Students who reported that they were happy these days (a lot or a little bit) obtained higher scores in math (Grade 3 only) and ORF (Arabic and English). A lower percentage of students in grade 6 (52 percent) reported that they feel happy a lot these days, with no statistically significant differences in reading and math scores between students who reported that they feel happy a lot and the students who reported that they don't.

Results also show improvement since April 2021 in the percentage of teachers who report sadness and anxiety among their students. Forty (40) percent of grades 2 and 3 language teachers reported that more than 25 percent of their students showed emotional or psychological difficulties (such as sadness, anxiety) during this baseline. In April 2021, during the Learning Recovery Study, 81 percent of grade 2 teachers and 90 percent of grade 3 teachers who reported symptoms of anger,

depression, or anxiety among their students. A lower percentage (39 percent) of grade 6 language teachers reported that more than 25 percent of their students in their class showed emotional or psychological difficulties. Fifty-six (56) percent of grade 6 students reported that they missed going to school during the COVID-19 pandemic.

RECOMMENDATIONS

The QITABI 2 team proposes the following recommendations to improve the student reading and math performance levels and respond to students and teachers' SEL needs in primary public schools in Lebanon. These recommendations are informed by the findings and conclusions presented in this report and reflect the ideas discussed with representatives from MEHE and CRDP during the "Findings and Recommendation Workshop" held in August 2022.

System Transformation

- Build the resiliency of the education system by establishing measures and processes that rapidly and effectively respond to future disruptions. School communities should be prepared and equipped to ensure learning continuity during health emergencies, climate change events, socio-political unrests, etc. This may require schools to pivot rapidly to distance learning programs, e.g., online learning, distribution of materials, television or radio programs, etc., for all grades.
- CRDP and MEHE should continue the curriculum reform process that was launched prior to the COVID-19 pandemic. As shown by this study, teachers have difficulties completing the entire curriculum and, when they do, students do not perform better on end of year assessments. This suggests that current curricula may be no longer responsive to learning needs in Lebanon. Curriculum reform efforts should be evidenced-based (e.g., use student learning outcomes data from Lebanon to support decisions) and incorporate new international standards such as those found in the Global Proficiency Framework.

Reading and Math Skills Development

- Train teachers, school directors and other instructional leaders on how to give feedback to improve teaching and learning.
- Train and coach teachers on reading instructional practices such as independent reading and read alouds.
- Train and coach teachers on effective strategies that support vocabulary development.
- Provide classrooms with reading materials in French and English.
- Institute programs that increase access to written materials in French and English for students when at home. That may include borrowing books from classroom libraries or access to online libraries.
- Support math teachers with the use of manipulatives during lessons. That includes providing teachers with hands-on materials to illustrate mathematical concepts and coaching on how to use these materials.
- Develop a stronger evidence base on teacher instructional practices in Lebanon. Explore how teachers teach through classroom observations and in-depth interviews to better understand why teachers adopt some practices and not others.

Social emotional Support

Conduct more research to understand the relationship between teacher well-being and teaching quality as well as student well-being and student performance.

•	Institute programs that support teachers' and students' social-emotional, mental, and physical well-being. These may include providing counseling services.				

ANNEXES

ANNEX I: BASELINE TIMELINE AND COLLABORATION WITH MEHE AND CRDP

In December 2021, QITABI 2 team resumed preparations for the baseline study whose implementation was impeded by the COVID19 outbreak and the resulting school closures in March 2020. The first step consisted in piloting the Arabic, French, English, and Math tools that were developed in January/February 2020 in cooperation with MEHE and CRDP. QITABI 2 assessment specialists started with revisions to the tools and conducted a preliminary check of the alignment of the grades 3 and 6 curriculum-based assessment tools with the 2021-2022 abridged curricula. MEHE developed an abridged curriculum (18 weeks) in 2020-2021 school year in collaboration with CRDP. The same curriculum was adopted for use in public schools during the 2021-2022 school year. Then, the QITABI 2 team piloted the tools in grades 2, 3 and 6 in January/February 2022 in 30 public schools distributed over the eight governorates across Lebanon. QITABI 2 psychometricians and statisticians completed the pilot data analysis at the end of February 2022. Based on results, the QITABI 2 assessment and education specialists developed the final versions of the tools. The QITABI 2 team reviewed and discussed the final tools with 15 representatives from MEHE/DOPS and CRDP in March 2022.

Exhibit 52: Timeline of the baseline activities

Activity	Date
Initial tools development	January/February 2020
Piloting of tools	January/February 2022
Data cleaning and analysis	February 2022
Tools revision and finalization	February/March 2022
QITABI school selection and approval from MEHE	February/March 2022
Tools finalization workshop with MEHE and CRDP	March 2022
Training of data collection teams	March 2022
Operational data collection	March/April 2022
Data cleaning and analysis	May - Aug 2022
Reporting of baseline findings	September 2022

ANNEX II: SAMPLING PROCEDURES

The baseline study targeted a representative sample of the primary public schools in Lebanon, which constitutes a representative sample of the project's school population. QITABI 2 used a two-stage cluster sampling procedure with schools and students and adopted a random selection process with national representation to ensure that the baseline findings would be generalizable to all primary public schools in Lebanon.

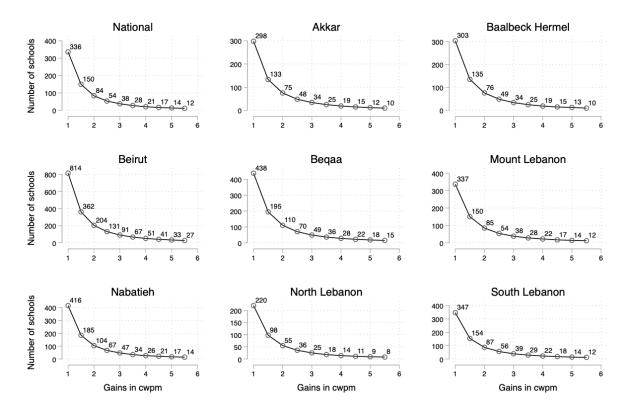
Sample Size Estimate

The QITABI 2 team used data from the QITABI endline (2018) to acquire the standard deviation for ORF for grade 2, and then compute the sample size for the QITABI 2 baseline (2022). Note that both studies have similar research objectives, design, and national samples.

To compute the sample size for the QITABI 2 baseline, we assumed that the data from QITABI 2 baseline and endline sample would follow a normal distribution with a fixed mean and variance and that would allow us to draw statistical inference about the difference of two mean scores. The sample size was estimated to be representative at the governorate-level with a minimum of 30

schools per governorate and a minimum detectable effect (MDE) of around 3 (CWPM). Note that the MDE ranged from 2.5 to 3.5 CWMP for most governorates. The sample size estimate for Beirut had less than 30 schools because this governorate had less than 30 schools meeting the study's requirement of at least 10 students in grade 2.

The MDE of around 3 CWPM would allow QITABI 2 to provide statistical evidence about difference in student mean ORF between baseline and endline with a statistical power of 0.80. If mean ORF score difference between endline and baseline is more than about 3 CWPM, and if baseline and endline ORF scores follow roughly a normal distribution, then a statistically significantly different mean ORF scores will be detected. However, the statistically significant change in the mean ORF scores cannot be attributed to the QITABI 2 interventions due to absence of a control group. The resulting sample size of 272 schools would also allow for a minimum detectable effect of I.I CWPM at the national level. The graphs below produced by Stata 17 shows the number of schools needed to detect gains from I to 6 CWPM for each governorate.



Sample Selection

The QITABI 2 team used Stata 17 to select the sample of 272 schools using a multi-stage stratified sampling design. Within each governorate, schools were stratified by language (French language and English language schools) and they were selected using probability proportional to size (PPS) sampling. Only public schools with a minimum of 10 students in grade 2 were included in the sampling. Note that the 30 public schools that had already participated in the pilot in February/March 2022 were excluded from the selection process (i.e., if the random selection resulted in the choice of one of these schools, the selection was re-run, and the school was replaced). Only two of the pilot schools in Beirut were reselected due to the limited number of public schools in this governorate, but the baseline assessments were not administered to the same students who had participated in the pilot.

The table below summarizes the number of schools per governorate by language.

			% Schools b	y Language	Number of	Schools
	Sample Size	MDE	Fr	En	Fr	En
Akkar	34	3	98%	2%	33	I
Baalbeck Hermel	34	3	70%	30%	24	10
Beirut	25	5.5	41%	59%	10	15
Beqaa	36	3.5	36%	64%	13	23
Mount Lebanon	38	3	39%	61%	15	23
Nabatieh	34	3.5	34%	66%	12	22
North Lebanon	36	2.5	95%	5%	34	2
South Lebanon	35	3	23%	77%	8	27
Total	272	1.1	57%	43%	149	123

In addition to the 272 schools, QITABI 2 team randomly selected 64 replacement schools: 31 French medium schools and 33 English medium schools. The intent was to use these replacement schools if an initially selected school could not be visited because of security issues, inaccessibility, principals' objections, or low enrollment rates in grades 2, 3 or 6. QITABI 2 team received MEHE's approval for both the original and replacement schools.

The team used 24 of the replacement schools for the following reasons: i) principals' refusal to participate in the assessment, ii) very low enrolment rates in the targeted grades, iii) security issues and iv) change in the school language of instruction (i.e., French medium schools transitioning to English medium schools). Because of the low enrollment rates in some of the initially selected replacement schools, QITABI 2 team selected 10 additional French medium replacement schools and submitted them for MEHE's approval. Additionally, the team assessed both the French and English sections of four schools that were originally selected as part of the English medium schools' sample.

Replacement schools were also used to compensate for the loss of data in some of the schools where students were not assessed in all the three targeted grades. In other terms, the team conducted assessments in the schools that did not include all three targeted grades but assessed additional schools in the same governorates to ensure the targeted number of students per grade was reached. In total, the actual sample for the baseline included 278 schools, with four schools where both the French and English sections have been assessed.

Exhibit 53: School Sample per Governorate and Language of Instruction

Governorate	Language of Instruction			
Governorate	French	English	French and English	
Akkar	33	I		
Baalbeck Hermel	25	10		
Beirut	8	15	I	
Beqaa	12	22	2	
Mount Lebanon	15	26		
Nabatieh	13	21	I	
North Lebanon	34	2		
South Lebanon	9	28		
Total	149	125	4	

As a second stage, the QITABI 2 team selected a random sample of grades 2, 3 and 6 students in each school:

- 10 grade 2 students randomly selected to do EGRA/EGMA and respond to the student questionnaire, with 5 boys and 5 girls targeted in mixed schools
- One grade 3 section randomly selected, with all students completing the reading and math CBA tests, and 10 randomly selected students (5 boys and 5 girls in mixed schools) completing the ORF subtask and student questionnaire
- One grade 6 section randomly selected, with all students completing the reading and math CBA tests, and 10 randomly selected students (5 boys and 5 girls in mixed schools) completing the student questionnaire

In addition to collecting student assessment data, QITABI 2 team administered questionnaires to school principals and teachers. The language (Arabic and French/English) and math teachers of the selected sections in grades 2, 3 and 6 were invited to participate in the study.

Exhibit 54: In School Sampling Procedures

Classroom Selection Grade 2 I 0 students for EGR/M questionnaire Arabic teacher	A +
French or English teach	ner
Math teacher	
Grade 3 All students for CBA	
10 students for ORF +	questionnaire
Arabic teacher	
French or English teach	er
Math teacher	
Grade 6 All students for CBA	
10 students for question	nnaire
Arabic teacher	
French or English teach	er
Math teacher	

ANNEX III: OVERVIEW OF THE ASSESSMENT TOOLS

The study used 31 tools, including assessment tools and contextual questionnaires. The same tools will be used for the endline study of QITABI 2 and are not provided in this report for test security purposes.

Exhibit 55: Tools Used for the QITABI 2 Baseline Study

Arabic	French	English	Contextual Questionnaires
 Grade 2 EGRA Grade 2 EGMA Grade 3 ORF Grade 3 Reading Grade 3 Listening Comprehension Grade 3 Math Grade 6 Reading Grade 6 Listening Comprehension Grade 6 Math 	 10. Grade 2 EGRA 11. Grade 2 EGMA 12. Grade 3 ORF 13. Grade 3 Reading 14. Grade 3 Listening	 19. Grade 2 EGRA 20. Grade 2 EGMA 21. Grade 3 ORF 22. Grade 3 Reading 23. Grade 3 Listening Comprehension 24. Grade 3 Math 25. Grade 6 Reading 26. Grade 6 Listening Comprehension 27. Grade 6 Math 	28. School principal questionnaire 29. Language teacher questionnaire 30. Math teacher questionnaire 31. Student questionnaire

Early Grade Reading Assessment (EGRA)

The grade 2 EGRA tools included six subtasks: 1) Syllable Segmentation, 2) Letters Sound Identification, 3) Non-word Reading, 4) Listening Comprehension, 5) Oral Reading Fluency (ORF) and 6) Reading Comprehension. The QITABI 2 assessment and education specialists worked with the CRDP French and English language specialists to develop the content for these subtasks during a five-day workshop held in January 2020. They also developed reading passages for the Grade 3 ORF subtasks in French and English.

For EGRA in Arabic, the QITABI 2 team used the subtasks that were previously developed under the QITABI EGRA study in 2018. They updated the letter sound subtask and added the listening comprehension subtask.

Exhibit 56: Overview of EGRA Subtasks

Subtask	Overview	
Listening Comprehension	The student is invited to listen to a short audio story once and then is asked four questions about this story.	
Syllable Segmentation	The enumerator reads aloud a list of 10 words (one at a time, each word twice) and the student is asked to identify and sound out each syllable in the word.	
Letters Sound Identification	The student is shown a table of 100 graphemes (letters or group of letters) arranged in 10 graphemes per row in random order and is asked to provide the sounds of these graphemes within a one-minute period. Note that the English version included single letters only whereas the French and Arabic versions included both single letters and groups of letters (based on the particularity of each language). Diacritics were added to the Arabic language letters in the table.	
Non-word Reading	The student is shown 50 non-words and is asked to read as many as possible in one minute.	
Oral Reading Fluency	The student is given a short passage and is asked to read as many words as possible in one minute.	
Reading Comprehension	When the student is done reading, the passage is removed, and the enumerator asks comprehension questions relevant to the parts of the passage the student has read.	

Early Grade Math Assessment (EGMA)

The Grade 2 EGMA tools included eight subtasks: 1) Number Identification, 2) Number Discrimination, 3) Missing Number, 4) Addition Level 1, 5) Addition Level 2, 6) Subtraction Level 1, 7) Subtraction Level 2, 8) Word Problems. QITABI 2 assessment specialists worked with the CRDP Math specialists to develop the content for these subtasks during a five-day workshop held in January 2020. The same content was first developed in English and French, since math is taught in the foreign language of instruction in most public schools in Lebanon. At a later stage, the EGMA tool was also translated into Arabic once the field team reported that math in grade 2 is taught in Arabic in 36 of the selected schools.

Exhibit 57: Overview of EGMA Subtasks

Subtask	Overview
Number Identification	The student is shown a table of 20 numbers (single or two-digit) and is asked to read as many as possible in one minute.
Number Discrimination	The student is consecutively shown 10 sets of 2 numbers each, including numbers with one, two or three digits. The student has 5 seconds to identify and read out loud the bigger number.
Missing Number	The student is consecutively shown 10 sets of numerical sequences, with 3 numbers and 1 empty box each. The student has 5 seconds to identify the missing number.
Addition Level I	The student is shown a list of 20 addition operations (addition of one-digit numbers, with no sums greater than 19). The student is asked to solve as many operations as possible in one minute.
Addition Level 2	The student is shown a list of 5 addition operations (including a least a two-digit number each, with no sums greater than 70). The student has 30 seconds to solve each operation, and the enumerator keeps track of the used strategies (i.e., mental calculation, use of fingers, tick marks or paper and pencil). Note that this subtask is not administered to students who get a zero score on Addition Level 1.
Subtraction Level I	The student is shown a list of 20 subtraction operations (the inverse of the addition operations). The student is asked to solve as many operations as possible in one minute.
Subtraction Level 2	The student is shown a list of 5 addition operations (the inverse of the addition operations). The student has 30 seconds to solve each operation, and the enumerator keeps track of the strategies s/he used. Note that this subtask is not administered to students who get a zero score on Subtraction Level 1.
Word Problems	The student is invited to solve 6 word problems, using counters and/or paper and pencil when needed. The enumerator reads the problem once, and the student has one minute to respond. The enumerator reports on the strategies used by the student to solve the problem.

^{*} Note that it is accepted that students answer in a language other than the language of administration, except for the number identification subtask.

Curriculum-Based Assessment (CBA)

The grades 3 and 6 assessment, which were group-administered, were designed to assess students' reading comprehension, listening comprehension, and math skills. Over 40 education and assessment specialists from QITABI 2, CRDP, and MEHE/DOPS participated in the CBA tools development process between January and March 2020. They followed a multi-step process that included the following: I) development of test specifications, 2) development of test blueprints, 3) development of two sets of pilot items of each of the tools. The math CBA tools in grades 3 and 6 were first developed in English and French, then translated into Arabic once the field team identified 35 schools where math is taught in Arabic in grade 3 and around 13 schools where math is taught in Arabic in grade 6.

Exhibit 58: Overview of CBA Reading Tools

Domains	Constructs	Reading Passages	Reading Items	Listening Passages	Listening Items
ReadingListeningVocabulary	•Retrieve •Interpret •Reflect	•3 in Grade 3 •4 in Grade 6	• 24 in grade 3 • 33 to 36 in grade 6	•2 in Grade 3 •2 in Grade 6	•8 in Grade 3 •8 in Grade 6

Exhibit 59: Overview of CBA Math Tools

Grade 3 Domains	Grade 3 Items	Grade 6 Domains	Grade 6 items
Number & operationsGeometryMeasurement	• 26 items	Number & operationsAlgebraGeometryMeasurementStatistics	•40 items

Questionnaires with Students, Teachers, and Principals

The QITABI 2 team developed questionnaires addressed to school principals, teachers, and students.

The student questionnaire consists of 36 questions covering the following:

- Characteristics such as gender, age, and nationality
- Spoken languages and reading habits at home
- Learning environment at home, including parental support and access to technology
- Reading activities in the three languages at school
- Perceptions towards math learning
- Revision sessions at the beginning of the school year (grade 6 only)
- Students' SEL needs

The teacher questionnaires for languages (65 questions) and math (52 questions) cover the following:

- Characteristics such as gender, age, qualifications, and teaching experience
- Participation in training sessions on teaching reading/math and integration of ICT in
- Implementation of learning recovery activities at the beginning of the school year
- Duration of in-person teaching and percentage of covered curriculum during the 2021-2022 school year
- Student performance in languages and math, and implementation of remediation activities
- Instructional methods and practices for teaching reading and math
- Students' SEL needs and teachers' readiness to respond to these needs
- Teachers' SEL needs and anxiety levels

The school principal questionnaire consists of 60 questions covering the following:

- Characteristics such as gender, age, qualifications, and professional experience
- Students' enrollment in grades 2, 3 and 6 and school language of instruction

- Learning continuity and student engagement during the 2020-2021 and 2021-2022 school years
- Physical school environment (i.e., electricity, running water, heating) and support programs for families
- Access to technology and libraries at school
- Collaboration between the school and parents to improve learning
- Support provided to students with disabilities

ANNEX IV: RELIABILITY ESTIMATES

Grade 2 Tests' Reliability

The QITABI 2 team calculated the Cronbach's alpha for each of the EGRA (Arabic, French and English) and EGMA tests. The Cronbach's alpha is used to estimate the internal consistency reliability of tests or subtasks. It indicates the extent to which the subtasks or items that are designed to measure a specific construct provide consistent scores. The values for this coefficient range from 0.00 to 1.00, with higher values indicating better (or more desirable) reliability. Values of 0.80 and above are considered acceptable for tests such as EGRA and EGMA. The values presented in Exhibit 60 indicate strong reliability measures for the EGMA test and medium reliability measures for the EGRA tests.

Exhibit 60: EGRA and EGMA Cronbach's Alpha

Instrument	Number of Subtasks	Cronbach's Alpha
EGMA	8	0.85
Arabic EGRA	6	0.67
French EGRA	6	0.67
English EGRA	6	0.75

Grade 2 Subtasks' quality and reliability

In addition to the test reliability measures, the QITABI 2 team calculated the Cronbach's alpha coefficient and the subtask-total correlations for the quality (or discrimination) of each of the Grade 2 EGRA and EGMA subtasks and the Grade 3 ORF subtasks. The Exhibits below show strong reliability measures, except for the following subtasks: Subtraction level 2, Listening comprehension (Arabic, French, English), Letter Sounds Identification (French), Non-Word Reading (Arabic) and Reading Comprehension (Arabic).

Exhibit 61: EGMA Subtasks Cronbach Alpha

Subtask	Subtask-Total
Number Identification	0.89
Number Discrimination	0.77
Missing Number	0.75
Addition Level I	0.92
Subtraction Level I	0.94
Addition Level 2	0.67
Subtraction Level 2	0.11

Subtask	Subtask-Total
Word Problems	0.73

Exhibit 62: EGRA Subtasks Cronbach's Alpha

ECDA Cubanda	Cronbach's Alpha						
EGRA Subtask	Arabic	English	French				
Listening Comprehension	0.57	0.53	0.59				
Syllable Segmentation	0.80	0.79	0.86				
Letters Sound Identification	0.95	0.81	0.57				
Non-Word Reading	0.39	0.86	0.91				
Oral Reading Fluency	0.94	0.80	0.92				
Reading Comprehension	0.39	0.80	0.83				

Exhibit 63: Grade 3 ORF Cronbach's Alpha

Instrument	Grade 3 ORF Cronbach's Alpha
Arabic ORF	0.90
French ORF	0.94
English ORF	0.89

The subtask-total correlations for EGRA and EGMA were calculated by correlating the percent correct scores for each subtask and the grand mean for all subtasks (total score). They provide an indication of whether the subtask can discriminate between high achieving and low achieving students. A value of 0.2 or above is considered acceptable. All the subtask-total correlations in the tables below are well above the minimum standard, indicating high quality subtasks.

Exhibit 64: EGMA Subtask Correlations

Subtask	Subtask-Total
Number Identification	0.79
Number Discrimination	0.70
Missing Number	0.79
Addition Level I	0.76
Subtraction Level I	0.75
Addition Level 2	0.74
Subtraction Level 2	0.46
Word Problems	0.66

Exhibit 65: EGRA Subtask Total-Correlations

ECDA Cultural	Subt	Subtask Total-Correlations							
EGRA Subtask	Arabic	English	French						
Listening Comprehension	0.67	0.66	0.63						
Syllable Segmentation	0.66	0.67	0.78						
Letters Sound Identification	0.75	0.65	0.73						
Non-Word Reading	0.70	0.78	0.76						
Oral Reading Fluency	0.72	0.80	0.77						

EGRA Subtask	Subta	Subtask Total-Correlations						
EGRA Subtask	Arabic	English	French					
Reading Comprehension	0.68	0.73	0.52					

ANNEX V: CORRELATIONS BETWEEN SUBTASKS

Pearson correlation coefficients were calculated among the EGRA and EGMA subtasks in Grade 2, and for the math, listening and reading comprehension tests in Grades 3 and 6.

Generally accepted guidelines for interpreting Pearson's correlation coefficients are:

- Perfect: If the value is near ± 1
- High degree: If the coefficient value lies between \pm 0.50 and \pm 1
- Moderate degree: If the value lies between ± 0.30 and ± 0.49
- Low degree: When the value lies below + .29
- No correlation: When the value is zero

In grade 2, there were high correlations between ORF in Arabic and ORF in French and English, with Arabic reading comprehension and ORF scores in Arabic, French and English and between ORF and reading comprehension in English and ORF and reading comprehension in French.

Exhibit 66: Grade 2 EGRA EGMA Correlations

Variables	ORF_Ara bic	ORF_Engl ish	ORF_Fre nch	Additi on: Level I	Reading Comprehen sion _Arabic Reading Comprehen sion _English		Reading Comprehen sion _French	Word Proble ms
ORF_Arabic	- 1							
ORF_English	0.795*	1						
ORF_Frenc	0.751*		- 1					
Addition: Level I	0.393*	0.417*	0.416*	- 1				
Reading Comprehen sion _Arabic	0.782*	0.645*	0.598*	0.344*	I			
Reading Comprehen sion _English	0.457*	0.661*		0.271*	0.428*	ı		
Reading Comprehen sion _French	0.384*		0.578*	0.175*	0.344*		ı	
Word Problems	0.293*	0.301*	0.341*	0.405*	0.290*	0.357*	0.291*	I

In grade 3, there were high correlations between Arabic math, reading comprehension and ORF, Arabic reading comprehension and ORF English, between English listening comprehension and French ORF and between ORF Arabic and ORF in French and English.

Exhibit 67: Grade 3 CBA Correlations with ORF Scores

Variables	Arabic Listening Comprehension	Arabic Math	Arabic Reading Comprehension	English Listening Comprehension	English Math	English Reading Comprehension	French Listening Comprehension	French Math	French Reading Comprehension
Arabic Listening Comprehension	- 1								
Arabic Math	0.177	- 1							
Arabic Reading Comprehension	0.289*	0.446*	I						
English Listening Comprehension	0.223*	0.084	0.312*	I					
English Math	0.176*	0.393	0.306*	0.276*	- 1				
English Reading Comprehension	0.218*	0.177	0.360*	0.488*	0.368*	I			
French Listening Comprehension	0.195*	0.248	0.273*	0.339	-0.085	0.251	I		
French Math	0.132*		0.297*	0.115	-0.171	0.145	0.253*	I	
French Reading Comprehension	0.152*	0.097	0.235*	0.086	-0.206	-0.121	0.352*	0.261*	1

In grade 6, the highest correlations were found between listening and reading comprehension in English language (0.49) and between math and reading comprehension in Arabic language (0.45)

Exhibit 68: Grade 6 CBA Correlations

Variables	Arabic Listening Comprehension	Arabic Math	Arabic Reading Comprehension	English Listening Comprehension	English Math	English Reading Comprehension	French Listening	French Math	French Reading Comprehension	ORF Arabic	ORF English	ORF French
Arabic Listening Comprehens ion	I											
Arabic Math	0.372 *	- 1										
Arabic Reading Comprehens ion	0.391	0.507 *	I									
English Listening Comprehens ion	0.274	0.313	0.327	1								
English Math	0.315		0.442 *	0.346 *	1							

Variables	Arabic Listening Comprehension	Arabic Math	Arabic Reading Comprehension	English Listening Comprehension	English Math	English Reading Comprehension	French Listening	French Math	French Reading Comprehension	ORF Arabic	ORF English	ORF French
English Reading Comprehens ion	0.174	0.212	0.339	0.387	0.399	I						
French Listening Comprehens ion	0.192	0.172	0.258	- 0.037	- 0.177	0.071	I					
French Math	0.283 *		0.425 *	0.323	- 0.024	0.191	0.230 *	- 1				
French Reading Comprehens ion	0.121	0.12	0.244	0.056	0.348	0.091	0.177	0.272	I			
ORF Arabic	0.378 *	0.513	0.603 *	0.304 *	0.354 *	0.226 *	0.240 *	0.357 *	0.181	I		
ORF English	0.341	0.482 *	0.513 *	0.431	0.443	0.409	0.462	- 0.287	0.165	0.722 *	1	
ORF French	0.344 *	0.486 *	0.467 *	0.619	0.208	0.436	0.313	0.414	0.236 *	0.751 *		1

ANNEX VI: GRADE 3 AND 6 READING SCORES BY CONSTRUCT

Exhibit 69: Grade 3 Arabic Reading Scores by Construct

Domain	Construct	Raw s	cores	Percent Correct		
Domain	Construct	Range	All	Range	All	
Reading Comprehension	Retrieval	0-10	3.9	0-100	38.6	
	Reflection	0-3	0.8	0-100	27.7	
	Interpretation	0-11	3.5	0-100	31.6	

Exhibit 70: Grade 3 French Reading Scores by Construct

Domain	Canatavat	Raw s	cores	Percent Correct		
Domain	Construct	Range	All	Range	All	
	Retrieval	0-9	2.4	0-100	26.4	
Reading Comprehension	Reflection	0-5	1.0	0-100	20.1	
	Interpretation	0-10	2.3	0-100	23.0	

Exhibit 71: Grade 3 English Reading Scores by Construct

Domain	Construct	Raw s	cores	Percent Correct		
	Construct	Range	All	Range	All	
Reading Comprehension	Retrieval	0-10	2.8	0-100	28.2	
	Reflection	0-4	1.0	0-100	25.3	
	Interpretation	0-10	2.5	0-100	24.8	

Exhibit 72: Grade 6 Arabic Reading Scores by Construct

Damain	Construct	Raw scores		Percent Correct	
Domain	Construct	Range	All	Range	All
	Retrieval	0-10	4.8	0-100	48.I
Reading Comprehension	Reflection	0-5	2.6	0-100	51.5
9 1	Interpretation	0-21	10.3	0-100	49.2

Exhibit 73: Grade 6 French Reading Scores by Construct

Domain	Construct	Raw s	cores	Percent Correct		
	Construct	Range	All	Range	All	
Reading Comprehension	Retrieval	0-12	4.2	0-100	34.9	
	Reflection	0-6	1.2	0-100	19.8	
	Interpretation	0-15	4.1	0-100	27.2	

Exhibit 74: Grade 6 English Reading Scores by Construct

Domain	Construct	Raw s	cores	Percent Correct	
	Construct	Range	All	Range	All
	Retrieval	0-16	6.7	0-100	42.I
Reading Comprehension	Reflection	0-7	2.0	0-100	28.7
	Interpretation	0-13	4.0	0-100	30.4

ANNEX VII: STUDENT QUESTIONNAIRE DATA

Exhibit 75: Student Characteristics and ORF Scores in Grade 2

			Student Per	Student Performance (Percent Correct)			
Item	Options	Obs %	Arabic ORF	English ORF	French ORF		
	No	80.8	6.6	12.0	4.1		
	Yes, always	4.0	4.3	7.1	3.2		
	Yes, sometimes	15.2	8.3	17.4	6.9		
Do you speak French at home?	Yes, always vs No		-2.4*	-4.8	-0.8		
	Yes, sometimes vs No		1.6*	5.4	2.8		
	Yes, sometimes vs Yes,		4.0	10.3	3.6***		
	always		4.0		3.6		
	No	73.4	5.6	9.1	4.4		
	Yes, always	3.8	6.0	14.7	4.2		
	Yes, sometimes	22.8	10.6	15.5	9.4		
Do you speak English at home?	Yes, always vs No		0.4	5.6	-0.2		
	Yes, sometimes vs No		5.0	6.5	4.9		
	Yes, sometimes vs Yes,		4.6***	0.9***	5.2**		
	always						
	No	9.5	2.3	5.1	2.1		
	Yes, a lot	67.8	8.2	14.1	5.6		
Do you like to read?	Yes, a little bit	22.7	4.4	8.8	3.2		
Do you like to I cau:	Yes, a lot vs No		5.9***	9.0***	3.6***		
	Yes, a little bit vs No		2.1***	3.7***	1.1***		
	Yes, a little bit vs Yes, a lot		-3.8***	-5.4**	-2.5		
Are there books in your	No	36.2	5.9	10.2	4.1		
home? (Do not count	Yes	63.8	7.2	12.8	5.1		
magazines, newspapers, or	Vaa oo Na		1.3**	2.6**	1.0*		
your schoolbooks.)	Yes vs No	55.0	7.2	12.2	F 1		
In the last two weeks, did anyone read stories in Arabic	No Yes	45.0	7.2 6.2	12.3	5.1 4.2		
to you at home?	Yes vs No	75.0	-0.9*	-0.7	-0.9*		
	No	81.1	7.1	12.1	4.9		
In the last two weeks, did	Yes	18.9	5.2	11.8	4.3		
anyone read stories in French to you at home?	Yes vs No	10.7	-2.0***	-0.3	-0.6		
In the last two weeks, did	No	76.8	6.4	11.7	4.7		
anyone read stories in English	Yes	23.2	7.9	12.5	5.2		
to you at home?	Yes vs No	23.2	1.4*	0.8	0.5		
In the last two weeks, did you	No	41.7	5.2	10.1	3.8		
read stories in Arabic at	Yes	58.3	7.9	13.1	5.4		
home?	Yes vs No	30.3	2.8***	3.0**	1.6***		
In the last two weeks, did you	No	81.3	6.9	12.1	4.4		
read stories in French at	Yes	18.7	5.9	11.1	5.4		
home?	Yes vs No	10.7	-1.1	-1.0	1.1*		
In the last two weeks, did you	No.	76.3	6.1	10.3	4.7		
read stories in English at	Yes	23.7	8.9	14.5	5.4		
home?	Yes vs No	23.7	2.7***	4.3***	0.7		
In the last two weeks, did your	No	29.7	6.5	11.5	4.4		
Arabic language teacher read	Yes	70.3	6.9	12.1	4.9		
stories to you in class?	Yes vs No		0.4	0.6	0.5		
Usually, does your Arabic	No	36.8	7.1	13.3	4.6		
language teacher give you	Yes	63.2	6.6	11.2	4.8		
time to read stories alone							
silently in class?	Yes vs No		-0.5	-2.1*	0.2		
Does your Arabic language	No	36.1	6.3	11.2	3.7		
teacher ask you questions	Yes	63.9	7.0	12.2	5.3		
about a story or book you			0.7	1.0	1.7***		
read or heard?	Yes vs No	F0.0					
In the last two weeks, did your	No	58.8	6.9	11.6	5.3		
French/English language	Yes	41.2	6.6	12.3	3.7		
teacher read stories to you in class?	Yes vs No		-0.3	0.6	-1.7***		
Usually, does your	No	50.3	7.0	11.6	4.6		
French/English language	Yes	49.7	6.6	12.4	4.8		
teacher give you time to read				İ			
stories alone silently in class?	Yes vs No		-0.4	0.8	0.2		
	No	49.5	6.7	11.1	4.8		

T.	Obs. %		Student Performance (Percent Correct)			
ltem	Options	Obs %	Arabic ORF	English ORF	French ORF	
Does your French/English	Yes	50.5	6.8	12.9	4.6	
language teacher ask you						
questions about a story or book you read or heard?	Yes vs No		0.1	1.8	-0.1	
Do you have Arabic	No	37.6	6.1	10.9	4.3	
stories/books in your	Yes	62.4	7.2	12.7	5.1	
classroom?	Yes vs No		1.1*	1.9	0.7	
Do you have French/English	No	67.1	6.7	11.5	4.8	
stories in your classroom?	Yes	32.9	6.6	12.8	4.6	
	Yes vs No	27.5	-0.1	1.3	-0.2	
Do you have a library (which means a room with books) in	No Yes	37.5 62.5	5.9 7.2	11.2	4.I 4.8	
your school (outside of the	Tes	62.3				
classroom)?	Yes vs No		1.3*	1.5	0.8	
In this library, do you get to	No	54.9	7.5	13.5	5.2	
borrow Arabic books you like	Yes	45.1	7.0	11.8	4.4	
to read?	Yes vs No	441	-0.6	-1.7	-0.8	
In this library, do you get to	No Yes	64.1 35.9	7.7	13.1	5.1	
borrow French/English books you like to read?	Yes vs No	33.7	6.6 -1.1	-0.9	4.4 -0.7	
, ca into to read.	No	2.2	4.7	10.3	0.6	
	Yes, a lot	90.3	7.0	12.3	4.9	
Do you like learning math?	Yes, a little	7.6	5.0	8.1	3.2	
Do you like learning math?	Yes, a lot vs No		2.2	2.1	4.3***	
	Yes, a little vs No		0.3	-2.1	2.5***	
	Yes, a little vs Yes, a lot	0.0	-1.9	-4.2	-1.8**	
	No Yes, a lot	8.8 80.4	5.2 7.1	9.9 12.6	2.8 5.1	
Do you like to solve math	Yes, a little	10.8	5.7	8.9	4.1	
problems?	Yes, a lot vs No	10.0	1.9	2.7	2.3***	
·	Yes, a little vs No		0.5	-1.0	1.3***	
	Yes, a little vs Yes, a lot		-1.4	-3.8	-1.0	
Do you have a	No	59.4	5.8	10.5	4.2	
laptop/computer or lpad/tablet at home?	Yes Yes vs No	40.6	8.2 2.4***	13.7 3.2***	5.8 1.6**	
Do you have internet on the	No	13.6	8.7	12.8	5.4	
computer/laptop or	Yes	86.4	8.1	13.8	5.7	
lpad/tablets at home?	Yes vs No		-0.6	1.0	0.3	
	No	25.3	6.4	11.5	4.5	
	Yes, often	15.0	4.9	9.4	3.4	
Does your parent/ guardian	Yes, sometimes	59.7	7.3	12.5	5.2	
speak to your teachers or school principal?	Yes, often vs No Yes, sometimes vs No		-1.5 1.0	-2.0 1.0	-1.2 0.6	
School principal.	Yes, sometimes vs Yes,					
	often		2.5	3.1	1.8	
	No	12.4	8.3	14.5	4.9	
	Yes, often	63.1	5.5	10.6	3.9	
Does someone at home help	Yes, sometimes Yes, often vs No	24.4	9.2 -2.8***	14.0 -3.9	7.2 -1.0	
you to study your lessons?	Yes, sometimes vs No		1.0***	-3.9	2.3	
	Yes, sometimes vs Yes,					
	often		3.7	3.5	3.3*	
	My parent(s)	57.8	7.5	13.4	5.9	
	Another adult (teacher)	16.1	6.4	10.2	4.8	
	Siblings Friends	24.2 0.2	4.3 3.6	7.1 0.0	2.5 6.4	
	Other	1.7	6.0	10.8	3.2	
	Another adult (teacher) vs					
If yes, who provides this	My parent(s)		-1.1	-3.2	-1.2	
support?	Siblings vs My parent(s)		-3.2	-6.3	-3.4	
	Friends vs My parent(s)		-4.0	-13.4	0.5	
	Other vs My parent(s)		-1.6	-2.6	-2.7	
	Siblings vs Another adult (teacher)		-2.1***	-3.1***	-2.2***	
	Friends vs Another adult		-2.8***	10 7***	1.6***	
	(teacher)		-2.0	-10.2***	1.0	

ltem	Options	Obs %	Student Pe	dent Performance (Percent Correct)		
item		333 73	Arabic ORF	English ORF	French ORF	
	Other vs Another adult		-0.5***	0.5***	-1.6***	
	(teacher)		-0.8	-7.1***	3.9	
	Friends vs Siblings			3.7***		
	Other vs Siblings Other vs Friends		1.6		0.6 -3.2	
	No Other vs Friends	19.8	2.4 6.4	10.8	5.3	
Do you have a quiet space	Yes	80.2	6.9	12.1	4.6	
where you can study at home?	Yes vs No	60.2	0.4	12.1	-0.7	
	No	8.4	6.7	12.6	3.4	
	Yes, a lot	86.3	6.8	12.0	4.8	
Did you miss going to school	Yes, a little bit	5.3	7.2	9.7	4.8	
when it was closed in the last 3	Yes, a lot vs No	3.3	0.1	-0.6	1.4	
years?	Yes, a little bit vs No		0.5	-2.9	1.4	
	Yes, a little bit vs Yes, a lot		0.5	-2.3	-0.0	
	No	4.6	4.3	7.8	3.5	
	Yes, a lot	87.3	6.9	12.4	4.8	
	Yes, a little bit	8.2	7.0	10.6	5.0	
Do you feel happy these days?	Yes, a lot vs No	0.2	2.6**	4.5*	1.3	
	Yes, a little bit vs No		2.8**	2.8*	1.5	
	Yes, a little bit vs Yes, a lot		0.1	-1.7	0.2	
	Lebanon	91.0	6.6	12.0	4.9	
	Syria	6.8	8.4	12.0	3.5	
	Palestine	1.4	8.0	10.9	0.5	
	Iraq	0.2	5.1	9.9	1.0	
	Other	0.6	6.7	16.0	0.3	
	Syria vs Lebanon	0.0	1.7	0.0	-1.4	
	Palestine vs Lebanon		1.3	-1.1	-4.4	
From which country are you?	Iraq vs Lebanon		-1.6	-2.1	-3.9	
From which country are you.	Other vs Lebanon		0.1	4.0	-4.6	
	Palestine vs Syria		-0.4	-1.1	-3.0***	
	Iraq vs Syria		-3.3	-2.1	-2.5***	
	Other vs Syria		-1.6	4.0	-3.1***	
	Iraq vs Palestine		-2.9	-1.0	0.5***	
	Other vs Palestine		-1.2	5.1	-0.2***	
	Other vs Iraq		1.7	6.1	-0.7***	
	6	1.1	1.7	0.1	-0.7	
	7	36.1				
	8	37.8				
	9	14.5				
How old are you?	10	8.2				
110 Old al C you.	11	1.4				
	12	0.7				
	13	0.2				
	14	0.1				
	Male	50.6	6.1	11.1	4.1	
Student Gender	Female	49.4	7.4	13.0	5.3	
Student Gender		77.7				
	Female vs Male		1.3*	1.9	1.3*	

Exhibit 76: Student Characteristics and CBA Scores in Grade 3

ltem	0-4	Obs %	Stude	ent Performance	e (Percent Corre	ct)
item	Options	Obs %	Arabic	French	English	Math
	No	85.8	36.4	25.2	30.2	33.0
	Yes, always	1.9	31.9	27.1	22.9	28.7
Do you speak Evensh at	Yes, sometimes	12.4	35.9	27.0	34.5	34.8
Do you speak French at home?	Yes, always vs No		-4.5	2.0	-7.3***	-4.4
nome:	Yes, sometimes vs No		-0.5	1.8	4.3***	1.8
	Yes, sometimes vs Yes, always		4.0	-0.1	11.6	6.1
	No	72.8	34.0	25.3	27.0	31.3
De very encel. English et	Yes, always	2.0	37.4	34.1	36.9	37.7
Do you speak English at home?	Yes, sometimes	25.2	42.8	29.4	33.5	38.0
nome:	Yes, always vs No		3.5	8.8*	9.9*	6.4
	Yes, sometimes vs No		8.9	4.2*	6.5*	6.7

leava	Ontions	Obs %	Student Performance (Percent Correct)					
ltem	Options	Obs %	Arabic	French	English	Math		
	Yes, sometimes vs Yes,		5.4***	-4.7**	-3.4***	0.3***		
	always	0.4	20.5	22.4	25.1	27.4		
	No	8.4	29.5	22.4	25.1	27.6		
	Yes, a lot	67.1	38.3	26.7	31.1	34.1		
Da vari lika ta maad?	Yes, a little bit	24.5	32.9 8.8***	23.8	29.3 6.1***	32.3 6.5***		
Do you like to read?	Yes, a lot vs No Yes, a little bit vs No		3.4***	4.2* 1.4*	4.2***	4.8***		
	Yes, a little bit vs Yes, a		3.4	1.4"	4.2	4.0		
	lot		-5. 4	-2.9	-1.9*	-1.8**		
Are there books in your	No	39.9	34.6	24.5	27.2	30.9		
home? (Do not count	Yes	60.1	37.5	26.6	31.8	34.8		
magazines, newspapers, or			3.0***	2.2**	4.6***	3.8***		
your schoolbooks.)	Yes vs No		***					
In the last two weeks, did	No	58.4	36.6	24.7	30.6	33.2		
anyone read stories in Arabic	Yes	41.6	35.9	27.1	29.8	33.1		
to you at home?	Yes vs No	05.4	-0.7	2.4**	-0.8	-0.1		
In the last two weeks, did	No	85.4	37.I 32.3	25.3	30.3	33.5		
anyone read stories in French to you at home?	Yes Yes vs No	14.6	32.3 -4.8***	26.6 1.4	31.4	30.8 -2.8*		
In the last two weeks, did	No	79.7	-4.8*** 35.6	25.5	29.3	32.3		
anyone read stories in English	Yes	20.3	39.3	28.5	31.9	36.9		
to you at home?	Yes vs No	20.3	3.7***	3.0	2.6	4.6***		
In the last two weeks, did you	No	39.9	32.8	24.2	28.3	30.5		
read stories in Arabic at	Yes	60.1	38.6	26.7	31.2	34.8		
home?	Yes vs No	55.1	5.7***	2.6***	2.9*	4.3***		
In the last two weeks, did you	No	83.I	36.3	24.7	30.3	33.2		
read stories in French at	Yes	16.9	36.6	27.9	31.7	32.6		
home?	Yes vs No		0.3	3.1***	1.4	-0.6		
In the last two weeks, did you	No	74.7	34.9	25.3	27.8	32.0		
read stories in English at	Yes	25.3	40.3	31.9	33.1	36.4		
home?	Yes vs No		5.4***	6.6***	5.3***	4.4***		
In the last two weeks, did	No	37.6	37.0	25.3	31.1	34.4		
your Arabic language teacher	Yes	62.4	36.0	25.9	29.8	32.5		
read stories to you in class?	Yes vs No		-1.0	0.6	-1.4	-1.8*		
Usually, does your Arabic	No	29.9	36.8	25.4	30.3	33.1		
language teacher give you	Yes	70.1	36.1	25.8	30.3	33.1		
time to read stories alone silently in class?	Yes vs No		-0.7	0.4	0.0	0.1		
Does your Arabic language	No	32.2	35.3	25.3	30.9	32.7		
teacher ask you questions	Yes	67.8	36.8	25.7	30.1	33.5		
about a story or book you	1.00	07.0						
read or heard?	Yes vs No		1.5	0.4	-0.9	0.8		
In the last two weeks, did	No	62.4	36.6	25.9	30.1	33.7		
your French/English language	Yes	37.6	36.0	25.2	30.3	32.3		
teacher read stories to you in	Van va Nic		-0.6	-0.6	0.2	-1.5		
class?	Yes vs No	447						
Usually, does your French/English language	No Yes	44.6 55.4	36.3 36.3	25.4 25.9	29.7 30.5	33.5 32.8		
teacher give you time to read	1 62	33. 1						
stories alone silently in class?	Yes vs No		-0.1	0.5	0.8	-0.7		
Does your French/English	No	45.0	36.0	25.0	29.2	32.5		
language teacher ask you	Yes	55.0	36.7	26.3	31.0	33.7		
questions about a story or			0.7	1.3	1.8	1.1		
book you read or heard?	Yes vs No							
Do you have Arabic	No	44.9	35.0	25.5	29.7	31.7		
stories/books in your	Yes	55.1	37.3	25.8	30.3	34.4		
classroom?	Yes vs No	71.0	2.3*	0.3	0.6	2.7*		
Do you have French/English	No	71.0	36.0	25.3	29.4	32.3		
stories in your classroom?	Yes Yes vs No	29.0	36.2	26.1	31.4	34.5		
Do you have a library (which	No Yes vs No	33.1	0.2 34.8	0.8 25.7	2.0 30.7	2.2* 32.3		
means a room with books) in	Yes	66.9	34.8	25.7	29.7	33.0		
your school (outside of the	1 03	30.7						
classroom)?	Yes vs No		1.8	-0.1	-1.0	0.7		
In this library, do you get to	No	60.6	36.9	25.9	30.I	33.0		
borrow Arabic books you like	Yes	39.4	36.3	25.5	29.0	32.8		
to read?	Yes vs No		-0.6	-0.4	-1.1	-0.3		

ITEM Untions Uns %	ercent Corre	
Arabic French	English	Math
In this library, do you get to No 71.4 37.2 25.5	30.0 28.9	33.I
		32.4
you like to read? Yes vs No -1.5 0.8 No 1.9 34.5 26.5	-1.0 31.8	-0.8 29.5
Yes, a lot 91.2 36.5 25.7	30.2	33.5
Yes, a little 7.0 34.7 23.5	30.9	30.2
Do you like learning math? Yes, a lot vs No 1.9 -0.7	-1.6	4.0
Yes, a little vs No 0.2 -2.9	-0.9	0.7
Yes, a little vs Yes, a lot -1.8 -2.2	0.7	-3.3
No 6.7 32.7 23.5	28.0	28.8
Yes, a lot 82.6 36.8 26.0	30.3	33.7
Do you like to solve math Yes, a little 10.7 34.9 23.6	31.6	31.7
problems? Yes, a lot vs No 4.1* 2.5	2.3	5.0***
Yes, a little vs No 2.2* 0.1	3.6	2.9***
Yes, a little vs Yes, a lot -1.9 -2.4	1.3	-2.1
Do you have a No 57.2 35.3 25.2	27.8	32.0
laptop/computer or Yes 42.8 37.7 26.5	32.7	34.7
Ipad/tablet at home? Yes vs No 2.4** 1.3	4.9***	2.7***
Do you have internet on the No 10.0 38.1 24.7	30.2	35.3
computer/laptop or Yes 90.0 37.6 26.8	32.9	34.6
Ipad/tablets at home? Yes vs No -0.5 2.1	2.7	-0.7
No 27.4 36.6 25.5	31.4	32.7
Yes, often 11.2 33.9 24.6 Does your parent/ guardian Yes, sometimes 61.3 36.6 25.8	27.5 30.0	31.6 33.6
Does your parent/ guardian speak to your teachers orYes, sometimes61.336.625.8Yes, often vs No-2.7-0.8	-3.9	-1.2
school principal? Yes, often vs No -2.7 -0.8 Yes, often vs No 0.0 0.3	-3.9 -1. 4	0.8
Yes sometimes vs Yes	-1.4	0.6
often	2.6	2.0
No 12.5 39.2 25.2	32.1	34.7
Yes, often 61.0 34.4 24.8	28.7	31.9
Yes sometimes 26.5 39.3 28.2	32.2	35.3
Volute study your lessons? Yes, often vs No -4.8** -0.4	-3.4	-2.8*
you to study your lessons? Yes, sometimes vs No 0.2** 3.0	0.2	0.6*
Yes, sometimes vs Yes, 5.0 3.3*	3.6	3.4
often		
My parent(s) 55.5 37.1 26.7	30.4	34.1
Another adult (teacher) 19.4 34.7 25.2	27.2	30.5
Siblings 21.4 34.5 24.5	31.2	32.9
Friends 0.3		
Other 3.5		
Another adult (teacher) vs My parent(s) -2.3 -1.5	-3.2	-3.6**
Siblings vs My parent(s) -2.6 -2.2	0.8	-1.2**
Friends vs My parent(s)	0.0	-1.4
If yes, who provides this		
support: Siblings vs Another adult	4.5	
(teacher)	4.0	2.4
Friends vs Another adult		
(teacher)		
Other vs Another adult		
(teacher)		
Friends vs Siblings		
Other vs Siblings		
Other vs Friends	20.7	21.2
Do you have a quiet space No 20.4 34.4 26.0	28.7	31.3
where you can study at home? Yes 79.6 36.8 25.5 Yes vs No 2.4* -0.4	30.6 1.9	33.6
home? Yes vs No 2.4* -0.4 No 7.6 31.3 23.0	31.6	2.3* 31.5
Yes, a lot 84.3 37.0 25.9	30.2	33.4
Tes, a lot 64.5 37.0 23.7 Did you miss going to school Yes, a little bit 8.1 33.9 24.8	29.4	32.5
when it was closed in the last Yes, a lot vs No 5.6** 2.9	-1.4	1.9
3 years? Yes, a little bit vs No 2.6** 1.8	-2.3	1.1
Yes a little bit vs Yes a		
lot -3.0 -1.2	-0.9	-0.8
No 4.6 33.4 25.0	29.1	29.5
Do you feel happy these days? Yes, a lot 83.8 36.5 25.7	30.4	33.5
Yes, a little bit 11.5 36.1 25.7	29.7	32.5

ltem	Ostions	Obs %	Stude	ent Performance	(Percent Corre	ct)
item	Options	Obs /6	Arabic	French	English	Math
	Yes, a lot vs No		3.1	0.7	1.3	4.0*
	Yes, a little bit vs No		2.7	0.7	0.6	3.0*
	Yes, a little bit vs Yes, a lot		-0.4	0.0	-0.7	-1.0
	Lebanon	88.5	35.4	25.5	30.3	32.7
	Syria	9.5	44.2	27.6	29.5	36.2
	Palestine	1.2	41.6	14.3	32.2	38.6
	Iraq	0.1	44.0	18.8	21.2	44.1
	Other	0.6	46.8	28.5	33.2	37.3
	Syria vs Lebanon		8.9***	2.1	-0.8	3.4*
	Palestine vs Lebanon		6.2***	-11.2	1.9	5.8*
From which country are you?	Iraq vs Lebanon		8.6***	-6.7	-9.1	11.4*
	Other vs Lebanon		11.5***	3.0	2.9	4.6*
	Palestine vs Syria		-2.7	-13.3*	2.7	2.4
	Iraq vs Syria		-0.2	-8.8*	-8.3	8.0
	Other vs Syria		2.6	0.9*	3.7	1.2
	Iraq vs Palestine		2.4	4.5***	-11.0***	5.6
	Other vs Palestine		5.3	14.2***	1.0***	-1.2
	Other vs Iraq		2.8	9.8	12.0	-6.8

Exhibit 77: Student Characteristics and CBA Scores in Grade 6

ltem	Options	Obs (%)	Studen	t Performance	(Percent Corre	ect)
	·		Arabic	French	English	Math
	No	82.4	45.6	29.3	37.9	32.0
	Yes, always	0.9	39.8	40.8	34.6	30.5
Do you speak French at	Yes, sometimes	16.6	47.9	34.1	38.8	33.I
home?	Yes, always vs No		-5.8	11.5	-3.4	-1.5
	Yes, sometimes vs No		2.4	4.8	0.9	1.2
	Yes, sometimes vs Yes, always		8.1	-6.7***	4.2	2.6
	No	61.6	44.0	30.1	34.5	31.3
	Yes, always	1.9	51.0	38.9	54.2	36.9
D	Yes, sometimes	36.5	48.8	35.3	39.5	33.4
Do you speak English at	Yes, always vs No		7.0*	8.8	19.8**	5.6*
home?	Yes, sometimes vs No		4.8*	5.2	5.0**	2.1*
	Yes, sometimes vs Yes, always		-2.2***	-3.6***	-14.8***	3.5***
	No	6.5	41.4	34.8	32.5	33.2
	Yes, a lot	46.0	46.3	30.9	38.7	31.5
Da 131 4 12	Yes, a little bit	47.5	46.1	30.7	38.0	32.7
Do you like to read?	Yes, a lot vs No		4.8*	-3.9	6.2**	-1.6
	Yes, a little bit vs No		4.7*	-4.1	5.6**	-0.5
	Yes, a little bit vs Yes, a lot		-0.1*	-0.2	-0.7**	1.1
Are there books in your	No	38.8	43.7	28.8	35.7	31.1
home? (Do not count	Yes	61.2	47.3	32.8	39.0	32.8
magazines, newspapers, or your schoolbooks.)	Yes vs No		3.7***	4.0***	3.2**	1.7***
In the last two weeks, did	No	80.6	46.3	31.4	38.1	32.3
anyone read stories in Arabic	Yes	19.4	44.5	29.2	37.0	31.5
to you at home?	Yes vs No		-1.8	-2.2*	-1.1	-0.8
In the last two weeks, did	No	93.3	46.2	31.1	37.9	32.3
anyone read stories in French	Yes	6.7	41.2	30.6	40.4	30.1
to you at home?	Yes vs No		-5.0***	-0.5	2.5	-2.2*
In the last two weeks, did	No	88.8	46.0	30.8	37.8	32.1
anyone read stories in English	Yes	11.2	45.0	34.0	38.4	32.6
to you at home?	Yes vs No		-1.1	3.2	0.7	0.5
In the last two weeks, did you	No	35.6	43.0	31.8	37.5	32.1
read stories in Arabic at	Yes	64.4	47.5	30.6	38.1	32.2
home?	Yes vs No		4.5***	-1.2	0.5	0.1
In the last two weeks, did you	No	83.8	45.9	29.7	38.0	32.3
read stories in French at	Yes	16.2	46.2	34.0	34.3	31.6
home?	Yes vs No		0.3	4.3***	-3.7	-0.7
In the last two weeks, did you	No	77.0	45.6	30.5	36.4	31.9
read stories in English at	Yes	23.0	47.0	36.6	40.3	33.1
home?	Yes vs No		1.4	6.1***	3.9***	1.1

ltem	Options	Obs (%)	Student Performance (Percent Correct)					
			Arabic	French	English	Math		
Did your teachers revise	No	13.8	44.9	29.3	37.2	31.3		
lessons from last year at the	Yes	86.2	46.2	31.3	38.1	32.3		
beginning of the school year?	Yes vs No		1.3	2.0	0.9	1.0		
	Arabic- selected	73.2						
	Arabic- not selected	26.8						
For which subjects did you	French/English- selected	72.5						
review lessons?	French/English- not selected	27.5						
	Math- selected Math- not selected	70.9						
	No	29.1 2.9	43.7	22.5	25.2	20.6		
	Yes, a little	37.4	46.4	32.5 30.1	35.3 37.8	30.6		
After the revision classes, did	Yes, a lot	59.8	46.1	31.9	38.5	32.7		
you feel ready to start new	Yes, a little vs No	37.6	2.7	-2.3	2.6	1.1		
lessons for grade 6?	Yes, a lot vs No		2.4	-0.6	3.2	2.2		
	Yes, a lot vs Yes, a little		-0.3	1.7	0.7	1.0		
In the last two weeks, did	No	60.8	46.4	30.9	37.8	31.8		
your Arabic language teacher	Yes	39.2	45.2	31.4	38.0	32.7		
read stories to you in class?	Yes vs No	37.2	-1.2	0.5	0.1	1.0		
Usually, does your Arabic	No	31.6	47.0	30.5	37.7	31.9		
language teacher give you	Yes	68.4	45.4	31.2	37.9	32.3		
time to read stories alone								
silently in class?	Yes vs No		-1.6	0.8	0.3	0.4		
Does your Arabic language	No	31.8	47.4	31.8	37.3	32.9		
teacher ask you questions	Yes	68.2	45.2	30.7	38.2	31.8		
about a story or book you read or heard?	Yes vs No		-2.2*	-1.1	0.9	-1.1		
In the last two weeks, did	No	74.0	46.4	30.5	38.6	31.8		
your French/English language	Yes	26.0	44.8	32.9	36.3	33.2		
teacher read stories to you in	163	20.0						
class?	Yes vs No		-1.6	2.4	-2.3	1.3*		
Usually, does your	No	44.5	47.4	30.9	38.0	32.3		
French/English language	Yes	55.5	44.9	31.2	37.8	32.0		
teacher give you time to read	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		-2.5**	0.3	-0.2	-0.3		
stories alone silently in class?	Yes vs No No	42.7	47.0			22.4		
Does your French/English language teacher ask you	Yes	43.7 56.3	47.0 45.2	30.4 31.6	38.3 37.7	32.4 32.0		
questions about a story or	Tes	36.3		31.0				
book you read or heard?	Yes vs No		-1.8*	1.2	-0.5	-0.4		
Do you have Arabic	No	53.7	44.2	30.9	36.0	31.8		
stories/books in your	Yes	46.3	47.9	31.3	40.0	32.6		
classroom?	Yes vs No		3.7***	0.3	4.0*	0.8		
/	No	86.9	45.5	31.2	37.6	32.0		
Do you have French/English	Yes	13.1	47.3	29.9	39.8	33.0		
stories in your classroom?	Yes vs No		1.7	-1.3	2.2	0.9		
Do you have a library (which	No	26.3	44.2	30.6	38.3	31.7		
means a room with books) in	Yes	73.7	46.2	31.3	36.7	32.1		
your school (outside of the	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		2.1	0.7	-1.6	0.4		
classroom)?	Yes vs No	40 :						
In this library, do you get to	No	68.1	46.1	32.2	36.1	32.5		
borrow Arabic books you like to read?	Yes Yes vs No	31.9	46.4 0.2	29.8 -2.3	38.0 1.8	31.3		
	No	82.4	46.2	31.3	36.5	32.4		
In this library, do you get to borrow French/English books	Yes	17.6	46.2	31.3	36.3	31.0		
you like to read?	Yes vs No	17.0	-0.0	-0.0	1.3	-1.4		
,	No No	9.4	44.7	30.8	36.5	30.1		
	Yes, a lot	63.6	45.6	31.2	37.3	32.5		
	Yes, a little	27.1	47.0	30.7	39.9	32.2		
Do you like learning math?	Yes, a lot vs No		1.0	0.4	0.8	2.4*		
	Yes, a little vs No		2.3	-0.1	3.4	2.1*		
	Yes, a little vs Yes, a lot		1.3	-0.5	2.6	-0.3		
	No	20.9	46.9	32.0	38.7	31.0		
	Yes, a lot	49.5	45.4	31.2	36.9	32.9		
Do you like to solve math	Yes, a little	29.5	46.3	30.2	39.0	31.8		
problems?	Yes, a lot vs No		-1.5	-0.9	-1.7	2.0*		
	Yes, a little vs No		-0.6	-1.9	0.3	0.8*		
	Yes, a little vs Yes, a lot		0.9	-1.0	2.1	-1.1		
	No	58.6	45.0	29.6	35.7	31.5		
	Yes	41.4	47.3	33.4	40.5	33.2		

ltem	Options	Obs (%)	Studen	t Performance	(Percent Correct)		
			Arabic	French	English	Math	
Do you have a							
laptop/computer or			2.4*	3.8***	4.7***	1.7**	
Ipad/tablet at home?	Yes vs No						
Do you have internet on the	No	9.7	48.I	30.2	38.2	30.7	
computer/laptop or	Yes	90.3	47.2	33.9	40.6	33.4	
lpad/tablets at home?	Yes vs No		-0.9	3.7	2.4	2.8	
	No	24.8	46.9	30.1	38.9	32.1	
Does your parent/ guardian	Yes, often	13.1	44.0	31.1	36.6	31.4	
speak to your teachers or	Yes, sometimes	62.1	46.0	31.3	37.6	32.4	
school principal?	Yes, often vs No		-2.9	1.0	-2.3	-0.7	
Seriooi principan	Yes, sometimes vs No		-0.9	1.2	-1.3	0.3	
	Yes, sometimes vs Yes, often		1.9	0.2	1.0	1.0	
	No	28.3	48.4	32.1	39.4	32.9	
	Yes, often	38.1	42.6	29.8	34.2	31.0	
Does someone at home help	Yes, sometimes	33.5	47.7	31.8	40.3	32.9	
you to study your lessons?	Yes, often vs No		-5.9***	-2.3	-5.2**	-1.9*	
	Yes, sometimes vs No		-0.8***	-0.3	0.9**	0.0*	
	Yes, sometimes vs Yes, often		5.1	2.0	6.0	1.9	
	My parent(s)	40.4	45.6	32.0	38.7	32.0	
	Another adult (teacher)	20.7	42.0	29.3	34.4	30.9	
	Siblings	33.7	46.3	30.3	37.6	32.6	
	Friends	0.7	37.9	31.6	25.7	29.5	
	Other	4.6	43.7	27.2	35.2	30.5	
	Another adult (teacher) vs My parent(s)		-3.6	-2.7	-4.2	-1.1	
If yes, who provides this	Siblings vs My parent(s)		0.6	-1.7	-1.1	0.6	
support?	Friends vs My parent(s)		-7.8	-0.3	-13.0	-2.5	
	Other vs My parent(s)		-1.9	-4.7	-3.5	-1.5	
	Siblings vs Another adult (teacher)		4.2	1.0	3.1	1.6	
	Friends vs Another adult (teacher)		-4.2	2.4	-8.7	-1.4	
	Other vs Another adult (teacher)		1.7	-2.0	0.8	-0.5	
	Friends vs Siblings		-8.4	1.3	-11.8***	-3.1	
	Other vs Siblings		-2.6	-3.0	-2.3***	-2.1	
	Other vs Friends		5.8	-4.4	9.5	1.0	
Do you have a quiet space	No	20.2	45.5	29.4	36.0	31.8	
where you can study at	Yes	79.8	46.0	31.4	38.3	32.3	
home?	Yes vs No		0.5	2.0*	2.4	0.4	
	No	17.1	41.4	30.5	37.7	31.5	
Did mine mine to colorel	Yes, a lot	55.5	46.3	31.6	37.5	32.3	
Did you miss going to school when it was closed in the last	Yes, a little bit	27.4	48. I	30.3	38.8	32.4	
3 years?	Yes, a lot vs No		4.9***	1.1	-0.3	0.8	
J years:	Yes, a little bit vs No		6.7***	-0.2	1.1	0.8	
	Yes, a little bit vs Yes, a lot		1.8***	-1.3	1.3	0.0	
	No	12.7	44.7	29.6	34.2	31.6	
	Yes, a lot	51.9	46.0	31.2	38.2	32.2	
Do you feel happy these days?	Yes, a little bit	35.4	46.3	31.5	38.3	32.3	
20 you reel mappy these days:	Yes, a lot vs No		1.3	1.6	4.0*	0.7	
	Yes, a little bit vs No		1.6	1.9	4.1*	0.7	
	Yes, a little bit vs Yes, a lot		0.3	0.3	0.1	0.1	
	Lebanon	88.7	45.4	31.0	38.4	32.1	
	Syria	8.8	50.1	30.8	35.3	33.2	
	Palestine	2.0	46.4	33.3	32.0	31.5	
	Iraq	0.1	62.2	42.1	39.0	36.7	
	Other	0.4	59.1	•	32.4	36.8	
	Syria vs Lebanon		4.7**	-0.2	-3.0	1.2	
	Palestine vs Lebanon		1.0**	2.3	-6.4	-0.6	
From which country are you?	Iraq vs Lebanon		16.8**	11.1	0.6	4.7	
	Other vs Lebanon		13.8**	2.5	-6.0	4.7	
	Palestine vs Syria		-3.6	11.3	-3.4	-1.8	
	Iraq vs Syria		12.2	8.8	3.6	3.5	
	Other vs Syria		9.1		-3.0	3.6	
	Iraq vs Palestine		15.8**	•	7.0	5.2	
	Other vs Palestine		12.7**	•	0.4	5.3	
	Other vs Iraq		-3.1		-6.6	0.1	

ANNEX VIII: TEACHER QUESTIONNAIRE DATA

Exhibit 78: Grade 2 Language Teachers Questionnaire and Student ORF Scores

			Obs	(%)		Student Performance				
ltem	Options	Arabic	French	English			Percent Corre			
		Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF		
	Oct-21	88.1	91.6	90.8	89.6	7. I	6.2	10.5		
	Nov-21	10.0	6.0	8.1	8.5	7.1	2.4	10.7		
	Dec-21	1.1	1.2	0.0	0.9	0.4	2.4			
	No answer/I don't know	0.7	1.2	1.1	0.9	6.8	2.1			
	Nov-21 vs Oct-21					-0.0	-3.9***	0.2		
When did you	Dec-21 vs Oct-21					-6.7	-3.8***			
start teaching this year?	No answer/I don't know vs Oct-21					-0.3	-4.1***			
	Dec-21 vs Nov-21					-6.7***	0.1***	•		
	No answer/I don't know vs Nov-2 I					-0.2***	-0.3***			
	No answer/I don't know vs Dec-21	10	12.0			6.4	-0.3***			
How many months of in-	1-2 months	4.9	13.0	4.5	7.1	5.4	1.0	8.0		
months of in-	3-4 months	95.1	87.0	95.5	92.9	7.3	5.9	10.7		
were provided										
so far during this 2021-2022						1.9	5.0***	2.7**		
school year?	3-4 months vs 1-2 months									
Do you teach	Yes, Grade 2 only	98.1	99.3	100.0	98.8	7.1	5.7	10.6		
Grade 2 and/or	Yes, Grades 2 and 3	1.9	0.7	0.0	1.2	2.6	4.4	3.1		
Grade 3?	Yes, Grades 2 and 3 vs Yes, Grade 2 only					-4.5***	-1.4	-7.5***		
Did you conduct	No	12.7	16.7	10.4	13.5	7.5	6.4	10.8		
diagnostic	Yes	87.3	83.3	89.6	86.5	6.9	5.6	10.5		
assessments at the beginning of										
the school year										
to determine						-0.5	-0.7	-0.3		
your students'										
levels in reading										
or writing?	Yes vs No									
What grade	One grade below level	43.6	44.5	61.3	47.2	8.4	7.3	11.5		
level do you estimate most of	Two grade levels below	56.4	55.5	38.7	52.8	5.7	4.4	9.6		
your students										
had at the						-2.8***	-2.9**	-1.8		
beginning of the	Two grade levels below vs									
school year?	One grade below level									
Did you start the	No	2.3	5.6	3.3	3.4	5.8	3.3	23.0		
school year by	Yes	97.7	94.4	96.7	96.6	7.1	5.8	10.5		
teaching						1.3) F**	I) Esksksk		
prerequisites to your students?	Yes vs No					1.3	2.5**	-12.5***		
jour students:	Less than I week	0.6	2.8	2.2	1.5	2.9	12.5	12.6		
	I to 2 weeks	26.2	24.2	22.7	24.9	6.8	6.7	9.0		
	3 to 4 weeks	37.6	54.7	44.5	43.8	7.7	5.0	10.4		
	4 weeks or more	35.7	18.3	30.5	29.7	6.8	5.7			
If yes, for how	I to 2 weeks vs Less than I week					3.9*	-5.8***	-3.6		
many weeks?	3 to 4 weeks vs Less than I week					4.7*	-7.5***	-2.2		
	4 weeks or more vs Less than I week					3.9*	-6.8***	1.4		
	3 to 4 weeks vs 1 to 2 weeks					0.8***	-1.7***			

		Obs (%)				Student Performance			
ltem	Options	Arabic	French	English	Total	Percent Correct			
		Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF	
	4 weeks or more vs I to 2					-0.0***	-1.0***		
	weeks 4 weeks or more vs 3 to 4								
	weeks					-0.9*	0.7***	•	
	Learning recovery program resources on	14.8	12.8	17.1	14.7	6.1	5.4	14.6	
	CRDP platform-Selected	1 1.0	12.0	17.1	1 1.7	0.1	3.1	1 1.0	
	Learning recovery program resources on								
	CRDP platform-Not	85.2	87.2	82.9	85.3	7.2	5.8	9.9	
	Selected not selected vs selected					1.1	0.4	-4.7*	
	Resources shared by					1.1	0.4	-4./*	
	QITABI 2 during the	34.4	34.0	21.5	31.8	7.1	5.9	12.4	
	learning recovery session- Selected								
	Resources shared by								
	QITABI 2 during the learning recovery session-	65.6	66.0	78.5	68.2	7.0	5.6	9.4	
	Not Selected								
	not selected vs selected Textbook used in public					-0.1	-0.3	-3.0*	
What resources	schools-Selected	49.7	48.4	36.8	46.9	6.6	5.2	9.6	
did you use during this	Textbook used in public schools-Not Selected	50.3	51.6	63.2	53.1	7.4	6.3	11.3	
revision period?	not selected vs selected					0.8	1.1	1.6	
	Other textbooks-Selected	29.1	26.8	27.3	28.1	6.3	6.0	9.0	
	Other textbooks-Not Selected	70.9	73.2	72.7	71.9	7.3	5.6	11.1	
	not selected vs selected					1.0	-0.4	2.2	
	Resources from the internet-Selected	37.7	31.4	60.8	40.3	8.4	6.8	10.4	
	Resources from the	62.3	68.6	39.2	59.7	6.0	5.2	10.7	
	internet-Not Selected not selected vs selected	02.3	00.0	37.2	37.7	-2.4***	-1.6	0.3	
	Other-Selected	15.7	12.8	18.5	15.4	7.6	6.2	10.4	
	Other-Not Selected	84.3	87.2	81.5	84.6	7.0	5.6	10.6	
	not selected vs selected No answer/I don't know-					-0.6	-0.5	0.2	
	Selected	0.7	1.3	0.0	0.8	11.1	6.5	•	
	No answer/I don't know- Not Selected	99.3	98.7	100.0	99.2	7.0	5.7		
	not selected vs selected					-4.I***	-0.8		
	Every or almost every lesson	84.6	92.6	79.5	86.0	7.1	5.7	10.9	
During this year,	About half the lessons	6.5	4.3	9.9	6.5	7.9	8.6	8.3	
how often did you teach	Some lessons About half the lessons vs	8.9	3.1	10.6	7.5	5.7	4.5	7.6	
students	Every or almost every					0.9	2.9	-2.5	
strategies for	lesson								
sounding out letters?	Some lessons vs Every or almost every lesson					-1.4	-1.2	-3.3	
	Some lessons vs About half					-2.2	-4.1	-0.7*	
	the lessons Every or almost every	61.5	00.5	72.5	61.7				
	lesson	81.3	88.3	73.2	81.7	7.0	5.4	10.3	
During this year, how often did	About half the lessons Some lessons	7.2 10.1	5.1 6.7	7.4 15.0	6.6	8.2 6.5	8.5 6.6	11.9	
	Never	1.5	0.0	4.4	1.6	9.7	4.4	. 2.3	
you teach your students	About half the lessons vs					1.2	3.1	1.6	
strategies for	Every or almost every lesson					1.4	3.1	1.0	
decoding words?	Some lessons vs Every or					-0.5	1.3	2.4	
	almost every lesson Never vs Every or almost					2.7	0.0	0.0	
OITARI 2 RASELINIE REE	every lesson					2.7	-0.9	0.8	

		Obs (%)				Student Performance				
ltem	Options	Arabic Teachers	French Teachers	English Teachers	Total	Arabic ORF	Percent Corre French ORF	ect English ORF		
	Some lessons vs About half					-1.7	-1.9			
	the lessons Never vs About half the						4.1			
	lessons					1.5	-4.1	•		
	Never vs Some lessons Every or almost every					3.2	-2.2			
	lesson	81.5	76.6	89.0	81.5	7.1	5.9	11.1		
	About half the lessons Some lessons	6.7	10.8 12.5	1.6 9.4	6.9	8.0 6.3	7.4 3.2	7.8 8.4		
	Never	0.4	0.0	0.0	0.2	6.3	. 3.2	8.1		
During this year,	About half the lessons vs	21.								
how often did	Every or almost every lesson					0.9	1.5	-3.3		
you teach your	Some lessons vs Every or					0.0	2.7	2.4		
students new vocabulary	almost every lesson					-0.8	-2.7	-2.6		
systematically?	Never vs Every or almost every lesson					-1.6	-4.2	-3.0		
	Some lessons vs About half						.*	0.7		
	the lessons					•	•"	0.7		
	Never vs About half the lessons					•	.*	0.3		
	Never vs Some lessons						.*	-0.3***		
	Every or almost every	66.9	61.5	52.6	62.6	7.5	5.7	10.6		
	lesson About half the lessons	14.0	12.1	15.6	13.8	5.7	5.3	10.7		
	Some lessons	18.1	25.1	29.0	22.2	6.8	5.7	9.6		
.	Never	0.9	1.3	2.9	1.4	6.3	12.5	17.5		
During this year, how often did	About half the lessons vs Every or almost every					-1.8	-0.4	0.1		
you conduct	lesson									
formative tests to assess your	Some lessons vs Every or almost every lesson					-0.7	-0.0	-1.1		
students'	Never vs Every or almost					1.2		4.0		
reading skills?	every lesson					-1.2	6.8	6.9		
	Some lessons vs About half the lessons					1.2	0.4	-1.2		
	Never vs About half the					0.6	7.2	6.8		
	lessons							7.9***		
	Never vs Some lessons Every or almost every					-0.6	6.8***			
	lesson	30.7	30.4	27.3	30.0	6.5	6.1	10.5		
	About half the lessons	10.2	11.3	7.7	10.1	7.6	8.0	7.7		
During this year,	Some lessons Never	37.0 22.1	27.5 30.8	35.8 29.2	34.1 25.9	6.7 7.4	5.4 4.8	11.6		
how often did	About half the lessons vs	,								
you provide in class reading	Every or almost every lesson					1.1	1.9	-2.8		
materials (e.g.	Some lessons vs Every or					0.3	0.7			
leveled books)	almost every lesson					0.3	-0.7	1.2		
that match your students'	Never vs Every or almost every lesson					1.0	-1.3	-0.3		
reading levels?	Some lessons vs About half					-0.8	-2.6	3.9		
	the lessons					-0.6	-2.0	3.7		
	Never vs About half the lessons					-0.2	-3.2	2.5		
	Never vs Some lessons					0.7	-0.6	-1.4		
During this year, how often did you ask your students to	Every or almost every	88.6	75.6	81.0	83.4	7.0	5.9	10.4		
	lesson About half the lessons	4.8	6.7	3.4	5.1	8.4	4.2	9.3		
	Some lessons	5.2	14.4	14.5	9.7	7.1	7.1	12.5		
answer	Never	1.3	3.2	1.1	1.8	5.8	1.2	•		
comprehension questions during	About half the lessons vs Every or almost every lesson					1.4	-1.7	-1.1		
the sessions allotted to	Some lessons vs Every or almost every lesson					0.1	1.2	2.1		

		Obs (%)				Student Performance				
ltem	Options	Arabic	French	English	Total		Percent Corre			
		Teachers	Teachers	Teachers	i otai	Arabic ORF	French ORF	English ORF		
teaching	Never vs Every or almost					-1.2	-4.6	3.1		
reading?	every lesson					-1.2	-7.0	3.1		
	Some lessons vs About half the lessons					-1.3	2.9	•		
	Never vs About half the lessons					-2.6	-2.9			
	Never vs Some lessons					-1.3	-5.8***			
	Every or almost every lesson	20.0	11.7	24.5	18.4	6.3	7.1	8.3		
	About half the lessons	9.4	10.7	5.6	9.1	7.0	7.5	15.2		
During this year,	Some lessons	32.0	14.5	23.9	25.5	5.6	6.6	10.6		
how often did	Never	38.7	63.2	46.I	47.I	7.7	4.4	10.7		
you give your	About half the lessons vs									
students time to	Every or almost every					0.7	0.4	6.9		
read books of	lesson									
their own	Some lessons vs Every or					-0.7	-0.5	2.3		
choosing during the sessions	almost every lesson									
allotted to	Never vs Every or almost every lesson					1.4	-2.6	2.4		
teaching reading?	Some lessons vs About half the lessons					-1.5	-0.9	-4.6		
reading.	Never vs About half the					0.7	-3.0	-4.5		
	lessons									
	Never vs Some lessons					2.1	-2.1	0.1		
	Every or almost every lesson	22.9	5.8	18.6	17.2	7.3	8.1	11.5		
	About half the lessons	16.5	6.1	9.2	12.1	8.6	6.2	9.0		
	Some lessons	41.6	32.2	47.4	39.9	7.6	4.6	10.6		
During this year,	Never	19.0	55.9	24.8	30.7	6.4	4.6	9.2		
how often did you read aloud a story or part of a	About half the lessons vs Every or almost every lesson					1.3	-2.0	-2.5		
story (other than the	Some lessons vs Every or almost every lesson					0.3	-3.5	-0.9		
textbook) to your students in	Never vs Every or almost every lesson					-0.8	-3.6	-2.4		
the classroom?	Some lessons vs About half the lessons					-1.0	-1.6	1.6		
	Never vs About half the lessons					-2.2	-1.6	0.2		
	Never vs Some lessons					-1.2	-0.0	-1.5		
	Every or almost every lesson	44.3	47.1	46.9	45.6	7.2	6.6	9.8		
	About half the lessons	16.5	7.6	14.6	13.6	6.7	5.3	13.2		
	Some lessons	28.0	31.8	33.4	30.1	6.9	5.5	10.3		
During this year,	Never	11.2	13.4	5.1	10.7	7.8	3.6	10.0		
how often did you give individualized	About half the lessons vs Every or almost every lesson					-0.5	-1.3	3.4		
feedback to each of your students	Some lessons vs Every or almost every lesson					-0.3	-1.1	0.5		
during the sessions allotted	Never vs Every or almost every lesson					0.6	-3.0	0.2		
to teaching reading?	Some lessons vs About half the lessons					0.2	0.2	-2.9		
	Never vs About half the lessons					1.1	-1.7	-3.2		
	Never vs Some lessons					0.9	-1.9	-0.3		
What is the percentage of	More than 75% of the students	7.4	12.8	4.4	8.4	4.3	4.5	10.4		
your Grade 2 students who	Between 50% and 75% of the students	17.1	19.5	18.7	18.1	5.2	3.4	8.9		
still do not master letter	Between 25% and 49% of the students	29.9	30.5	26.0	29.3	7.3	6.6	9.4		
master letter	uie students						<u> </u>			

		Obs (%)			Student Performance			
ltem	Options	Arabic	French	English	.		Percent Corre	
	'	Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF
sound	Less than 25% of the	45.6	27.2	E0.0	44.2	8.3		
knowledge?	students	45.6	37.2	50.9	44.2	8.3	6.3	11.6
	Between 50% and 75% of					0.0		
	the students vs More than 75% of the students					0.9	-1.1	-1.5
	Between 25% and 49% of							
	the students vs More than					3.0	2.2	-0.9
	75% of the students							
	Less than 25% of the					2.0		
	students vs More than 75% of the students					3.9	1.9	1.2
	Between 25% and 49% of							
	the students vs Between					2.1	2.2	0.5
	50% and 75% of the					2.1	3.3	0.5
	students							
	Less than 25% of the students vs Between 50%					3.0	3.0	2.7
	and 75% of the students					3.0	3.0	2.7
	Less than 25% of the							
	students vs Between 25%					0.9**	-0.3	2.2
	and 49% of the students							
	More than 75% of the students	6.3	18.7	9.4	10.5	4.2	1.5	15.4
	Between 50% and 75% of							
	the students	27.5	20.6	25.2	25.1	5.2	4.3	7.3
	Between 25% and 49% of	33.7	34.9	41.6	35.6	8.0	6.0	11.0
	the students	33./	34.7	41.0	33.6	6.0	6.0	11.0
	Less than 25% of the	32.5	25.7	23.8	28.9	9.0	7.7	11.8
	students Between 50% and 75% of							
What is the	the students vs More than					1.0	2.8**	-8.1
percentage of	75% of the students							
your Grade 2	Between 25% and 49% of							
students who	the students vs More than					3.8	4.5**	-4.4
are still not able to decode and	75% of the students Less than 25% of the							
read words they	students vs More than 75%					4.8	6.2**	-3.6
see for the first	of the students						\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
time?	Between 25% and 49% of							
	the students vs Between					2.8***	1.7***	3.7
	50% and 75% of the students							
	Less than 25% of the							
	students vs Between 50%					3.8***	3.4***	4.5
	and 75% of the students							
	Less than 25% of the					1.0***	1.7***	0.0
	students vs Between 25% and 49% of the students					1.0	1./	0.8
	Work on reading							
	individually with them in	78.8	83.7	70.7	78.7	7.0	5.9	10.4
	the classroom-Selected.							
	Work on reading							
	individually with them in the classroom-Not	21.2	16.3	29.3	21.3	7.1	5.2	11.1
What do you	Selected.							
usually do with	not selected vs selected					0.1	-0.7	0.7
students who show difficulties in reading?	Work on reading							
	individually with them	5.7	7.3	8.5	6.7	7.9	9.5	15.6
	outside of the classroom- Selected.							
	Work on reading							
	individually with them	94.3	92.7	91.5	93.3	7.0	5.5	10.1
	outside of the classroom-	71.5	72.7	71.5	75.5	/.0	3.3	10.1
	Not Selected. not selected vs selected					-1.0	-3.9	-5.5
	not selected as selected					-1.0	-3.7	-3.3

		Obs (%)			Student Performance			
ltem	Options	Arabic French English				Percent Correct		
item	Options	Teachers	Teachers	Teachers	Total	Arabic	French	English
	\\/ait to and if a sufamment					ORF	ORF	ORF
	Wait to see if performance improves over time-Selected.	26.9	30.1	29.0	28.3	7.6	5.0	9.9
	Wait to see if performance improves over time-Not Selected.	73.I	69.9	71.0	71.7	6.8	5.9	10.8
	not selected vs selected					-0.8	0.9	0.9
	Ask parents to help with	40.7	FO 4	(2.0				
	reading-Selected.	68.7	59.4	62.0	64.7	6.9	5.3	10.4
	Ask parents to help with reading-Not Selected.	31.3	40.6	38.0	35.3	7.2	6.5	11.0
	not selected vs selected					0.3	1.2	0.7
	Have students work with a specialized professional. (e.g., reading specialist) - Selected.	3.7	4.5	5.3	4.2	7.5	7.3	7.8
	Have students work with a specialized professional. (e.g., reading specialist) - Not Selected.	96.3	95.5	94.7	95.8	7.0	5.7	10.7
	not selected vs selected					-0.5	-1.6	2.9
	Recommend that students enroll in a special reading program-Selected.	9.9	9.5	2.3	8.4	8.4	6.1	9.6
	Recommend that students enroll in a special reading program-Not Selected.	90.1	90.5	97.7	91.6	7.0	5.7	10.6
	not selected vs selected					-1.5	-0.4	1.0
	Other-Selected	4.5	4.1	5.9	4.6	7.2	9.8	8.3
	Other-Not Selected	95.5	95.9	94.1	95.4	7.1	5.4	10.6
	not selected vs selected					-0.1	-4.4	2.2
	No answer/I don't know- Selected	0.6	0.0	2.9	0.9	5.9		16.8
	No answer/I don't know- Not Selected	99.4	100.0	97.1	99.1	7.1		10.4
	not selected vs selected More than 75% of the					1.2		-6.4
	students	6.3	18.1	4.8	9.5	5.3	4.9	11.2
	Between 50% and 75% of the students	12.4	32.4	27.4	21.2	7.0	3.8	7.4
	Between 25% and 49% of the students	23.9	32.4	32.0	28.0	7.5	6.7	9.0
	Less than 25% of the students	57.4	17.2	35.7	41.4	7.5	6.1	12.0
What is the percentage of the students	Between 50% and 75% of the students vs More than 75% of the students					1.7	-1.1	-3.7
who have difficulties understanding	Between 25% and 49% of the students vs More than 75% of the students					2.2	1.8	-2.1
the language of instruction in	Less than 25% of the students vs More than 75% of the students					2.2	1.2	0.8
your class this year?	Between 25% and 49% of the students vs Between 50% and 75% of the students					0.5	2.9	1.6
	Less than 25% of the students vs Between 50% and 75% of the students					0.5	2.3	4.5
	Less than 25% of the students vs Between 25% and 49% of the students					0.1	-0.6	3.0
What is the	More than 75% of the	4.5	6.9	1.8	4.8	4.2	7.5	4.3
percentage of	students	T.3	0.7	1.0	7.0	7.4	7.5	د.۳

			Obs	(%)		Student Performance			
ltem	Options	Arabic Teachers	French Teachers	English Teachers	Total	Arabic ORF	Percent Corre French ORF	ect English ORF	
the students who showed	Between 50% and 75% of the students	12.3	21.6	10.2	14.7	6.2	3.0	6.1	
emotional or psychological	Between 25% and 49% of the students	23.0	19.4	26.6	22.5	6.5	4.6	9.9	
difficulties (such as sadness,	Less than 25% of the students	60.2	52.1	61.4	58.0	7.7	6.7	11.6	
anxiety) in your class this year?	Between 50% and 75% of the students vs More than 75% of the students					2.0	-4.5	1.8	
	Between 25% and 49% of the students vs More than 75% of the students					2.3	-2.9	5.6	
	Less than 25% of the students vs More than 75% of the students					3.6	-0.8	7.3	
	Between 25% and 49% of the students vs Between 50% and 75% of the students					0.3	1.5	3.8**	
	Less than 25% of the students vs Between 50% and 75% of the students					1.6	3.7	5.5**	
	Less than 25% of the students vs Between 25% and 49% of the students					1.2	2.1	1.7***	
	More than 75% of the curriculum	0.0	0.0	1.7	0.3	2.7	5.8	11.1	
	Between 50% and 75% of the curriculum	28.4	17.1	15.9	22.7	7.7	6.1	10.5	
	Between 25% and 49% of the curriculum	59.2	60.2	67.0	61.0	7.1	3.3	8.7	
	Less than 25% of the curriculum	12.4	22.7	15.4	16.0	6.5		•	
	Between 50% and 75% of the curriculum vs More than 75% of the curriculum					5.0***	0.3	-0.6	
What percentage of the Grade 2	Between 25% and 49% of the curriculum vs More than 75% of the curriculum					4.4***	-2.5	-2.4	
curriculum have you covered this year so far?	Less than 25% of the curriculum vs More than 75% of the curriculum					3.8***	-2.8	-1.8	
year so iar:	Between 25% and 49% of the curriculum vs Between 50% and 75% of the curriculum					-0.6***			
	Less than 25% of the curriculum vs Between 50% and 75% of the curriculum					-1.3***			
	Less than 25% of the curriculum vs Between 25% and 49% of the curriculum					-0.6***	.*		
Do you teach	No Yes	96.2	94.2	93.8	95.1 4.9	7.0 7.2	5.7	10.6	
Grade 6?	Yes vs No	3.8	5.8	6.2	4.9	0.2	6.3 0.7	7.9 -2.8	
Are you equipped to help	No Yes	9.9 90.1	4.4 95.6	3.5 96.5	7.1 92.9	5.0 7.2	4.8 6.1	10.1	
students with their social emotional		70.1	73.0	76.3	74.7	2.3	1.3	0.6	
needs? In the past four	Yes vs No None	15.5	16.4	15.7	15.8	8.2	6.3	12.1	
years, how many	I to 2 trainings	37.0	48.6	39.5	40.9	6.7	4.0	10.5	
professional development	3 to 4 trainings 5 to 6 trainings	24.7 16.4	18.7 7.9	34.4 6.7	24.8 12.1	7.5 5.9	7.3 6.4	9.3 11.4	
aevelopilielit) to 6 trainings	16.4	1.7	6./	12.1	3.7	D. 11	11.4	

Trainings in reading or trainings in structional methods, second language learning, assessment methods in reading, etc.]			Obs (%)						Student Performance			
Teachings in creading or caching or caching or caching or caching reading or caching reading (e.g., reading theory, instructional methods, second language (earning, earning) as the caching reading (e.g., reading theory, instructional methods in reading, ect.) have you followed in total? More than 7 trainings vs bone								Percent Corre	ect			
trainings in reading or caching or caching or caching reading (e.g., reading five.or, instructions econd in the control of crainings vs None Stock of crainings vs None Stock or Craini	Item	Options				Total						
Trainings in reading or teaching reading cheery, reading or teaching reading of teaching reading theory, instructional methods, second agroups assessment methods in reading, etc.) A trainings vs None			Leachers	l eachers	leachers							
reading or teaching reading (e.g., reading) (e.g., readin	trainings in	More than 7 trainings	6.3	8.4	3.7	6.4						
teaching reading theory, instructional methods, second language learning, assessment methods in reading, etc.) have you followed in total? None than 7 trainings vs 10 to 2 trai			0.5	0.1	5.,	0.1						
(e.g., reading theory, instructional methods, second language learning, assessment methods in containing as a containing and the complete of the containing and the containing as a containing and the cont												
theory, instructional methods, second any and a season methods in reading, etc.) In a family of the many trainings vs in the control of the many and the control of the con												
instructional methods, second language learning, assessment methods in meading, etc.) have you followed in total? 10												
methods, second language learning assessment methods in reading, etc.) have you followed in total? So for trainings will be a second language of the control of the contro		_					-1.6	-1.6	-1.4			
language learning, assessment methods in reading, etc.) have you followed in total?												
learning, assessment methods in reading, etc.) have you followed in total?	•	_					8.0	3.3	-1.3			
Trainings												
methods in reading, etc.) have you followed in total? More than 7 trainings vs 1 to 2 trainings vs 1 to 6 trainings vs 1 to	assessment						-0.8	2.4	0.9			
reading, etc.) have you followed in cotal? S to 6 trainings vs 5 to 6 trainings vs 6 to 8 trainings vs 6 to 8 trainings vs 1 to 2 trainings vs 1 to 3 trainings vs 3 to 4 trainings vs 1 to 3 trainings vs 3 to 4 trainings vs 3												
Nave you followed in total? So 6 trainings vs 3 to 4 trainings Name Nam							-0. I	0.6	0.1			
total? More than 7 trainings vs 5 to 6 trainings vs 1 to 2 trainings vs 1 to 6 trainings vs 1 to 7 trainings vs 1 to 7 trainings vs 1 to 8 trainings vs 1 to 9 trai									2.2			
None than 7 trainings vs 5 to 6 trainings vs 1 to 2 trainings in ICT (ase of the computer) have you followed in total? Sto 6 trainings vs 1 to 2 trainings vs 1 to 3 trainings vs 3 to 4 trainings vs 3 to		_					-1.5	-0.9	2.2			
to 4 trainings More than 7 trainings vs 5 to 6 trainings vs 1 to 2	total?											
None than 7 trainings vs 5 to 6 trainings vs 10							-0.9	-2.6	1.4			
None							^.		2.0			
None							0.6	-1./	-0.8			
1 to 2 trainings			43.4	52.2	49.4	47.I	6.9	4.7	9.2			
Note			46.8									
Note that 1												
More than 7 trainings 1.9 0.0 3.3 1.6 10.8 9.8 6.7												
To 2 trainings vs None												
In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? S to 6 trainings vs I to 2 trainings vs I to 4 trainings vs I to 4 trainings vs I to 4 trainings vs I to 6 trainings vs I to 7 trainings vs I to 6 trainings vs I to 7 trainings vs I to 8 train					0.0	- 1,0						
In the past 4 More than 7 trainings vs None												
More than 7 trainings vs None N												
None												
3 to 4 trainings in ICT (use of the computer) have you followed in total? 3 to 4 trainings vs 1 to 2 trainings 3 to 4 trainings vs 1 to 2 trainings 3 to 4 trainings vs 1 to 2 trainings 3 to 4 trainings vs 1 to 2 trainings 3 to 4 trainings 4							3.8	5.1	-2.5			
trainings (use of the computer) have you followed in total? Tainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 5 t												
Sto 6 trainings vs 1 to 2 trainings vs 3 to 4 trainings vs 5 to 6 trainings vs 1 to 9 trainings vs 1 to							1.0	-0.7	-1.1			
Trainings More than 7 trainings vs 1 to 2 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 5 to 6 trainings S to 6 trainings vs 5 to 6 trainings S to 6 trainings vs 5 to 6 trainings vs 5 to 6 trainings vs 5 to 6 trainings S to 6 trainings vs 5 to 6 trainings												
More than 7 trainings vs 1 to 2 trainings vs 3 to 4 trainings vs 5 to 6 trainings vs 6 to 73.1	you followed in	_					-0.6	14.2	-0.9			
10 2 trainings 1												
S to 6 trainings vs 3 to 4 trainings Nore than 7 trainings vs 3 to 4 trainings	totai:						3.9	3.5	-4.8			
Trainings More than 7 trainings vs 3 to 4 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 to 6 trainings More than 7 trainings vs 6 trainings More than 7 trainings vs 6 trainings More than 7 trainings Mo								LAGI				
More than 7 trainings vs 3 to 4 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings More than 7 trainings vs 5 to 6 trainings vs 6 to 73.1							-1.6	14.9*	0.1			
To 4 trainings More than 7 trainings vs 5 to 6 trainings Second Fig. Second Fi							2.0	4.14	2.7			
Use of Word-Selected 26.9 15.6 15.7 21.5 7.3 6.4 11.3							2.9	4.1*	-3./			
Use of Word-Selected 26.9 15.6 15.7 21.5 7.3 6.4 11.3		More than 7 trainings vs 5					4.5	10.7555	2.0			
Use of Word-Selected 26.9 15.6 15.7 21.5 7.3 6.4 11.3							4.5	-10./***	-3.9			
Selected 73.1 84.4 84.3 78.5 7.0 5.5 10.2		Use of Word-Selected	26.9	15.6	15.7	21.5	7.3	6.4	11.3			
Selected 73.1 84.4 84.3 78.5 7.0 5.5 10.2												
Not selected vs selected Use of PPT-Selected Use of PPT-Selected Use of PPT-Not Selected 74.1 85.7 70.6 76.8 7.1 5.7 10.7			/3.1	8 4.4	8 4 .3	/8.5	7.0	5.5	10.2			
Use of PPT-Selected 25.9 14.3 29.4 23.2 7.0 5.8 10.2							-0.3	-0.9	-1.1			
Use of PPT-Not Selected 74.1 85.7 70.6 76.8 7.1 5.7 10.7			25.9	14.3	29.4	23.2						
Not selected vs selected Use of online platforms (Zoom, Teams, etc.) - Selected Use of online platforms (Zoom, Teams, etc.) - Selected Use of online platforms (Zoom, Teams, etc.) - Not Selected Use of online platforms (Zoom, Teams, etc.) - Not Selected Oselected Osele												
Use of online platforms (Zoom, Teams, etc.) - Selected Use of online platforms (Zoom, Teams, etc.) - Selected Use of online platforms (Zoom, Teams, etc.) - Not Selected Use of online platforms (Zoom, Teams, etc.) - Not Selected Teaching sessions about? Ose of WhatsApp for online learning-Selected Ose of WhatsApp for online learning-Not Selected Ose of WhatsApp for online learning-Not Ose of WhatsApp for Ose								1				
Coom, Teams, etc.) - 20.6 26.9 31.6 24.5 7.7 9.8 10.2												
Selected Use of online platforms (Zoom, Teams, etc.) -Not Selected Se			20.6	26.9	31.6	24.5	7.7	9.8	10.2			
What were these training sessions about? (Zoom, Teams, etc.) -Not Selected 79.4 73.1 68.4 75.5 6.8 5.0 10.6 Include the sessions about? 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7 10.7		,						1				
What were these training sessions about? (Zoom, Teams, etc.) -Not Selected 79.4 73.1 68.4 75.5 6.8 5.0 10.6 Include the sessions about? 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6 10.6		Use of online platforms										
Selected	What were		79.4	73. I	68.4	75.5	6.8	5.0	10.6			
Use of WhatsApp for online learning-Selected 15.3 8.0 16.1 13.4 6.4 5.1 9.7 Use of WhatsApp for online learning-Not Selected 84.7 92.0 83.9 86.6 7.1 5.8 10.7 Selected not selected vs selected 0.7 0.7 1.0 Teaching practices for online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7		Selected										
online learning-Selected 15.3 8.0 16.1 13.4 6.4 5.1 9.7 Use of WhatsApp for online learning-Not 84.7 92.0 83.9 86.6 7.1 5.8 10.7 Selected not selected vs selected 0.7 0.7 1.0 Teaching practices for online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7	sessions about?	not selected vs selected					-0.9	-4.8*	0.4			
Use of WhatsApp for online learning-Not			15.2	0.0	14.1	12.4	4.1	E 1	9.7			
Use of WhatsApp for online learning-Not Selected 84.7 92.0 83.9 86.6 7.1 5.8 10.7 not selected vs selected not selected selected online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7		online learning-Selected	13.3	8.0	16.1	13.4	b. 11	3.1	7./			
online learning-Not Selected 84.7 92.0 83.9 86.6 7.1 5.8 10.7 not selected vs selected 0.7 0.7 0.7 1.0 Teaching practices for online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7		Use of WhatsApp for						1				
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Teaching practices for online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7		Selected										
online learning-Selected 17.1 16.5 21.5 17.8 7.4 7.5 10.1 Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7							0.7	0.7	1.0			
Teaching practices for online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7			171	145	215	172	7 4	75	10.1			
online learning-Not 82.9 83.5 78.5 82.2 7.0 5.4 10.7			17.1	10.3	۷۱.۶	17.0	7.7	7.5	10.1			
Selected			82.9	83.5	78.5	82.2	7.0	5.4	10.7			
		Selected						<u> </u>				

			Obs	(%)		Student Performance			
ltem	Options	Arabic Teachers	French Teachers	English Teachers	Total	Arabic ORF	Percent Corre French ORF	ect English ORF	
	not selected vs selected					-0.4	-2.0	0.6	
	Assessment practices for	8.8	8.6	15.3	10.0	8.3	3.6	10.4	
	Online learning-Selected Assessment practices for								
	online learning-Not	91.2	91.4	84.7	90.0	6.9	5.8	10.6	
	Selected								
	not selected vs selected					-1.4	2.2	0.2	
	Other-Selected	5.8	3.4	6.0	5.1	6.2	4.1	13.2	
	Other-Not Selected not selected vs selected	94.2	96.6	94.0	94.9	7.1 0.9	5.8 1.6	10.2 -2.9	
In what relates	Beginner	43.5	38.3	16.5	36.7	6.8	5.2	9.6	
to ICT (use of	Intermediate	48.0	44.0	45.8	46.4	7.0	6.1	10.4	
the computer),	Advanced	8.5	17.7	37.7	16.9	7.5	9.5	11.6	
how do you	Intermediate vs Beginner					0.2	1.0	0.8	
consider yourself?	Advanced vs Beginner Advanced vs Intermediate					0.7 0.6	4.3 3.3	1.9	
Do you have a	No	43.2	67.9	76.7	56.8	6.6	3.8	7.1	
classroom	Yes	56.8	32.1	23.3	43.2	8.3	7.6	12.1	
library?	Yes vs No					1.7	3.8***	5.1***	
Did you	No	22.9	44.4	42.8	33.0	7.7	8.2	10.1	
participate in the QITABI 2	Yes	77.1	55.6	57.2	67.0	6.6	5.0	10.7	
learning recovery session in November						-1.1	-3.3*	0.6	
2021?	Yes vs No								
	Effective strategies for reading instructions	34.7	36.1	34.3	35.0	6.8	3.8	10.2	
	Use of online platforms	26.7	25.4	23.4	25.7	7.2	6.3	9.7	
	Classroom management	4.0	2.3	3.4	3.4	7.1	3.2	12.7	
	Interactive teaching and	13.2	15.8	14.1	14.1	7.8	7.0	11.5	
	learning activities								
	Assessment strategies Training on how to	5.7	3.9	7.5	5.6	9.3	6.5	3.9	
	enhance students' SEL skills (respond to students' SEL needs)	15.7	16.5	17.3	16.2	6.0	8.6	13.7	
	Use of online platforms vs Effective strategies for reading instructions					0.5	2.5	-0.5	
What training	Classroom management vs Effective strategies for reading instructions					0.4	-0.6	2.5	
sessions do you MOST need to develop your skills in teaching	Interactive teaching and learning activities vs Effective strategies for reading instructions					1.0	3.2	1.3	
language in primary classes?	Assessment strategies vs Effective strategies for reading instructions					2.5	2.7	-6.4	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading instructions					-0.8	4.7	3.4	
	Classroom management vs Use of online platforms					-0.1	-3.1	3.0*	
	Interactive teaching and learning activities vs Use of online platforms					0.6	0.7	1.8*	
	Assessment strategies vs Use of online platforms					2.1	0.2	-5.8*	
	Training on how to enhance students' SEL skills (respond to students'					-1.2	2.2	4.0*	

onl Inte lear Cla Ass Cla Tra enh skil SEL ma Ass Inte lear Tra enh skil SEL tea acti Tra enh skil SEL tea h skil SEL tea acti Tra enh skil	Coptions EL needs) vs Use of Inline platforms teractive teaching and arning activities vs Illustrategies vs Interactive EL needs) vs Interactive Illustrategies vs Illustrategies vs Illustrategies vs Illustrategies Illustrategies vs Assessment vs Illustrategies vs	31.5 16.1 40.2 12.2	33.4 17.5 36.2 12.9	I7.9 8.7 44.0 29.3	29.4 15.1 39.8	0.7 2.1 -1.1 1.5 -1.8 -3.3 -3.3 -6.2 8.7 -6.8	2.0 4.9 4.0 5.8	ect English ORF -1.2 -8.8 1.0 -7.7*** 2.1**** 9.8 9.4 9.7 11.8
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Onl Interest Int	nline platforms teractive teaching and arning activities vs lassroom management ssessment strategies vs lassroom management raining on how to nhance students' SEL cills (respond to students' EL needs) vs Classroom anagement ssessment strategies vs teractive teaching and arning activities raining on how to nhance students' SEL cills (respond to students' EL needs) vs Interactive taching and learning civities raining on how to nhance students' SEL cills (respond to students' EL needs) vs Interactive taching and learning civities raining on how to nhance students' SEL cills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs learly every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	0.7 2.1 -1.1 1.5 -1.8	3.8 3.3 5.4 -0.5 1.5	-1.2 -8.8 1.0 -7.7*** 2.1**** 9.8 9.4 9.7
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Cla Tra enh skil SEL ma Ass Inte lear Tra enh skil SEL tea act Tra enh skil SEL tea act Tra enh skil SEL tea act Veenh skil SEL stra Ne Mo A f No Mo No Mo No Mo No Mo A f No	lassroom management raining on how to raining on how to raining on how to raining on how to raining on to students' EL needs) vs Classroom anagement ssessment strategies vs teractive teaching and arning activities raining on how to raining on how to raining on how to raining and learning raining on how to	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	-1.1 1.5 -1.8 -3.3 -6.2 8.7	5.4 -0.5 1.5 2.0 4.9 4.0	1.0 -7.7*** 2.1*** 9.8 9.4 9.7
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SEL man Ass Interest Programment Assisting SEL tea act: Train enhiskii SEL tea act: Train enhiskii SEL strain Ne Mo Affin No Mo In the past 2 weeks, how often have you felt nervous or No	EL needs) vs Classroom anagement ssessment strategies vs teractive teaching and arning activities raining on how to chance students' SEL cills (respond to students' EL needs) vs Interactive caching and learning civities raining on how to chance students' SEL cills (respond to students' EL needs) vs Assessment rategies learly every day ore than half the days few days ot at all ore than half the days vs learly every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	-1.8 -3.3 -6.2 8.7	-0.5 1.5 2.0 4.9 4.0	-7.7*** 2.1*** 9.8 9.4 9.7
ma Ass Inte lear Tra enh skil SEL tea act Tra enh skil SEL stra Ne Mo A fr No Mo In the past 2 weeks, how often have you felt nervous or No	anagement ssessment strategies vs teractive teaching and arning activities raining on how to nhance students' SEL tills (respond to students' EL needs) vs Interactive raining on how to nhance students' SEL tills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs learly every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	-1.8 -3.3 6.2 8.7	2.0 4.9 4.0	2.1*** 9.8 9.4 9.7
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skil SEL tea act Tra enh skil SEL stra Ne Mo A fi No Mo	cills (respond to students' EL needs) vs Interactive eaching and learning extivities raining on how to enhance students' SEL cills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	-3.3 6.2 8.7	2.0 4.9 4.0	9.8 9.4 9.7
SEL tea act	EL needs) vs Interactive caching and learning civities raining on how to cachine students' SEL cills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	-3.3 6.2 8.7	2.0 4.9 4.0	9.8 9.4 9.7
tea acti	caching and learning civities raining on how to chance students' SEL cills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	6.2 8.7	4.9 4.0	9.4 9.7
acti	raining on how to nhance students' SEL cills (respond to students' EL needs) vs Assessment rategies early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	6.2 8.7	4.9 4.0	9.4 9.7
enh skil SEL stra Ne Mo A f No Mo In the past 2 weeks, how often have you felt nervous or No	chance students' SEL cills (respond to students' EL needs) vs Assessment rategies learly every day ore than half the days few days ot at all ore than half the days vs learly every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	6.2 8.7	4.9 4.0	9.4 9.7
Skil SEL ST2 Ne	tills (respond to students' EL needs) vs Assessment rategies learly every day ore than half the days few days ot at all ore than half the days vs learly every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	6.2 8.7	4.9 4.0	9.4 9.7
SEL STR Ne Mo A f No In the past 2 Ne weeks, how Often have you felt nervous or No No No No No No No	EL needs) vs Assessment rategies learly every day lore than half the days few days lot at all lore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	6.2 8.7	4.9 4.0	9.4 9.7
Stra Ne Mo A fr No Mo	rategies early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	8.7	4.0	9.7
In the past 2 Ne weeks, how often have you felt nervous or No	early every day ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	8.7	4.0	9.7
In the past 2 weeks, how often have you felt nervous or	ore than half the days few days ot at all ore than half the days vs early every day	16.1 40.2	17.5 36.2	8.7 44.0	15.1 39.8	8.7	4.0	9.7
In the past 2 weeks, how often have you felt nervous or	few days ot at all ore than half the days vs early every day	40.2	36.2	44.0	39.8			
In the past 2 Ne weeks, how often have you felt nervous or No	ot at all ore than half the days vs early every day							
In the past 2 weeks, how often have you felt nervous or Ne A f day No	early every day			27.3	15.7	7.6	9.7	9.8
weeks, how often have you felt nervous or No						2.5	-0.9	0.4
often have you felt nervous or No						2.3	-0.7	0.4
felt nervous or No	few days vs Nearly every					0.6	0.8	2.4
	,							
alixious.	ot at all vs Nearly every					1.4	4.8	0.5
Af	few days vs More than							
	alf the days					-1.9	1.7	2.0
	ot at all vs More than						F 7	0.1
	alf the days					-1.1	5.7	0.1
	ot at all vs A few days					0.8	4.0	-1.9
	early every day	16.3	18.1	9.3	15.5	5.9	5.8	7.7
	ore than half the days	12.7	9.6	8.4	11.0	7.5	5.1	9.5
	few days ot at all	33.5 37.4	35.4 36.9	32.I 50.2	33.8 39.7	6.0 8.2	5.0 6.5	9.8 12.7
	ore than half the days vs	37.4	30.7	30.2	37./			
	early every day					1.6	-0.7	1.8
	few days vs Nearly every					2.1	0.0	2.0
felt that you are day						0.1	-0.8	2.0
not able to stop No	ot at all vs Nearly every					2.3	0.7	5.0
or control day						2.3	0.7	3.0
	few days vs More than					-1.5	-0.1	0.2
	alf the days ot at all vs More than							
	of at all vs More than alf the days					0.6	1.4	3.2
	ot at all vs A few days					2.1	1.5	3.0**
	early every day	16.3	18.4	6.2	15.0	5.8	4.5	7.3
	ore than half the days	5.8	11.6	9.6	8.2	7.6	5.7	4.9
In the past 2 A f	few days	33.2	23.0	27.6	29.2	7.8	5.4	10.4
	ot at all	44.7	47.0	56.7	47.7	6.9	6.3	12.7
	ore than half the days vs					1.9	1.3	-2.3
	early every day						1	
	few days vs Nearly every					2.0	1.0	3.1
	11/						 	1
day	ot at all vs Nearly every					1.2	1.8	5.5

			Obs	(%)		Student Performance			
ltem	Options	Arabic	French	English			Percent Corre		
reem	Орионз	Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF	
	A few days vs More than					-			
	half the days					0.2	-0.3	5.4	
	Not at all vs More than					-0.7	0.5	7.8	
	half the days Not at all vs A few days					-0.9	0.8	2.4***	
	Nearly every day	21.8	26.2	9.9	20.8	5.5	5.5	7.8	
	More than half the days	13.3	15.9	9.9	13.4	6.9	5.2	10.4	
	A few days	42.9	34.9	43.9	40.8	7.8	5.4	11.7	
In the past 2	Not at all	22.0	23.0	36.2	25.0	7.2	6.7	10.5	
weeks, how	More than half the days vs Nearly every day					1.3	-0.3	2.6	
often have you	A few days vs Nearly every					2.2	0.1	2.0	
had very little interest or	day					2.3	-0.1	3.9	
pleasure in doing	Not at all vs Nearly every day					1.6	1.2	2.7	
things you typically enjoy?	A few days vs More than					1.0	0.2	1.3	
-/ -/ -/ -/ -/ -/ -/ -/ -/ -/ -/ -/ -/ -	half the days					1.0	0.2	1.5	
	Not at all vs More than half the days					0.3	1.5	0.1	
	Not at all vs A few days					-0.7	1.3	-1.2	
	Nearly every day	28.8	37.8	17.4	29.2	6.9	5.5	7.6	
	More than half the days	7.2	11.7	16.2	10.3	8.4	5.4	7.6	
	A few days	33.0	31.7	36.9	33.4	6.4	4.8	12.5	
In the past 2	Not at all	30.9	18.8	29.4	27.1	7.4	6.9	12.2	
weeks, how	More than half the days vs Nearly every day					1.5	-0. I	-0.0	
often have you	A few days vs Nearly every					0.4	0.7	4.0	
had worries that something awful	day					-0.4	-0.7	4.8	
will happen to someone in the family?	Not at all vs Nearly every day					0.5	1.4	4.6	
	A few days vs More than half the days					-1.9	-0.7	4.9**	
	Not at all vs More than					-1.0	1.4	4.6**	
	half the days Not at all vs A few days					1.0	2.1	-0.3	
	Female	97.6	100.0	98.4	98.5	7.1	5.7	10.4	
Gender	Male	2.4	0.0	1.6	1.5	6.1	6.1	17.5	
	Male vs Female					-1.0**	0.4	7.1***	
	Under 25	0.4	0.7	5.5	1.5	15.0	10.1	9.7	
	25-29	3.2	3.0 37.9	15.1	5.4	8.4 5.9	4.9	8.8	
	30-39 40-49	34.7 31.8	37.9	35.8 29.8	35.9 32.5	7.I	5.6 4.4	10.7 8.9	
	50-59	18.6	18.4	10.2	16.9	6.5	8.6	12.5	
	60 or more	11.3	4.6	3.5	7.9	11.5		12.1	
	25-29 vs Under 25					-6.7	-5.2	-0.9	
	30-39 vs Under 25					-9.1 -7.9	-4.5	1.0	
	40-49 vs Under 25 50-59 vs Under 25					-7.9 -8.5	-5.7 -1.4	-0.8 2.8	
How old are	60 or more vs Under 25					-3.5	0.7	2.6	
you?	30-39 vs 25-29					-2.4***	-0.5	2.0	
	40-49 vs 25-29					-1.3***	3.8	0.2	
	50-59 vs 25-29					-1.9***	-1.2	3.7	
	60 or more vs 25-29					3.1***	3.1	3.3	
	40-49 vs 30-39 50-59 vs 30-39					1.2** 0.5**	4.3	-1.8 1.8	
	60 or more vs 30-39					5.6**		1.4	
	50-59 vs 40-49					-0.6**		3.5	
	60 or more vs 40-49					4.4**		3.2	
	60 or more vs 50-59	0.0	0.0	0.0	0.4	5.0		-0.4	
What is the	PhD Master's degree	0.8 10.8	0.0 13.4	0.0	0.4	6.2 6.6	6.0 5.9	15.2 11.2	
highest	Bachelor's degree	55.6	52.4	55.8	54.7	8.3	4.4	10.1	
educational	Teaching Diploma	11.7	5.8	15.1	10.6	16.8	8.5	9.2	
degree you have earned?	Technical	1.4	1.2	0.0	1.1	8.9	5.2	23.0	
	Baccalaureate/Vocational			0.0	•••	0.7	3.2		

			Obs	(%)		Student Performance			
ltem	Options	Arabic	French	English			Percent Corr		
		Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF	
	Diploma from	4.0	177	2.0	0.0				
	CRDP/Teachers Centers	6.8	17.6	2.8	9.2	6.9	11.2	12.4	
	High schools	12.8	8.3	14.7	11.9				
	Other	0.0	1.3	0.0	0.4	0.4	0.1	4.0	
	Master's degree vs PhD Bachelor's degree vs PhD					0.4 2.1	-0.1 -1.6	-4.0 -5.1	
	Teaching Diploma vs PhD					10.6	2.6	-5.1 -6.0	
	Technical Baccalaureate/Vocational vs PhD					2.8	-0.8	7.8	
	Diploma from CRDP/Teachers Centers vs PhD					0.7	5.2	-2.8	
	Bachelor's degree vs Master's degree					-5.1	-0.9	-1.1***	
	Teaching Diploma vs Master's degree					1.7	-1.5	-2.0***	
	Technical Baccalaureate/Vocational vs Master's degree					10.2	2.6	11.8***	
	Diploma from CRDP/Teachers Centers vs Master's degree					2.3	-0.7	1.2***	
	Teaching Diploma vs Bachelor's degree					0.3***	5.3	-0.9***	
	Technical Baccalaureate/Vocational vs Bachelor's degree					-5.5***	-0.8	12.9***	
	Diploma from CRDP/Teachers Centers vs Bachelor's degree					8.5***	4.2	2.3***	
	Technical Baccalaureate/Vocational vs Teaching Diploma					0.6	0.8	13.8***	
	Diploma from CRDP/Teachers Centers vs Teaching Diploma					-1.4	6.9	3.2***	
	Diploma from CRDP/Teachers Centers vs Technical					-7.2	0.7	-10.6	
Do you have a	Baccalaureate/Vocational No	60.1	52.2	65.5	58.8	6.4	4.5	11.2	
degree in	Yes	39.9	47.8	34.5	41.2	7.9	7.7	9.5	
education (BA, MA, Teaching Diploma, early childhood education, special									
education, educational psychology or certificate from CRDP Teachers Centers)?	Yes vs No					1.5*	3.2**	-1.6	
20	No	46.5	74.6	36.5	52.7	6.9	6.8	11.6	
Do you have a	Yes, BS (without MS)	46.4	24.7	56.4	42.0	7.4	4.3	9.8	
degree in	Yes, MS	7.2	0.7	7.1	5.3	5.6	6.5	10.0	
Arabic/ English/ French language	Yes, BS (without MS) vs No					0.5	-2.5*	-1.8	
and/or literature (BA or MA)?	Yes, MS vs No Yes, MS vs Yes, BS					-1.4	-0.3*	-1.6	
(DA OF ITIA):	(without MS)					-1.9	2.2	0.1	
	•								

Exhibit 79: Grade 3 Language Teachers Questionnaire and Student ORF Scores

			Obs	(%)		Stuc	lent Perform	ance
ltem	Options	Arabic	French	English			ercent Corre	
		Teachers	Teachers	Teachers	Total	Arabic	French	English
	Oct-21	90.6	88.2	78.8	87.7	ORF 16.8	ORF 14.9	ORF 23.0
	Nov-21	6.6	8.1	18.8	9.3	15.9	9.1	34.4
	Dec-21	2.5	3.7	1.8	2.8	18.7	5.7	26.6
	No answer/I don't know	0.2	0.0	0.6	0.2	28.4		23.2
	Nov-21 vs Oct-21					-0.8	-5.8**	11.3
When did you	Dec-21 vs Oct-21					1.9	-9.2**	3.6
start teaching	No answer/I don't know vs					11.6	-3.4**	0.2
this year?	Oct-21					2.7	***	7.0*
	Dec-21 vs Nov-21 No answer/I don't know vs					2.7	-	-7.8*
	Nov-21					12.5	***	-11.2*
	No answer/I don't know vs					0.7555		2.4
	Dec-21					9.7***	•	-3.4
How many	1-2 months	4.9	5.1	7.7	5.5	16.3	8.8	42.1
months of in-	3-4 months	95.1	94.9	92.3	94.5	16.8	14.8	24.0
person classes								
were provided so far during this						0.4	6.0*	-18.1***
2021-2022 school						0.4	0.0	-10.1
year?	3-4 months vs 1-2 months							
Do you teach	Yes, Grade 3 only	98.8	99.3	100.0	99.2	16.7	14.4	24.3
Grade 2 and/or	Yes, Grades 2 and 3	1.2	0.7	0.0	0.8	16.7	4.9	7.4
Grade 3?	Yes, Grades 2 and 3 vs Yes,					-0.0	-9.6**	-16.9***
	Grade 3 only	0.7	110	1.7				
Did you conduct	No	9.7 90.3	11.9 88.1	16.7 83.3	11.7 88.3	14.7 17.0	18.3 13.6	21.8 24.0
diagnostic assessments at	Yes	90.3	88.1	83.3	88.3	17.0	13.6	24.0
the beginning of								
the school year								
to determine						2.4	-4.7	2.3
your students'								
levels in reading	V N.							
or writing? What grade level	Yes vs No One grade below level	57.2	46.2	48.5	52.2	18.3	16.8	23.7
do you estimate	Two grade levels below	42.8	53.8	51.5	47.8	14.8	10.0	22.7
most of your	1 We grade levels below	12.0	33.0	31.3	17.0	1 1.0	10.0	
students had at						-3.4**	-6.8***	-1.0
the beginning of	Two grade levels below vs					-3.4	-0.0	-1.0
the school year?	One grade below level	2.0	2.4	2.2	2.7	10.2	20.0	14.0
Did you start the school year by	No Yes	3.8 96.2	2.6 97.4	0.0	2.7 97.3	18.3 16.8	20.0 13.9	16.2 24.4
teaching	res	76.2	77. 4	100.0	97.3	16.8	13.9	24.4
prerequisites to						-1.5	-6.1**	8.2***
your students?	Yes vs No							
	Less than I week	1.8	1.2	5.8	2.4	15.2	13.7	34.5
	I to 2 weeks	30.6	36.4	28.7	32.0	19.5	13.6	26.2
	3 to 4 weeks	41.6	49.7	45.9	44.9	16.5	15.5	25.1
	4 weeks or more	25.9	12.7	19.5	20.6	12.4	11.0	20.4
	I to 2 weeks vs Less than I week					4.3	-0.2	-8.3**
	3 to 4 weeks vs Less than I							
If yes, for how	week					1.2	1.7	-9.4**
many weeks?	4 weeks or more vs Less					-2.8	2.7	-14.1**
	than I week					-2.8	-2.7	-14,150
	3 to 4 weeks vs I to 2					-3.1	1.9	-1.1***
	weeks						ļ	
	4 weeks or more vs I to 2 weeks					-7.2	-2.5	-5.7***
	4 weeks or more vs 3 to 4							
	weeks of more vs 3 to 4					-4.1	-4.5	-4.7***
\\/\ba4	Learning recovery program							
What resources did you use	resources on CRDP	11.9	20.4	18.8	15.8	16.7	12.8	26.3
during this	platform-Selected							
revision period?	Learning recovery program	88.1	79.6	81.2	84.2	16.8	14.5	23.7
<u> </u>	resources on							

			Obs	(%)	Student Performance			
ltem	Options	Arabic	French	English		Pe	ercent Corre	
iteiii	Орионз	Teachers	Teachers	Teachers	Total	Arabic	French	English
	CDDD-lotf NI					ORF	ORF	ORF
	CRDPplatform-Not Selected							
	not selected vs selected					0.1	1.7	-2.6
	Resources shared by					0.1	1.7	-2.0
	QITABI 2 during the	20.2	21.4	20.7	20.0			22.4
	learning recovery session-	29.3	31. 4	28.7	29.9	15.5	14.4	22.4
	Selected							
	Resources shared by							
	QITABI 2 during the	70.7	68.6	71.3	70.I	17.3	14.3	24.8
	learning recovery session- Not Selected							
	not selected vs selected					1.7	-0.1	2.3
	Textbook used in public							
	schools-Selected	56.8	53.9	33.2	51.6	16.4	13.1	24.9
	Textbook used in public	42.2	46.1	// 0	40.4	170	15.0	22.0
	schools-Not Selected	43.2	46.1	66.8	48.4	17.0	15.9	23.0
	not selected vs selected					0.6	2.8	-1.9
	Other textbooks-Selected	22.9	32.4	26.9	26.6	16.3	10.3	21.0
	Other textbooks-Not	77. I	67.6	73.1	73.4	17.0	15.3	25.2
	Selected not selected vs selected					0.7	5.0**	4.1
	Resources from the							
	internet-Selected	31.9	36.9	67.6	40.0	17.7	13.7	23.3
	Resources from the	(0.1	43.4	22.4	/00	15.0	145	247
	internet-Not Selected	68.1	63.1	32.4	60.0	15.8	14.5	24.7
	not selected vs selected					-1.9	0.8	1.4
	Other-Selected	18.0	9.2	15.4	14.8	18.0	13.3	26.1
	Other-Not Selected	82.0	90.8	84.6	85.2	16.6	14.6	23.7
	not selected vs selected					-1.4	1.2	-2.3
	No answer/I don't know- Selected	0.0	2.5	0.0	0.8	19.0	•	•
	No answer/I don't know- Not Selected	100.0	97.5	100.0	99.2	16.7		
	not selected vs selected					-2.3	•	•
	Every or almost every	75.4	82.I	71.9	76.8	17.1	13.2	22.8
	lesson							
	About half the lessons	5.6	6.1	11.8	6.9	17.8	11.4	28.6
	Some lessons	17.2 1.8	11.7 0.0	12.8 3.5	14.7 1.6	14.4	16.4 37.4	26.8
During this year,	Never About half the lessons vs	1.8	0.0	3.3	1.6	10.2	5/. 4	34.8
how often did	Every or almost every					0.7	-1.9	5.8
you teach	lesson					0.,		3.0
students	Some lessons vs Every or					2.7	2.2	4.0
strategies for	almost every lesson					-2.7	3.2	4.0
sounding out letters?	Never vs Every or almost every lesson					-6.9	24.1	12.0
	Some lessons vs About half					3.4		
	the lessons					-3.4	5.0	-1.8
	Never vs About half the					-7.5	26.0	6.2
	lessons							
	Never vs Some lessons					-4.2***	21.0***	8.0***
	Every or almost every	61.7	82.1	59.8	67.7	16.9	12.3	22.3
	lesson About half the lessons	12.1	5.8	11.4	10.0	16.0	18.0	26.6
	Some lessons	22.6	10.8	25.2	19.4	16.0	17.3	28.4
During this year,	Never	3.5	1.3	3.5	2.8	16.9	17.1	15.7
how often did	About half the lessons vs	J.J		J.5				
you teach your	Every or almost every					-0.9	5.8	4.3
students	lesson							
strategies for	Some lessons vs Every or					-0.5	5.0	6.1
decoding words?	almost every lesson							
	Never vs Every or almost every lesson					-0.0	4.8	-6.6
	Some lessons vs About half							
	the lessons					0.4	-0.8	1.8
<u> </u>	1					1	1	ii

			Obs	(%)	Student Performance			
ltem	Options	Arabic	French	English		Pe	rcent Corre	
item	Options	Teachers	Teachers	Teachers	Total	Arabic	French	English
	Never vs About half the					ORF	ORF	ORF
	lessons					0.9	-1.0	-10.9
	Never vs Some lessons					0.5	-0.2	-12.7
	Every or almost every	80.0	81.3	84.0	81.1	17.1	15.2	23.7
	lesson							
	About half the lessons Some lessons	9.0 10.3	10.4 8.3	10.4 4.4	9.7 8.6	18.1	10.7 12.6	23.5 30.4
	Never	0.7	0.0	1.2	0.6	21.8	7.5	
During this year	About half the lessons vs							
During this year, how often did	Every or almost every					1.0	-4.6	-0.3
you teach your	lesson Some lessons vs Every or							
students new	almost every lesson					-5.2	-2.7	6.6
vocabulary systematically?	Never vs Every or almost					4.7	-7.7	6.9
systematically:	every lesson					7.7	-7.7	0.7
	Some lessons vs About half the lessons					-6.3	1.9	
	Never vs About half the							
	lessons					3.7	-3.2	•
	Never vs Some lessons					10.0***	-5.1***	•
	Every or almost every	59.9	66.3	62.0	62.3	17.1	13.7	25.2
	lesson About half the lessons	13.2	10.6	16.6	13.0	17.9	11.9	24.6
	Some lessons	23.9	21.9	18.4	22.2	15.2	16.2	20.3
	Never	3.1	1.1	3.0	2.5	13.5	17.1	
During this year,	About half the lessons vs							
how often did	Every or almost every					0.8	-1.8	-0.6
you conduct formative tests	Some lessons vs Every or							
to assess your	almost every lesson					-1.9	2.4	-4.8
students' reading skills?	Never vs Every or almost					-3.6	3.4	-4.3
	every lesson					3.0	3.1	1.5
	Some lessons vs About half the lessons					-2.8	4.3	
	Never vs About half the					4.5	F 2	
	lessons					-4.5	5.2	٠
	Never vs Some lessons					-1.7	1.0	•
	Every or almost every lesson	32.2	26.9	24.8	29.3	16.3	15.7	24.9
	About half the lessons	9.7	2.9	3.9	6.6	13.7	13.2	25.5
	Some lessons	30.8	31.8	43.0	33.2	16.4	12.7	23.8
During this year,	Never	27.4	38.3	28.2	30.9	16.4	12.9	23.5
how often did	About half the lessons vs					-2.6	-2.6	0.6
you provide in class reading	Every or almost every lesson					-2.0	-2.0	0.0
materials (e.g.	Some lessons vs Every or					0.1	-3.0	-1.1
leveled books)	almost every lesson					0.1	-3.0	-1.1
that match your students' reading	Never vs Every or almost					0.1	-2.9	-1.4
levels?	every lesson Some lessons vs About half							
	the lessons					2.7	-0.4	-1.7
	Never vs About half the					2.7	-0.3	-2.0
	lessons Never vs Some lessons							
	Every or almost every					0.0	0.1	-0.3
During this year,	lesson	90.6	83.0	88.6	87.9	17.4	14.7	24.2
how often did you ask your	About half the lessons	4.8	7.3	5.6	5.7	14.2	10.2	20.2
students to	Some lessons	4.6	9.3	4.6	6.0	12.3	13.3	23.1
answer	Never About half the lessons vs	0.0	0.4	1.2	0.3	15.4		•
comprehension	Every or almost every					-3.2	-4.5	-4.1
questions during the sessions	lesson							
allotted to	Some lessons vs Every or					-5.1	-1.3	-1,1
teaching	almost every lesson							
reading?	Never vs Every or almost every lesson					-1.9	3.2	2.9
	1 57517 1535011					I	I	

			Obs	(%)		Student Performance			
ltem	Options	Arabic	French	English		Pe	ercent Corre	ect	
iteiii	Options	Teachers	Teachers	Teachers	Total	Arabic	French	English	
		r cacifers	i cacifers	reactions		ORF	ORF	ORF	
	Some lessons vs About half the lessons					-1.9			
	Never vs About half the								
	lessons					1.3			
	Never vs Some lessons					3.1			
	Every or almost every	19.6	16.0	13.7	17.4	14.7	16.3	21.6	
	lesson								
	About half the lessons	6.1	3.0	4.2	4.8	13.5	10.8	31.1	
During this year,	Some lessons	38.8	22.2	28.4	31.8	20.0	14.1	24.7	
how often did you give your	Never About half the lessons vs	35.5	58.8	53.8	46.0	15.8	13.0	22.1	
students time to	Every or almost every					-1.2	-5.5	9.5	
read books of	lesson								
their own	Some lessons vs Every or					5.3	-2.2	3.2	
choosing during	almost every lesson					3.3	-2.2	3.2	
the sessions allotted to	Never vs Every or almost					1.1	-3.3	0.5	
teaching	every lesson Some lessons vs About half								
reading?	the lessons					6.5*	3.3	-6.4	
	Never vs About half the					2.3*	2.2	-9.0	
	lessons						2.2		
	Never vs Some lessons					-4.2	-1.1	-2.6	
	Every or almost every	20.0	7.0	5.0	13.3	20.1	15.9	28.2	
	lesson About half the lessons	11.9	5.0	9.1	9.2	18.1	19.2	26.9	
	Some lessons	48.5	40.5	50.4	46.3	17.5	13.9	21.2	
	Never	19.6	47.6	35.5	31.1	14.8	12.2	18.9	
During this year, how often did	About half the lessons vs								
you read aloud a	Every or almost every					-2.0	3.3	-1.3	
story or part of a	lesson								
story (other than	Some lessons vs Every or almost every lesson					-2.6	-2.0	-7.I	
the textbook) to	Never vs Every or almost						2.0		
your students in the classroom?	every lesson					-5.3	-3.8	-9.3	
che classi doni.	Some lessons vs About half					-0.6	-5.3	-5.8	
	the lessons					0.5	3.3	3.5	
	Never vs About half the lessons					-3.3	-7.0	-8.0	
	Never vs Some lessons					-2.7	-1.8	-2.3*	
	Every or almost every	47 /	47.4	42.1	47.2				
	lesson	47.6	47.4	46.1	47.2	16.0	12.9	24.9	
	About half the lessons	11.1	5.0	13.3	9.6	18.7	13.0	27.6	
During this year,	Some lessons	32.8	33.1	38.8	34.0	16.8	16.6	21.0	
how often did	Never About half the lessons vs	8.6	14.6	1.8	9.2	16.4	12.4	20.4	
you give	Every or almost every					2.7	0.2	2.8	
individualized	lesson						0.2	2.0	
feedback to each of your students	Some lessons vs Every or					0.8	3.8	-3.9	
during the	almost every lesson					0.0	3.0	-5.7	
sessions allotted	Never vs Every or almost					0.4	-0.4	-4.5	
to teaching	every lesson Some lessons vs About half								
reading?	the lessons					-2.0	3.6	-6.7	
	Never vs About half the					-2.4	-0.6	-7.3	
	lessons								
NA (1 + 1 + 1	Never vs Some lessons					-0.4	-4.2	-0.6	
What is the percentage of	More than 75% of the students	4.4	5.5	6.2	5.1	12.7	14.5	23.9	
your Grade 3	Between 50% and 75% of	10.4	145			15.0	2.5	25.2	
students who	the students	12.4	16.3	16.1	14.3	15.8	8.5	25.3	
still do not	Between 25% and 49% of	41.0	41.8	40.7	41.2	14.6	14.2	26.4	
master letter	the students			10.7	2		2	20.1	
sound knowledge?	Less than 25% of the students	42.1	36.3	37.0	39.4	20.0	16.7	21.5	
WIOMICASC:	students					<u> </u>	<u> </u>		

			Obs	(%)		Student Performance			
ltem	Options	Arabic Teachers	French Teachers	English Teachers	Total	Arabic ORF	ercent Corre French ORF	ect English ORF	
	Between 50% and 75% of the students vs More than 75% of the students					3.0	-6.1	1.4	
	Between 25% and 49% of the students vs More than 75% of the students					1.9	-0.3	2.4	
	Less than 25% of the students vs More than 75%					7.2	2.1	-2.4	
	of the students Between 25% and 49% of the students vs Between 50% and 75% of the students					-1.1	5.7	1.0	
	Less than 25% of the students vs Between 50% and 75% of the students					4.2	8.2	-3.8	
	Less than 25% of the students vs Between 25% and 49% of the students					5.3	2.5	-4.9	
	More than 75% of the students	5.8	5.3	6.5	5.8	12.4	9.7	16.6	
	Between 50% and 75% of the students	17.5	29.9	30.3	23.7	14.0	13.9	24.4	
	Between 25% and 49% of the students	43.5	36.9	30.3	39.1	16.0	12.8	22.5	
	Less than 25% of the students	33.2	27.8	32.9	31.5	21.1	17.4	27.6	
What is the percentage of	Between 50% and 75% of the students vs More than 75% of the students					1.5	4.3	7.8	
your Grade 3 students who are still not able to	Between 25% and 49% of the students vs More than 75% of the students					3.6	3.1	6.0	
decode and read words they see for the first	Less than 25% of the students vs More than 75% of the students					8.7	7.7	11.0	
time?	Between 25% and 49% of the students vs Between 50% and 75% of the students					2.0	-1.2	-1.8	
	Less than 25% of the students vs Between 50% and 75% of the students					7.1	3.5	3.2	
	Less than 25% of the students vs Between 25% and 49% of the students					5.1**	4.6	5.0	
	Work on reading individually with them in the classroom-Selected.	78.9	84.4	75.4	79.9	16.4	14.5	24.1	
	Work on reading individually with them in the classroom-Not Selected.	21.1	15.6	24.6	20.1	18.0	13.8	24.0	
What do you	not selected vs selected					1.6	-0.6	-0.0	
usually do with students who show difficulties	Work on reading individually with them outside of the classroom-Selected.	5.6	8.2	3.7	6.1	19.2	10.5	14.6	
in reading?	Work on reading individually with them outside of the classroom-Not Selected.	94.4	91.8	96.3	93.9	16.6	14.6	24.5	
	not selected vs selected					-2.6	4.1	9.9**	
-	Wait to see if performance improves over time-Selected.	20.5	24.7	27.9	23.1	17.0	12.6	31.1	

		Obs (%)						Student Performance		
ltem	Options	Arabic Teachers	French Teachers	English Teachers	Total	Arabic ORF	ercent Corre French ORF	ect English ORF		
	Wait to see if performance improves over time-Not Selected.	79.5	75.3	72.1	76.9	16.6	14.7	22.1		
	not selected vs selected					-0.4	2.2	-9.0**		
	Ask parents to help with	65.2	59.0	68.3	63.9	16.4	14.6	24.4		
	reading-Selected. Ask parents to help with									
	reading-Not Selected.	34.8	41.0	31.7	36.1	17.3	13.8	23.5		
	not selected vs selected					0.9	-0.8	-0.9		
	Have students work with a specialized professional. (e.g., reading specialist) - Selected.	8.1	6.6	7.5	7.5	19.0	18.9	25.1		
	Have students work with a specialized professional. (e.g., reading specialist) - Not Selected.	91.9	93.4	92.5	92.5	16.6	14.1	23.9		
	not selected vs selected					-2.4	-4.8*	-1.2		
	Recommend that students enroll in a special reading program-Selected.	9.5	4.4	8.2	7.7	18.1	13.9	18.0		
	Recommend that students enroll in a special reading program-Not Selected.	90.5	95.6	91.8	92.3	16.7	14.4	24.4		
	not selected vs selected Other-Selected	FI	4.0	2.4	4 5	-1.4 18.2	0.5	6.3		
	Other-Selected Other-Not Selected	5.1 94.9	4.9 95.1	2.4 97.6	4.5 95.5	18.2	20.7 14.1	26.2 23.9		
	not selected vs selected	71.7	73.1	77.0	75.5	-1.5	-6.7	-2.3		
	No answer/I don't know- Selected	0.0	0.0	1.6	0.3	33.4				
	No answer/I don't know- Not Selected	100.0	100.0	98.4	99.7	16.6				
	not selected vs selected More than 75% of the students	5.0	17.6	12.2	10.2	-16.8*** 13.0	5.3	19.6		
	Between 50% and 75% of the students	8.0	26.9	26.9	17.4	14.7	9.0	13.4		
	Between 25% and 49% of the students	28.3	33.7	33.6	31.0	16.9	12.8	21.7		
	Less than 25% of the students	58.7	21.8	27.3	41.4	21.3	16.3	26.3		
What is the percentage of	Between 50% and 75% of the students vs More than 75% of the students					1.6	3.6	-6.2		
the students who have difficulties understanding	Between 25% and 49% of the students vs More than 75% of the students					3.9	7.5	2.1		
the language of instruction in your class this	Less than 25% of the students vs More than 75% of the students					8.3	10.9	6.8		
year?	Between 25% and 49% of the students vs Between 50% and 75% of the students					2.2	3.8**	8.3		
	Less than 25% of the students vs Between 50% and 75% of the students					6.7	7.3**	12.9		
	Less than 25% of the students vs Between 25% and 49% of the students					4.4***	3.4***	4.6		
What is the	More than 75% of the	4.7	6.0	2.3	4.7	9.7	7.3	8.6		
percentage of the students who	Between 50% and 75% of	7.8	18.0	17.0	12.6	13.7	15.1	12.7		
showed emotional or psychological	the students Between 25% and 49% of the students	20.0	22.2	27.2	21.9	14.7	13.7	31.4		
L-1, 9.08.cm	sile stadelites		<u> </u>	I	<u> </u>	1	I	I		

			Obs	(%)		Stud	ent Perform	ance
ltem	Options	Arabic	French	English		Pe	rcent Corre	ect
item	Options	Teachers	Teachers	Teachers	Total	Arabic	French	English
1160 111 (250/ 6 /	· ouerror o	· caciici s	. 6466.5		ORF	ORF	ORF
difficulties (such	Less than 25% of the	67.4	53.8	53.4	60.7	18.1	14.3	24.7
as sadness, anxiety) in your	students Between 50% and 75% of							
class this year?	the students vs More than					4.0	7.8	4.0
ciuss cinis y cui i	75% of the students					1.0	7.0	1.0
	Between 25% and 49% of							
	the students vs More than					5.0	6.4	22.8
	75% of the students							
	Less than 25% of the							
	students vs More than 75%					8.4	7.0	16.1
	of the students Between 25% and 49% of							
	the students vs Between							
	50% and 75% of the					1.0	-1.4*	18.8***
	students							
	Less than 25% of the							
	students vs Between 50%					4.4	-0.9*	12.1***
	and 75% of the students							
	Less than 25% of the					2.4*	0.5***	(7kht
	students vs Between 25% and 49% of the students					3.4*	U.5***	-6.7***
	More than 75% of the							
	curriculum	2.3	1.1	0.0	1.5	2.7	20.3	21.6
	Between 50% and 75% of	20.7	12.5	22.4	27.0	10.4	15.0	25.0
	the curriculum	38.7	12.5	23.4	27.8	18.4	15.8	25.9
	Between 25% and 49% of	52.8	70.2	56.6	58.8	17.3	13.1	22.8
	the curriculum	32.0	7 0.2	30.0	30.0	17.3	13.1	22.0
	Less than 25% of the	6.2	16.2	20.0	11.8	13.3	7.8	24.1
	curriculum Between 50% and 75% of							
	the curriculum vs More					15.7***	-4.6	4.4
	than 75% of the curriculum					13.7	- 1.0	1, 1
What	Between 25% and 49% of							
percentage of	the curriculum vs More					14.6***	-7.2	1.3
the Grade 3	than 75% of the curriculum							
curriculum have	Less than 25% of the					I C Astrolado		2.5
you covered this year so far?	curriculum vs More than					10.6***	-12.5	2.5
year so iar:	75% of the curriculum Between 25% and 49% of							
	the curriculum							
	vs Between 50% and 75%					-1.1***	-2.7	-3.1
	of the curriculum						<u> </u>	
	Less than 25% of the						-	
	curriculum vs Between					-5.1***	-8.0	-1.8
	50% and 75% of the							
	curriculum Less than 25% of the							
	curriculum vs Between 25%					-4.0***	-5.3*	1.3
	and 49% of the curriculum					1.0	5.5	1.5
D	No	87.6	89.8	91.1	88.9	16.6	14.2	24.0
Do you teach Grade 6?	Yes	12.4	10.2	8.9	11.1	17.9	15.5	24.3
	Yes vs No					1.3	1.3	0.2
Are you	No	10.5	5.1	4.9	7.8	23.3	14.2	21.0
equipped to help	Yes	89.5	94.9	95.1	92.2	16.4	14.0	23.6
students with their social								
emotional						-6.9***	-0.2	2.5
needs?	Yes vs No						<u></u>	
In the past four	None	15.3	16.5	22.8	17.0	15.6	15.5	21.6
years, how many	I to 2 trainings	34.4	37.7	34.3	35.4	15.4	13.9	26.3
professional	3 to 4 trainings	35.4	32.3	24.3	32.4	18.4	14.7	26.1
development	5 to 6 trainings	6.0	7.1	11.2	7.3	19.1	15.7	14.9
trainings in	More than 7 trainings	8.9	6.4	7.5	7.9	16.9	9.0	18.7
reading or teaching reading	1 to 2 trainings vs None					-0.2 2.8	-1.6 -0.7	4.8 4.6
(e.g., reading	3 to 4 trainings vs None 5 to 6 trainings vs None					3.5	0.2	-6.7
/0-,ma8	1 3 to 0 trainings vs INOHE					J.J	0.2	-0.7

theory, instructional methods, second language (earning, second language) (Obs	(%)		Stud	ent Perform	ance
More than 7 trainings vs None	ltem	Options	Arabic	French	English				
theory, instructional methods, second language rearrings and the computer of t	iteiii	Options				Total			
instructional methods, second language learning, assessment methods in reading, etc.) Is of trainings vs 1 to 2 trainings vs	-		reactions	reactions	reactions		ORF	ORF	ORF
methods, second language learning, assessment methods in reading, etc.) have you collowed in total? More than 7 trainings vs 1 to 2 trainings followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? In the past 4 years, how many professional development trainings in ICT (use of the computer) have your followed in the past of the computer in training vs 1 to 2 years in the past of the computer in training vs 1 to 2 years in the past of		_					1.3	-6.4	-2.9
Language									
In the past 4 years, how many professional development crainings v1 to 2 trainings v3 to 4 trainings v5 to 6 trainings v5 to 6 trainings v5 to 6 trainings v5 to 6 trainings v6 to 6 trainings v6 to 6 trainings v6 to 6 trainings v7 to 6 trainings v7 to 6 trainings v7 to 6 trainings v7 to 6 trainings v8 to 7 trainings v8 to 8 trainings v8 to 8 trainings v8 to 8 trainings v8 to 9 to 8 trainings v8 to 9 to 10 trainings v8 to 10 traini	,						3.0	0.8	-0.2
Tankings									
methods in reading, et c.) have you followed in total? More than 7 trainings vs 3 to 4 trainings vs 3 to 6 trainings vs 5 to	_						3.6	1.8	-11.5
reading, etc.) have you followed in total? S	methods in							4.0	7.7
followed in total? More than 7 trainings vs 3							1.4	-4.9	-/./
None		5 to 6 trainings vs 3 to 4					0.7	0.9	-112
to 4 trainings More than 7 trainings vs 5 to 6 trainings None 15.5	followed in total?						0.7	0.7	-11.2
None 45.4 53.3 31.7 45.3 15.7 13.2 23.2							-1.5	-5.7	-7.4
None									
None							-2.2	-6.6	3.8
To 2 trainings			45.4	53.3	31.7	45.3	15.7	13.2	23.2
Note than 1 trainings 10.1 4.2 27.4 11.4 20.9 12.8 26.8									
To 6 trainings 2.5 3.2 9.7 4.0 16.1 4.0 21.6									
More than 7 trainings 2.2 3.8 0.0 2.3 15.1 18.6 7.8									
To 2 trainings vs None									
In the past 4 years, how many							1.0		1.4
years, how many professional development trainings in ICT (use of the computer) have you followed in total? 3 to 4 trainings vs to 2 trainings vs None	In the past 4	3 to 4 trainings vs None					5.2		
Professional development trainings in ICT (use of the computer) have you followed in total? S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 1 to 2 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings vs 3 to 4 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings vs 3 to 4 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings S to 6 trainings vs 3 to 4 trainings vs 3 to 6 trainings vs 3 to 6 trainings vs 3 to 6 trainings S to 6 trainings vs 3 to 6 trainings vs 4 training vs 4 trainings vs 4 training vs 4 trainings vs 4 trainings vs 4 training							0.4	-9.3	-1.6
None		_					-0.6	5.4	-154
trainings in ICT (use of the computer) have you followed in total? 1							0.0	5	13.1
S to 6 trainings vs 1 to 2 trainings vs 3 to 4 trainings vs 1 to 4 trainings vs 3 to 4 trainings vs 3 to 4 trainings vs 3 to 4 trainings vs 5 to 6 trainings vs 5 to		_					4.1	-3.7	2.1
Trainings									
More than 7 trainings vs 1 to 2 trainings		_					-0.6	-12.6	-3.0
To 2 trainings To 3 trainings vs 3 to 4 trainings vs 5 to 6 trainings vs 6 to 10 trainings vs 6 trainings vs 7 train									
S to 6 trainings vs 3 to 4 trainings vs 5 to 6 trainings vs 6 to 6 trainings vs 7 to 6 trainings vs 6 to 6 trainings vs 7 tr	total!						-1.7	2.0	-16.8
More than 7 trainings vs 3 to 4 trainings vs 3 to 4 trainings Second Price							4.7	0.0**	F 2
to 4 trainings More than 7 trainings vs 5 to 6 trainings Use of Word-Not Selected 29.7 22.0 35.7 28.4 17.3 12.9 23.6							-4.7	-8.3***	-3.2
More than 7 trainings More than 7 trainings vs 5 to 6 trainings Use of Word-Selected 29.7 22.0 35.7 28.4 17.3 12.9 23.6 Use of Word-Not Selected 70.3 78.0 64.3 71.6 16.5 14.7 24.4 not selected vs selected 26.7 18.0 44.9 27.4 17.5 13.7 25.9 Use of PPT-Selected 73.3 82.0 55.1 72.6 16.4 14.4 22.7 not selected vs selected 27.3 24.5 48.8 28.6 18.2 17.6 27.1 Use of online platforms (Zoom, Teams, etc.) - 23.7 24.5 48.8 28.6 18.2 17.6 27.1 Selected 29.6 Vse of online platforms (Zoom, Teams, etc.) - Not Selected 37.5 51.2 71.4 16.0 13.6 22.7 Selected 37.5 51.2 71.4 16.0 13.6 22.7 Selected 37.5 51.2 71.4 16.0 13.6 22.7 Selected 37.5 51.2 71.4 15.9 9.9 21.8 18.7 22.6 14.4 15.9 9.9 21.8 18.7 22.6 14.4 15.9 9.9 21.8 18.7 22.6 14.4 15.9 2.6 14.4 15.9 2.6 14.4 15.9 2.6 14.4 15.9 2.6 14.4 15.9 25.0 16.6 17.0 16.6 24.4 16.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0 17.0 16.0							-5.8	5.8**	-190
Use of Word-Not Selected							3.0	3.0	17.0
Use of Word-Selected 29.7 22.0 35.7 28.4 17.3 12.9 23.6							-1.1	14.6***	-13.8***
Use of Word-Not Selected 70.3 78.0 64.3 71.6 16.5 14.7 24.4 not selected vs selected 26.7 18.0 44.9 27.4 17.5 13.7 25.9 Use of PPT-Selected 73.3 82.0 55.1 72.6 16.4 14.4 22.7 not selected vs selected 23.7 24.5 48.8 28.6 18.2 17.6 27.1 Selected Use of online platforms (Zoom, Teams, etc.) - Selected 23.7 24.5 48.8 28.6 18.2 17.6 27.1 What were these training sessions about?			29.7	22.0	25.7	20.4	172	12.0	22.4
Not selected vs selected 18.0 17.5 18.0 17.5 13.7 18.5 18.0 17.5 18.0 18.0 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5 1									
Use of PPT-Selected 26.7 18.0 44.9 27.4 17.5 13.7 25.9			70.5	70.0	UT.J	71.0			
Use of PPT-Not Selected 73.3 82.0 55.1 72.6 16.4 14.4 22.7			26.7	18.0	44.9	27.4			
Not selected vs selected 1.1 0.8 -3.2									
Use of online platforms (Zoom, Teams, etc.) - 23.7 24.5 48.8 28.6 18.2 17.6 27.1									
Selected Use of online platforms (Zoom, Teams, etc.) -Not 76.3 75.5 51.2 71.4 16.0 13.6 22.7									
Use of online platforms (Zoom, Teams, etc.) -Not Selected 13.6 22.7			23.7	24.5	48.8	28.6	18.2	17.6	27.1
Coom, Teams, etc.) -Not Selected Selected Selected Not selected S									
Selected not selected vs selected Use of WhatsApp for online learning-Selected Use of WhatsApp for online learning-Selected Use of WhatsApp for online learning-Not Selected Not selected N			7/ 2	75.5	F1.3	71.4	14.0	127	22.7
What were these training sessions about? not selected vs selected -2.2 -4.0 -4.4 Use of WhatsApp for online learning-Selected 8.8 18.7 22.6 14.4 15.9 9.9 21.8 Use of WhatsApp for online learning-Not Selected 91.2 81.3 77.4 85.6 17.0 14.6 24.4 Teaching practices for online learning-Selected 18.8 15.9 35.2 20.9 18.1 16.9 25.0 Teaching practices for online learning-Not Selected 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected not selected vs selected -1.8 -3.1 -1.2 Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3			/6.3	/5.5	51.2	/1. 4	16.0	13.6	22.7
Use of WhatsApp for online learning-Selected 8.8 18.7 22.6 14.4 15.9 9.9 21.8	What were these						-2.2	-4 0	_4 4
online learning-Selected Use of WhatsApp for online learning-Not Selected not selected Teaching practices for online learning-Selected Teaching practices for online learning-Selected Teaching practices for online learning-Not Selected Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3					6.5				
Use of WhatsApp for online learning-Not Selected 91.2 81.3 77.4 85.6 17.0 14.6 24.4 not selected vs selected 1.0 4.8 2.6 Teaching practices for online learning-Selected 18.8 15.9 35.2 20.9 18.1 16.9 25.0 Teaching practices for online learning-Not Selected 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected -1.8 -3.1 -1.2 Assessment practices for practices for online learning-Not selected 77 79 30.8 12.0 18.6 14.6 23.3			8.8	18.7	22.6	14.4	15.9	9.9	21.8
online learning-Not 91.2 81.3 77.4 85.6 17.0 14.6 24.4 Selected not selected vs selected 1.0 4.8 2.6 Teaching practices for online learning-Selected 18.8 15.9 35.2 20.9 18.1 16.9 25.0 Teaching practices for online learning-Not 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected 1.8 -3.1 -1.2 Assessment practices for practices for practices for processing p									
Not selected vs selected 1.0 4.8 2.6		online learning-Not	91.2	81.3	77.4	85.6	17.0	14.6	24.4
Teaching practices for online learning-Selected 18.8 15.9 35.2 20.9 18.1 16.9 25.0 Teaching practices for online learning-Not Selected 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected -1.8 -3.1 -1.2 Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3									
online learning-Selected 18.8 13.7 33.2 20.7 18.1 16.7 23.0 Teaching practices for online learning-Not Selected 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected not selected vs selected -1.8 -3.1 -1.2 Assessment practices for practices for not selected selected 77 79 30.8 12.0 18.6 14.6 23.3							1.0	4.8	2.6
Teaching practices for online learning-Selected			18.8	15.9	35.2	20.9	18.1	16.9	25.0
online learning-Not 81.2 84.1 64.8 79.1 16.3 13.8 23.8 Selected not selected vs selected -1.8 -3.1 -1.2 Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3									
Selected -1.8 -3.1 -1.2 Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3			81.2	Q4 I	64.9	79 1	14.2	13 8	23.0
not selected vs selected -1.8 -3.1 -1.2 Assessment practices for 77 79 30.8 12.0 18.6 14.6 23.3			01.2	ו.דט	0.70	/ /.1	10.3	13.0	23.0
Assessment practices for 77 79 308 120 186 146 233							-1.8	-3.1	-1.2
			77	7.0	20.0	12.0			
		online learning-Selected	1.1	7.9	30.8	12.0	18.6	14.6	25.5

			Obs	(%)		Stud	ent Perform	ance
ltem	Options	Arabic	French	English			rcent Corre	
	O parons	Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF
	Assessment practices for					OKF	OKF	OKF
	online learning-Not	92.3	92.1	69.2	88.0	16.4	14.3	24.2
	Selected							
	not selected vs selected	2.0	2.2	4.0	2.0	-2.2	-0.3	0.9
	Other-Selected Other-Not Selected	2.9 97.1	3.3 96.7	6.9 93.1	3.8 96.2	16.2 16.8	12.9 14.4	23.I 24.I
	not selected vs selected	77.1	70.7	73.1	70.2	0.5	1.5	1.0
In what relates	Beginner	41.4	36.7	18.3	35.7	15.3	11.9	27.1
to ICT (use of	Intermediate	45.3	45.9	48.4	46.1	16.6	16.3	22.8
the computer),	Advanced	13.3	17.4	33.3	18.2	18.4	16.1	23.3
how do you consider	Intermediate vs Beginner					1.3	4.4	-4.3
yourself?	Advanced vs Beginner Advanced vs Intermediate					3.1 1.8	4.2 -0.2	-3.8 0.5
Do you have a	No	36.3	69.7	76.0	54.0	16.7	9.8	23.1
classroom	Yes	63.7	30.3	24.0	46.0	16.9	16.7	24.7
library?	Yes vs No					0.2	6.9***	1.6
Did you	No	27.8	39.7	35.5	32.9	16.9	14.8	24.1
participate in the QITABI 2	Yes	72.2	60.3	64.5	67.1	16.6	13.8	24.0
learning								
recovery session						-0.3	-1.0	-0.1
in November	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \							
2021?	Yes vs No							
	Effective strategies for reading instructions	29.1	33.5	28.9	30.4	17.3	13.8	24.9
	Use of online platforms	31.0	23.2	25.9	27.7	15.7	16.6	21.8
	Classroom management	4.2	5.3	4.0	4.5	14.2	18.8	23.2
	Interactive teaching and	14.9	20.0	17.6	17.0	19.1	12.2	24.2
	learning activities							
	Assessment strategies Training on how to	6.7	1.9	7.5	5.4	21.0	5.8	26.6
	enhance students' SEL skills	141	14.1	14.1		1.4.0	140	24.4
	(respond to students' SEL	14.1	16.1	16.1	15.1	14.2	14.9	26.4
	needs)							
	Use of online platforms vs Effective strategies for					-1.6	2.8	-3.1
	reading instructions					-1.0	2.0	-3.1
	Classroom management vs							
	Effective strategies for					-3.0	5.0	-1.7
	reading instructions							
What training	Interactive teaching and learning activities vs							
sessions do you	Effective strategies for					1.9	-1.6	-0.7
MOST need to develop your	reading instructions							
skills in teaching	Assessment strategies vs					3.0	0.0	
language in	Effective strategies for reading instructions					3.8	-8.0	1.7
primary classes?	Training on how to							
	enhance students' SEL skills							
	(respond to students' SEL					-3.1	1.1	1.5
	needs) vs Effective strategies for reading							
	instructions							
	Classroom management vs					-1.4	2.1	1.5
	Use of online platforms					=1, f	۷.۱	1.5
	Interactive teaching and learning activities vs Use of					3.5	-4.5	2.4
	online platforms					ر.ر	د.ד-	4.7
	Assessment strategies vs					5.4	-10.9	4.8
	Use of online platforms					J. T	-10.7	7.0
	Training on how to							
	enhance students' SEL skills (respond to students' SEL					-1.5	-1.8	4.6
	needs) vs Use of online					1.5	1.5	1.0
	platforms							
								

			Obs	(%)		Stud	ent Perform	ance
ltem	Options	Arabic	French	English			ercent Corre	
item	Options	Teachers	Teachers	Teachers	Total	Arabic	French	English
	Interactive teaching and					ORF	ORF	ORF
	learning activities vs					4.9	-6.6	1.0
	Classroom management							
	Assessment strategies vs					6.8	-13.0	3.4
	Classroom management							
	Training on how to enhance students' SEL skills							
	(respond to students' SEL					-0.1	-3.9	3.1
	needs) vs Classroom							
	management							
	Assessment strategies vs						/ Abb	2.4
	Interactive teaching and learning activities					1.9	-6.4**	2.4
	Training on how to							
	enhance students' SEL skills							
	(respond to students' SEL					-4.9	2.7**	2.2
	needs) vs Interactive					/		
	teaching and learning activities							
	Training on how to							
	enhance students' SEL skills							
	(respond to students' SEL					-6.8	9.1	-0.2
	needs) vs Assessment							
	strategies	20.7	240	21.0	20.4	15.0	15.0	22.5
	Nearly every day More than half the days	28.7 16.6	34.9 19.3	21.9 14.5	29.4 17.0	15.8 16.1	15.2 10.4	23.5 22.7
	A few days	44.1	39.3	48.5	43.5	17.8	15.8	24.7
	Not at all	10.6	6.5	15.0	10.2	16.4	13.7	23.4
	More than half the days vs					0.3	-4.8	-0.8
In the past 2	Nearly every day					0.5	-1.0	-0.0
weeks, how often have you felt	A few days vs Nearly every day					2.0	0.6	1.2
nervous or	Not at all vs Nearly every							
anxious?	day					0.6	-1. 4	-0.1
	A few days vs More than					1.7	5.4	2.0
	half the days					1.7	3.1	2.0
	Not at all vs More than half the days					0.3	3.3	0.7
	Not at all vs A few days					-1.4	-2.1	-1.2
	Nearly every day	12.6	17.5	9.9	13.6	15.7	18.4	18.1
	More than half the days	13.2	11.8	10.8	12.3	12.2	13.0	32. I
	A few days	34.1	29.3	41.2	33.9	17.7	14.6	26.0
la dia da	Not at all	40.1	41.4	38.2	40. I	17.7	13.1	22.3
In the past 2 weeks, how often	More than half the days vs Nearly every day					-3.5	-5.5	13.9
have you felt	A few days vs Nearly every							
that you are not	day					2.0	-3.9	7.9
able to stop or	Not at all vs Nearly every					2.0	-5.3	4.1
control	day					2.0	-5.5	1.1
worrying?	A few days vs More than half the days					5.5	1.6	-6.1
	Not at all vs More than half							
	the days					5.5	0.1	-9.8
	Not at all vs A few days					-0.0	-1.5	-3.8
	Nearly every day	12.8	7.0	8.8	10.3	18.4	15.2	15.9
	More than half the days A few days	11.8 29.9	13.9 42.8	11.4 41.5	12.4 36.0	13.4 16.2	14.5 16.0	32.8 24.5
	Not at all	45.4	36.3	38.4	41.3	18.2	12.5	24.5
In the past 2	More than half the days vs	.5.1	55.5	55.1	5			
weeks, how often have you felt	Nearly every day					-5.1	-0.8	16.9
down, depressed,	A few days vs Nearly every					-2.2	0.8	8.6
or hopeless?	Not at all vs Nearly every							
	day					-0.3	-2.7	6.8
	A few days vs More than					2.8	1.6	-8.3
OITARI 2 RASELINE REP	half the days					2.0	1.0	-0.3

			Obs	(%)		Stud	ent Perform	ance
ltem	Options	Arabic	French	English		P€	ercent Corre	ct
item	Options	Teachers	Teachers	Teachers	Total	Arabic ORF	French ORF	English ORF
	Not at all vs More than half						-	
	the days					4.8	-1.9	-10.1
	Not at all vs A few days					2.0	-3.5	-1.8
	Nearly every day	23.7	31.0	18.0	24.9	16.9	14.8	21.3
	More than half the days A few days	20.7 36.2	16.4 36.8	18.3 48.2	19.0 38.6	13.0 18.4	12.3 14.7	29.3 19.8
	Not at all	19.4	15.9	15.5	17.6	16.1	15.2	25.3
In the past 2 weeks, how often	More than half the days vs					-3.9	-2.5	8.0
have you had	Nearly every day					-3.7	-2.5	0.0
very little	A few days vs Nearly every day					1.5	-0.0	-1.6
interest or	Not at all vs Nearly every							
pleasure in doing things you	day					-0.8	0.4	4.0
typically enjoy?	A few days vs More than					5.4	2.5	-9.6
,, , , ,	half the days Not at all vs More than half							
	the days					3.1	2.9	-4.0
	Not at all vs A few days					-2.4	0.4	5.6
	Nearly every day	27.3	28.7	30.4	28.3	17.3	17.8	16.7
	More than half the days	12.6	6.7	8.7	10.1	18.2	11.4	28.9
	A few days Not at all	29.9 30.1	43.7 20.9	34.2 26.8	34.9 26.7	15.8 17.2	14.8	24.2 24.9
In the past 2	More than half the days vs	30.1	20.7	20.0	20./			
weeks, how often	Nearly every day					0.8	-6.5*	12.2
have you had worries that	A few days vs Nearly every					-1.6	-3.1*	7.5
something awful	day					1.0	5	7.0
will happen to	Not at all vs Nearly every day					-0.1	-7.5*	8.2
someone in the family?	A few days vs More than					2.4	2.4	4.7
iamily:	half the days					-2.4	3.4	-4.7
	Not at all vs More than half					-1.0	-1.0	-4.0
	the days Not at all vs A few days					1.4	-4.4**	0.7*
	Female	97.4	100.0	100.0	98.7		14.5	24.2
Gender	Male	2.6	0.0	0.0	1.3		8.7	9.9
	Male vs Female						-5.8*	-14.3***
	Under 25	1.0	0.7	1.7	1.0	12.8	25.2	25.7
	25-29 30-39	2.4 27.8	3.6 41.1	10.6 36.9	4.3 33.5	18.0 16.4	15.1	22.5 19.6
	40-49	39.6	31.6	40.2	37.3	14.8	14.3	23.8
	50-59	22.3	13.9	10.0	17.5	19.5	16.7	27.1
	60 or more	6.9	9.1	0.6	6.4	21.6		29.0
	25-29 vs Under 25					5.2	-10.1*	-3.2
	30-39 vs Under 25 40-49 vs Under 25					3.6 2.0	-13.3* -11.0*	-6.1 -1.9
	50-59 vs Under 25					6.7	-8.5*	1.3
How old are you?	60 or more vs Under 25					8.8	-3.2*	3.3
	30-39 vs 25-29					-1.5	-0.9**	-2.9
	40-49 vs 25-29					-3.2	1.5**	1.3
	50-59 vs 25-29 60 or more vs 25-29					1.6 3.6	2.4** 4.8**	4.6 6.5
	40-49 vs 30-39					-1.6	2.4*	4.2
	50-59 vs 30-39					3.1	.*	7.4
	60 or more vs 30-39					5.2	.*	9.4
	50-59 vs 40-49					4.7 6.8		3.3 5.2
	60 or more vs 40-49 60 or more vs 50-59					6.8 2.1		2.0
	PhD					2.1		2.0
	Master's degree	10.1	19.8	19.0	14.7	16.7	14.9	21.1
What is the	Bachelor's degree	54.5	40.8	56.4	50.6	16.4	12.9	20.6
highest educational	Teaching Diploma Technical	15.2	20.4	11.0	16.0	14.0	19.3	26.5
degree you have	Baccalaureate/Vocational	0.4	2.3	0.0	0.9	23.1	23.5	31.4
earned?	Diploma from	6.1	7.4	0.0	5.4	22.3	11.5	30.8
	CRDP/Teachers Centers					22.3	11.3	30.6
	High schools	13.0	9.3	10.1	11.3	OITABLA	BASELINE REF	

			Obs	(%)		Stud	ent Perform	ance
ltem	Options	Arabic	French	English			ercent Corre	
reciti	Эраонз	Teachers	Teachers	Teachers	Total	Arabic	French	English
	Other	0.7	0.0	3.6	1.0	ORF	ORF	ORF
	Bachelor's degree vs	0.7	0.0	3.0	1.0			
	Master's degree					-0.3	-2.1	-0.5
	Teaching Diploma vs							
	Master's degree					-2.8	4.3	5.5
	Technical							
	Baccalaureate/Vocational					6.3	8.6	10.3
	vs Master's degree							
	Diploma from						2.5	0.7
	CRDP/Teachers Centers vs Master's degree					5.5	-3.5	9.7
	Teaching Diploma vs							
	Bachelor's degree					2.3	6.4	9.8
	Technical							
	Baccalaureate/Vocational					4 . I	10.6	1.9
	vs Bachelor's degree							
	Diploma from							
	CRDP/Teachers Centers					-2.5	-1.4	5.9
	vs Bachelor's degree							
	Technical Baccalaureate/Vocational					6.6***	4.2	10.8*
	vs Teaching Diploma					6.6	4.2	10.8**
	Diploma from							
	CRDP/Teachers Centers					5.8***	-7.8	10.2*
	vs Teaching Diploma							
	Diploma from							
	CRDP/Teachers Centers					2.6	-12.0	10.2
	vs Technical					2.0	-12.0	10.2
	Baccalaureate/Vocational	F0.0	21 -	F0.7	F0.2	15.0	13.3	22.5
Do you have a	No	59.0	61.7	50.7	58.3	15.8	13.3 15.5	23.5
degree in education (BA,	Yes	41.0	38.3	49.3	41.7	18.0	15.5	25.5
MA, Teaching								
Diploma, early								
childhood								
education,								
special						2.2	2.1	2.0
education,								2.0
educational psychology or								
certificate from								
CRDP Teachers								
Centers)?	Yes vs No							
	No	37.4	62.4	24.6	42.7	16.3	14.6	28.8
Do you have a	Yes, BS (without MS)	52.2	30.5	61.9	47.3	17.3	14.3	21.2
degree in Arabic/	Yes, MS	10.4	7.1	13.5	10.0	16.5	13.7	20.6
English/ French	Yes, BS (without MS) vs					0.9	-0.3	-7.5*
language and/or	No Yea MS va No							
literature (BA or MA)?	Yes, MS vs No Yes, MS vs Yes, BS					0.2	-0.9	-8.1*
1:1 <i>P</i> 4. <i>)</i> ;	(without MS)					-0.7	-0.6	-0.6
	(without i is)						l .	l l

Exhibit 80: Grade 2 Math Teachers Questionnaire and Student EGMA Scores

ltem	Octions	Obs	Student Performance (Percent Correct)		
	Options	(%)	Addition	Subtraction	Word Problem
	Oct-21	87.8	6.5	3.7	1.2
	Nov-21	10.2	6.5	3.6	1.1
	Dec-21	1.5	4.3	2.5	1.2
When did you start teaching this year?	No answer/I don't know	0.5	8.6	5.3	1.1
, , ,	Nov-21 vs Oct-21		-0.0	-0.2	-0.1
	Dec-21 vs Oct-21		-2.2	-1.2	-0.0
	No answer/I don't know vs Oct-21		2.1	1.6	-0.0

		Obs	Student Performance (Percent Correct)			
ltem	Options	(%)	Addition	Subtraction	Word Problem	
	Dec-21 vs Nov-21		-2.1	-1.0	0.1	
	No answer/I don't know vs Nov-21		2.1	1.7	0.1	
	No answer/I don't know vs Dec-21		4.2***	2.7***	-0.0	
How many months of in-person classes	I-2 months	6.7	6.1	3.4	0.8	
were provided so far during this 2021-2022	3-4 months	93.3	6.5	3.7	1.2	
school year?	3-4 months vs I-2 months	F2 7	0.4	0.4	0.4	
Do you touch Crede 2 and/or Crede 22	Yes, Grade 2 only Yes, Grades 2 and 3	52.7 47.3	6.3	3.5 4.0	1.1	
Do you teach Grade 2 and/or Grade 3?	Yes, Grades 2 and 3 vs Yes, Grade 2 only	47.3	0.3	0.5*	0.0	
Did you conduct diagnostic assessments at	No	13.6	7.0	4.1	1.4	
the beginning of the school year to	Yes	86.4	6.4	3.7	1.1	
determine your students' levels in math?	Yes vs No		-0.5	-0.5	-0.3	
•	One grade below level	67.7	6.6	3.8	1.2	
What grade level do you estimate most of	Two grade levels below	32.3	6.1	3.4	1.1	
your students had at the beginning of the school year?	Two grade levels below vs One grade		-0.5	-0.5	-0.1	
school year:	below level				-0.1	
Did you start the school year by teaching	No	2.5	6.9	3.6	1.6	
prerequisites to your students?	Yes	97.5	6.5	3.8	1.2	
, , , , , , , , , , , , , , , , , , , ,	Yes vs No	F 0	-0.4	0.1	-0.4	
	Less than I week	5.0	5.6	2.7	1.2	
	I to 2 weeks	41.1	6.8	4.2	1.2	
	3 to 4 weeks 4 weeks or more	40.3 13.6	6.3	3.4 3.8	1.1	
	I to 2 weeks vs Less than I week	13.6	1.2	1.5	-0.0	
If yes, for how many weeks?	3 to 4 weeks vs Less than I week		0.7	0.7	-0.0	
	4 weeks or more vs Less than I week		1.0	1.1	-0.1	
	3 to 4 weeks vs I to 2 weeks		-0.5	-0.8	-0.1	
	4 weeks or more vs I to 2 weeks		-0.2	-0.4	-0.1	
	4 weeks or more vs 3 to 4 weeks		0.3	0.4	-0.0	
	Learning recovery program resources on CRDP platform-Selected	13.5	6.1	3.3	1.1	
	Learning recovery program resources on CRDP platform-Not Selected	86.5	6.5	3.8	1.2	
	not selected vs selected		0.4	0.5	0.1	
	Resources shared by QITABI 2 during the learning recovery session-Selected	24.6	6.8	3.7	1.2	
	Resources shared by QITABI 2 during the learning recovery session-Not Selected	75.4	6.3	3.7	1.1	
	not selected vs selected		-0.5*	-0.0	-0.1	
	Textbook used in public schools-Selected	64.0	6.5	3.7	1.1	
What resources did you use during this	Textbook used in public schools-Not Selected	36.0	6.4	3.6	1.2	
revision period?	not selected vs selected	22.5	-0.1	-0.1	0.1	
	Other textbooks-Selected	22.9	6.5	3.9	1.1	
	Other textbooks-Not Selected not selected vs selected	77.I	6.5	3.6	0.0	
	Resources from the internet-Selected	37.9	-0.0 6.9	-0.3 4.1	1.2	
	Resources from the internet-Selected Resources from the internet-Not Selected	62.1	6.2	3.5	1.1	
	not selected vs selected		-0.6**	-0.6**	-0.0	
	Other-Selected Other-Selected	11.0	7.1	4.5	1.5	
	Other-Not Selected	89.0	6.4	3.6	1.1	
	not selected vs selected		-0.8	-0.9*	-0.4	
	No answer/I don't know-Selected	0.3	3.4	2.6	1.0	
	No answer/I don't know-Not Selected	99.7	6.5	3.7	1.2	
	not selected vs selected		3.0***	1.1***	0.2***	
	Every or almost every lesson	40.8	6.8	3.9	1.4	
	About half the lessons	17.4	5.7	3.3	1.0	
	Some lessons	35.2	6.3	3.6	1.0	
How often did you use manipulatives this year (such as base ten blocks, cubes, etc.)?	Never About half the lessons vs Every or almost	6.6	7.3	4.3 -0.6	1.I -0.4**	
	Some lessons vs Every or almost every		-0.5**	-0.3	-0.4**	
	lesson Never vs Every or almost every lesson		0.5**	0.4	-0.3**	

		Obs	Studen	(Percent	
ltem	Options	(%)	Addition	Correct) Subtraction	Word Problem
	Some lessons vs About half the lessons		0.6	0.3	0.1**
	Never vs About half the lessons		1.5	1.1	0.1**
	Never vs Some lessons		1.0	0.8	0.0
	Every day	5.3	5.2 7.2	2.9	0.6
	3 to 4 times per week I to 2 times per week	7.8 54.9	6.3	4.2 3.6	1.2
	Never	32.0	6.8	3.8	1.2
How often did you ask students to work in	3 to 4 times per week vs Every day	32.0	2.0**	1.3	0.6*
groups (2 or more students) in the	I to 2 times per week vs Every day		1.1**	0.7	0.6*
classroom?	Never vs Every day		1.5**	0.9	0.6*
	I to 2 times per week vs 3 to 4 times per week		-0.9	-0.6	0.0***
	Never vs 3 to 4 times per week		-0.4	-0.4	0.1***
	Never vs I to 2 times per week		0.5*	0.2	0.1***
	Every or almost every lesson	59.2	6.6	3.7	1.2
	About half the lessons	18.3	5.5	3.2	1.0
How often did you conduct formative tests	Some lessons About half the lessons vs Every or almost	22.5	6.9	4.1	1.2
to assess your students' comprehension of math?	every lesson		-1.1**	-0.5	-0.2
	Some lessons vs Every or almost every lesson		0.3**	0.4	-0.0
	Some lessons vs About half the lessons	F0.0	1.4	0.9	0.2
	Every or almost every lesson	52.2	6.6	3.8	1.1
	About half the lessons Some lessons	9.6 31.1	6.0 6.7	3.4 3.7	1.0
	Never	7.I	5.5	2.8	1.2
During this year, how often did you give	About half the lessons vs Every or almost	7.1	-0.6	-0.4	-0.1
individualized feedback to each of your students during the sessions allotted to	Some lessons vs Every or almost every		0.2	-0.1	0.1
teaching math?	lesson Never vs Every or almost every lesson		-1.0	-1.1	-0.1
	Some lessons vs About half the lessons		0.7	0.3	0.2
	Never vs About half the lessons		-0.5	-0.7	-0.0
	Never vs Some lessons		-1.2	-1.0	-0.2
	More than 75% of the students	9.0	5.6	2.9	0.8
	Between 50% and 75% of the students	15.7	6.2	3.3	1.3
	Between 25% and 49% of the students	36.9	6.3	3.5	1.1
	Less than 25% of the students	38.5	7.0	4.3	1.2
	Between 50% and 75% of the students vs More than 75% of the students		0.7	0.4	0.5*
	Between 25% and 49% of the students vs More than 75% of the students		0.7	0.6	0.4*
What is the percentage of the students who find difficulties in problem solving?	Less than 25% of the students vs More than 75% of the students		1.4	1.4	0.4*
and annealoes in problem solving:	Between 25% and 49% of the students				
	vs Between 50% and 75% of the students		0.0	0.2	-0.1*
	Less than 25% of the students vs Between 50% and 75% of the		0.8	0.9	-0.1*
	Less than 25% of the students vs		0.7**	0.7***	0.1**
	Between 25% and 49% of the students Work with them in the classroom-	86.8	6.4	3.7	1.1
	Selected. Work with them in the classroom-Not	13.2	6.8	4.0	1.3
	Selected. not selected vs selected		0.4	0.3	0.2
What do you usually do with students who	Work with them outside of the classroom-Selected.	7.4	5.8	3.0	1.1
show difficulties in learning math?	Work with them outside of the classroom-Not Selected.	92.6	6.5	3.8	1.2
	not selected vs selected		0.7	0.8	0.1
	Wait to see if performance improves over time-Selected.	25.2	6.2	3.5	1.3
OITARI 2 RASEI INIE REPORT I 80	Wait to see if performance improves over time-Not Selected.	74.8	6.6	3.8	1.1

ltem	Options	Obs	Student	t Performance (Correct)	(Percent
item	Орионз	(%)	Addition	Subtraction	Word Problem
	not selected vs selected		0.4	0.3	-0.2
	Ask parents to help-Selected.	61.4	6.4	3.7	1.2
	Ask parents to help-Not Selected.	38.6	6.6	3.7	1.1
	not selected vs selected		0.2	-0.0	-0.0
	Have students work with a specialized	5.6	7.9	4.5	1.9
	professional-Selected.	3.0	7.7	1.3	1.,
	Have students work with a specialized	94.4	6.4	3.7	1.1
	professional-Not Selected.	7			-
	not selected vs selected		-1.5**	-0.8	-0.8**
	Recommend that students enroll in a special math program-Selected.	5.7	7.3	4.4	1.7
	Recommend that students enroll in a special math program-Not Selected.	94.3	6.4	3.7	1.1
	not selected vs selected		-0.9	-0.8	-0.6**
	Other-Selected	5.4	8.0	5.2	1.8
	Other-Not Selected	94.6	6.4	3.6	1.1
	not selected vs selected	71.0	-1.6***	-1.6**	-0.7**
	No answer/I don't know-Selected	1.0	7.2	3.7	1.1
	No answer/I don't know-Not Selected	99.0	6.5	3.7	1.2
	not selected vs selected		-0.7	0.0	0.1
	More than 75% of the students	20.4	6.1	3.2	1.0
	Between 50% and 75% of the students	25.8	6.5	3.7	1.1
	Between 25% and 49% of the students	23.1	6.1	3.3	1.0
	Less than 25% of the students	30.7	6.9	4.3	1.5
	Between 50% and 75% of the students				
	vs More than 75% of the students		0.4	0.5	0.2
What is the percentage of the students who	Between 25% and 49% of the students vs More than 75% of the students		0.0	0.1	0.0
have difficulties understanding the language	Less than 25% of the students vs More				
of instruction for math in your class this	than 75% of the students		0.8	1.1	0.5
year?	Between 25% and 49% of the students vs Between 50% and 75% of the		-0.3	-0.4	-0.2
	students				
	Less than 25% of the students				
	vs Between 50% and 75% of the		0.4	0.6	0.3
	students				
	Less than 25% of the students vs Between 25% and 49% of the students		0.8	1.0**	0.5***
	French almost exclusively	9.3	6.4	3.6	0.9
	English almost exclusively	10.8	7.3	4.3	1.3
	Arabic almost exclusively	10.5	6.5	4.0	2.0
	French and Arabic	44.8	5.7	3.0	1.0
	English and Arabic	24.6	7.5	4.6	1.2
	English almost exclusively vs French		0.9	0.6	0.4
	almost exclusively		0.7	0.0	U. T
	Arabic almost exclusively vs French almost exclusively		0.0	0.4	1.1
	French and Arabic vs French almost		-0.8	-0.6	0.1
What language(s) do you use in the	exclusively English and Arabic vs French almost		1.1	1.0	0.3
classroom to teach math?	exclusively Arabic almost exclusively vs English				
	almost exclusively		-0.9	-0.2	0.7***
	French and Arabic vs English almost exclusively		-1.7	-1.3	-0.3***
	English and Arabic vs English almost exclusively		0.2	0.3	-0.1***
	French and Arabic vs Arabic almost exclusively		-0.8	-1.0	-1.0
	English and Arabic vs Arabic almost exclusively		1.0	0.6	-0.8
	English and Arabic vs French and Arabic		1.9*	1.6	0.2
What is the percentage of the students who	More than 75% of the students	5.3	7.2	4.1	1.0
showed emotional or psychological	Between 50% and 75% of the students	10.6	6.3	3.3	1.2
	Between 25% and 49% of the students	18.8	6.1	3.7	1.1
difficulties (such as sadness, anxiety) in your	Detween 23/6 and 47/6 of the students				

Retween 50% and 75% of the students vs More than 75% of the students vs Between 50% and 75% of the curriculum 4.0 7.1 5.3 1.			Obs	Student Performance (Percent Correct)			
\(vs More than 75% of the students vs Between 25% and 49% of the students vs More than 75% of the curriculum vs More th	ltem	Options		Addition	<u> </u>	Word Problem	
More than 75% of the students				-0.9	-0.8	0.2	
### than 75% of the students Setween 25% and 49% of the students -0.2 0.3 -0				-1.1	-0.4	0.2	
vs Between 50% and 75% of the students vs Between 50% and 75% of the students vs Between 50% and 75% of the students Less than 25% of the students vs Between 25% and 49% of the students less than 25% of the curriculum less t				-0.7	-0.3	0.3	
Less than 25% of the students vs Between 50% and 75% of the students		vs Between 50% and 75% of the		-0.2	0.3	-0.1	
Between 25% and 49% of the students		Less than 25% of the students vs Between 50% and 75% of the		0.2	0.4	0.1	
More than 75% of the curriculum				0.3	0.1	0.1	
Between 50% and 75% of the curriculum 57.4 6.5 3.5 1.			4.0	7.1	5.3	1.3	
Less than 25% of the curriculum			29.3			1.4	
What percentage of the Grade 2 curriculum have you covered this year so far? Ess than 25% of the curriculum vs More than 75% of the curriculum vs Between 25% and 49% of the curriculum vs Between 50% and 75% of the curriculum vs Between 50% and 75% of the curriculum vs Between 50% and 75% of the curriculum vs Between 25% and 49% of the curriculum vs Between 25% and 49% of the curriculum vs Between 25% of the		Less than 25% of the curriculum				1.1 0.8	
What percentage of the Grade 2 curriculum have you covered this year so far?	What percentage of the Grade 2 curriculum	curriculum vs More than 75% of the		-0.4	-1.0	0.1	
More than 75% of the curriculum -1.9 -2.8 -0.		Between 25% and 49% of the curriculum		-0.7	-1.8	-0.2	
vs Between 50% and 75% of the curriculum -0.3 -0.8*** -0.0 -0.3 -0.8*** -0.0 -0.3 -0.8*** -0.0 -0.3 -0.8*** -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -0.0 -	nave you covered this year so far?			-1.9	-2.8	-0.5	
vs Between 50% and 75% of the curriculum -1.4 -1.9*** -0.0		vs Between 50% and 75% of the		-0.3	-0.8***	-0.3	
No 98.4 6.5 3.7 1.5 1.6 6.0 3.3 1.5 1.6 6.0 3.3 1.5 1.6 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0 6.0		Less than 25% of the curriculum vs Between 50% and 75% of the curriculum		-1.4	-1.9***	-0.6	
Yes		Between 25% and 49% of the curriculum				-0.3	
Yes vs No						1.1	
No 9.9 6.8 4.3 1.5 Yes 90.1 6.3 3.5 1.5 Yes Yes Yes Yes Yes Yes None 24.2 6.7 3.9 1.5 1 to 2 trainings 43.2 6.5 3.8 1.5 3 to 4 trainings 22.2 6.3 3.4 1.5 5 to 6 trainings 8.2 6.1 3.7 1.5 More than 7 trainings 2.2 6.0 3.5 More than 7 trainings 3.5 4.5 More than 7 trainings 3.5	Do you teach Grade 6?		1.6			1.8	
Are you equipped to help students with their social emotional needs? Yes 90.1 6.3 3.5 1. Yes vs No -0.5 -0.8 -0.0 None 24.2 6.7 3.9 1. 1 to 2 trainings 43.2 6.5 3.8 1. 3 to 4 trainings 22.2 6.3 3.4 1. 5 to 6 trainings 8.2 6.1 3.7 1. More than 7 trainings 2.2 6.0 3.5 1.			0.0				
Yes vs No						1.4	
None 24.2 6.7 3.9 1. I to 2 trainings 43.2 6.5 3.8 1. 3 to 4 trainings 22.2 6.3 3.4 1. 5 to 6 trainings 8.2 6.1 3.7 1. More than 7 trainings 2.2 6.0 3.5 1.	their social emotional needs?		70.1			-0.4	
I to 2 trainings 43.2 6.5 3.8 1. 3 to 4 trainings 22.2 6.3 3.4 1. 5 to 6 trainings 8.2 6.1 3.7 1. More than 7 trainings 2.2 6.0 3.5 1.			24 2			1.3	
3 to 4 trainings 22.2 6.3 3.4 1. 5 to 6 trainings 8.2 6.1 3.7 1. More than 7 trainings 2.2 6.0 3.5 1.						1.1	
5 to 6 trainings 8.2 6.1 3.7 1. More than 7 trainings 2.2 6.0 3.5 1.						1.1	
			8.2	6.1	3.7	1.1	
		More than 7 trainings	2.2		3.5	1.0	
		I to 2 trainings vs None		-0.2	-0.1	-0.2	
						-0.2	
						-0.2	
,	education have you followed in total?					-0.3	
Ů Ů						0.0	
						0.0	
						-0.1	
						-0.0	
						-0.1	
			AE A			-0.1 1.1	
						1.1	
						1.1	
5 to 6 trainings 0.7 5.3 3.1 0.						0.3	
In the past 4 years, how many professional More than 7 trainings 34 70 48						1.8	
development trainings in IC1 (use of the			J.⊤ī			0.0	
complifer) have you followed in fotal/	computer) have you followed in total?					0.4	
						-0.7	
						0.7	
						0.3	

		Obs	Student Performance (Percent Correct)			
ltem	Options	(%)	Addition	Subtraction	Word Problem	
	5 to 6 trainings vs 1 to 2 trainings		-1.1*	-0.6	-0.8	
	More than 7 trainings vs 1 to 2 trainings		0.5*	1.0	0.6	
	5 to 6 trainings vs 3 to 4 trainings		-1.9	-1.3	-1.1***	
	More than 7 trainings vs 3 to 4 trainings		-0.2	0.4	0.3***	
	More than 7 trainings vs 5 to 6 trainings	20.2	1.7	1.7	1.4	
	Use of Word-Selected	20.3	7.1	4.3	1.2	
	Use of Word-Not Selected not selected vs selected	79.7	6.3 -0.7***	3.6 -0.7**	1.1	
	Use of PPT-Selected	23.3	6.9		-0.1 1.2	
	Use of PPT-Not Selected	76.7	6.3	4.2 3.5	1.1	
	not selected vs selected	70.7	-0.5*	-0.7**	-0.0	
	Use of online platforms (Zoom, Teams, etc.) -Selected	29.5	6.8	4.0	1.3	
	Use of online platforms (Zoom, Teams, etc.) -Not Selected	70.5	6.3	3.6	1.1	
	not selected vs selected		-0.4	-0.5	-0.2	
	Use of WhatsApp for online learning-	12.2	7.1	4.4	1.3	
	Use of WhatsApp for online learning-	87.8	6.4	3.6	1.1	
What were these training sessions about?	Not Selected	5, .0				
	not selected vs selected		-0.8*	-0.8*	-0.1	
	Teaching practices for online learning- Selected	20.4	6.5	4.0	1.1	
	Teaching practices for online learning- Not Selected	79.6	6.4	3.6	1.2	
	not selected vs selected		-0. I	-0.3	0.0	
	Assessment practices for online learning- Selected	13.6	7.4	4.5	1.4	
	Assessment practices for online learning- Not Selected	86.4	6.3	3.6	1.1	
	not selected vs selected		-1.1***	-1.0**	-0.2	
	Other-Selected	7.1	6.5	3.8	1.4	
	Other-Not Selected	92.9	6.5	3.7	1.1	
	not selected vs selected	22.4	-0.1	-0.1	-0.2	
	Beginner Intermediate	33.4 41.4	5.8 6.6	3.2 3.8	1.1	
In what relates to ICT (use of the	Advanced	25.2	7.0	4.2	1.2	
computer), how do you consider yourself?	Intermediate vs Beginner	23.2	0.8*	0.7*	0.1	
compared), non co /ou commen /oursem	Advanced vs Beginner		1.2*	1.1*	0.1	
	Advanced vs Intermediate		0.3***	0.4**	0.0	
Did you participate in the QITABI 2	No	38.0	6.4	3.6	1.1	
learning recovery session in November	Yes	62.0	6.5	3.8	1.2	
2021?	Yes vs No		0.1	0.2	0.1	
	Effective strategies for math instructions	28.4	6.4	3.7	1.2	
	Use of online platforms	12.9	6.6	3.6	1.3	
	Classroom management	3.3	5.7	3.3	0.8	
	Interactive teaching and learning activities	14.9	6.0	3.1	1.1	
	Assessment strategies	3.5	6.2	4.4	1.1	
	Training on how to enhance students' SEL skills (respond to students' SEL needs)	9.1	6.0	3.0	0.8	
	Other	23.7				
	No answer/ I don't know	4.1				
What training sessions do you MOST need	Use of online platforms vs Effective		0.2	0.1	0.0	
to develop your skills in teaching math in	strategies for reading instructions		0.2	-0.1	0.0	
primary classes?	Classroom management vs Effective strategies for reading instructions		-0.6	-0.4	-0.5	
	Interactive teaching and learning activities vs Effective strategies for reading instructions		-0.4	-0.6	-0.2	
	Assessment strategies vs Effective strategies for reading instructions		-0.2	0.7	-0.1	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading		-0.4	-0.7	-0.5	
	instructions					

		Obs	Student Performance (Percent Obs Correct)			
ltem	Options	(%)	Addition	Subtraction	Word Problem	
	Classroom management vs Use of online platforms		0.2	0.2	-0.2	
	Interactive teaching and learning activities vs Use of online platforms		0.5	0.8	0.4	
	Assessment strategies vs Use of online platforms		-0.8	-0.3	-0.5	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Use of online platforms		-0.6	-0.5	-0.2	
	Interactive teaching and learning activities vs Classroom management		-0.4	0.8	-0.1	
	Assessment strategies vs Classroom management		-0.6	-0.5	-0.5	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Classroom management		-0.0	0.3	-0.2	
	Assessment strategies vs Interactive teaching and learning activities		0.3	0.9	0.3	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities		0.3	-0.2	0.3	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies		0.4	1.1	0.4	
	Nearly every day	25.3	6.2	3.5	0.9	
	More than half the days A few days	12.2 45.8	6.4 6.6	3.3 3.9	1.1	
	Not at all	16.7	6.5	4.0	1.2	
In the past 2 weeks, how often have you felt nervous or anxious?	More than half the days vs Nearly every day		0.2	-0.2	0.2	
	A few days vs Nearly every day Not at all vs Nearly every day		0.4	0.4 0.5	0.3	
	A few days vs More than half the days		0.3	0.5	0.2*	
	Not at all vs More than half the days		0.2	0.7	0.1*	
	Not at all vs A few days	10.4	-0.0	0.1	-0.1	
	Nearly every day More than half the days	12.6 9.8	6.2 6.5	3.4 3.5	1.0	
	A few days	31.2	6.3	3.5	1.1	
	Not at all	46.4	6.7	3.9	1.2	
In the past 2 weeks, how often have you felt that you are not able to stop or control	More than half the days vs Nearly every day		0.3	0.2	0.2	
worrying?	A few days vs Nearly every day		0.1	0.2	0.2	
	Not at all vs Nearly every day A few days vs More than half the days		0.5 -0.2	0.6 0.0	0.3 -0.0	
	Not at all vs More than half the days		0.2	0.4	0.1	
	Not at all vs A few days		0.4	0.4	0.1	
	Nearly every day	10.2	6.2	2.7	0.9	
	More than half the days A few days	9.0 32.0	6.3	3.8 3.5	1.2	
	Not at all	48.7	6.6	4.0	1.1	
In the past 2 weeks, how often have you felt	More than half the days vs Nearly every day		0.1	1.1	0.3	
down, depressed, or hopeless?	A few days vs Nearly every day		0.1	0.8	0.2	
	Not at all vs Nearly every day		0.4	1.4	0.3	
	A few days vs More than half the days Not at all vs More than half the days		-0.0 0.3	-0.3 0.2	-0.1 0.0	
	Not at all vs A few days		0.3	0.6**	0.0	
	Nearly every day	25.1 16.7	6.5	3.6	1.0	
	More than half the days		5.8	3.4 3.7	1.2	
In the past 2 weeks, how often have you had	A few days Not at all	35.1 23.1	6.5 6.8	4.0	1.2	
very little interest or pleasure in doing things you typically enjoy?	More than half the days vs Nearly every day	20.1	-0.6	-0.2	0.2	
	A few days vs Nearly every day		0.0	0.1	0.1	
OITARI 2 RASELINIE REPORT 84	Not at all vs Nearly every day		0.3	0.4	0.2	

		Obs	Student Performance (Percent Correct)			
ltem	Options	(%)	Addition	Subtraction	Word Problem	
	A few days vs More than half the days		0.7	0.3	-0.0	
	Not at all vs More than half the days		1.0	0.6	-0.0	
	Not at all vs A few days	20.0	0.3	0.4 3.5	0.0	
	Nearly every day More than half the days	28.0 11.4	6.1 6.2	3.5	1.3	
	A few days	36.0	6.5	3.8	1.2	
	Not at all	24.6	6.8	3.9	1.3	
In the past 2 weeks, how often have you had worries that something awful will happen to	More than half the days vs Nearly every day		0.1	-0.0	0.3	
someone in the family?	A few days vs Nearly every day		0.4	0.3	0.3	
a constant in the name of the constant in the	Not at all vs Nearly every day		0.7	0.4	0.4	
	A few days vs More than half the days		0.3	0.3	-0.1	
	Not at all vs More than half the days		0.6	0.4	0.0	
	Not at all vs A few days		0.3	0.1	0.1*	
Conde	Female	92.6	6.5	3.7	1.2	
Gender	Male Male vs Female	7.4	5.6 -0.9	3.3 -0.4	0.9 -0.3	
	Under 25	1.2	7.3	3.7	-0.3 .	
	25-29	7.2	7.5	4.6	1.6	
	30-39	31.9	6.4	3.6	0.9	
	40-49	32.9	6.4	3.6	1.3	
	50-59	16.5	5.5	3.1	1.0	
	60 or more	10.3	7.3	4.9	1.5	
	25-29 vs Under 25		0.2	0.9	0.5	
	30-39 vs Under 25 40-49 vs Under 25		-0.9 -0.9	-0.2 -0.2	-0.2 0.1	
	50-59 vs Under 25		-1.8	-0.2	-0.1	
How old are you?	60 or more vs Under 25		0.0	1.1	0.4	
,	30-39 vs 25-29		-1.1	-1.0	-0.7	
	40-49 vs 25-29		-1.0	-1.0	-0.3	
	50-59 vs 25-29		-2.0	-1.5	-0.6	
	60 or more vs 25-29		-0.2	0.3	-0.1	
	40-49 vs 30-39 50-59 vs 30-39		0.0	0.0	0.4 0.1	
	60 or more vs 30-39		-0.9 0.9	-0.5 1.3	0.6	
	50-59 vs 40-49		-0.9*	-0.5	-0.3	
	60 or more vs 40-49		0.9*	1.3	0.2	
	60 or more vs 50-59		1.8	1.8	0.5	
	PhD	0.5	6.8	2.2	2.3	
	Master's degree	14.4	6.9	4.0	1.0	
	Bachelor's degree	50.2	6.4	3.5	1.1	
	Teaching Diploma Technical Baccalaureate/Vocational	9.7 2.4	6.6 6.7	4.6 4.2	1.3 0.8	
	Diploma from CRDP/Teachers Centers	7.6	7.2	4.6	1.7	
	High schools	14.1			1,,,	
	Other	1.0				
	Master's degree vs PhD		0.1	1.8***	-1.3***	
	Bachelor's degree vs PhD		-0.4	1.3***	-1.2***	
	Teaching Diploma vs PhD		-0.2	2.4***	-1.0***	
	Technical Baccalaureate/Vocational vs PhD		-0.1	2.0***	-1.5***	
What is the highest educational degree you have earned?	Diploma from CRDP/Teachers Centers vs PhD		0.4	2.4***	-0.6***	
	Bachelor's degree vs Master's degree		-1.2	0.9***	-1.3***	
	Teaching Diploma vs Master's degree		-0.4	1.7***	0.2***	
	Technical Baccalaureate/Vocational vs Master's degree		-0.5	-0.5***	0.1***	
	Diploma from CRDP/Teachers Centers		-0.4	0.6***	0.3***	
	vs Master's degree Teaching Diploma vs Bachelor's degree		-0.2	0.3***	-0.2***	
	Technical Baccalaureate/Vocational vs		0.3	0.7***	0.7***	
	Bachelor's degree Diploma from CRDP/Teachers Centers					
	vs Bachelor's degree Technical Baccalaureate/Vocational vs		-1.4	-0.9***	0.0***	
	Teaching Diploma		-0.5	-0.0	1.5***	

ltem	Options	Obs	Student Performance (Percent Correct)			
iteiii	Options	(%)	Addition	Subtraction	Word Problem	
	Diploma from CRDP/Teachers Centers vs Teaching Diploma		0.1	1.1	0.2***	
	Diploma from CRDP/Teachers Centers vs Technical Baccalaureate/Vocational		0.3	0.7***	-0.3*	
Do you have a degree in education (BA,	No	61.0	6.3	3.7	1.1	
MA, Teaching Diploma, early childhood	Yes	39.0	6.7	3.8	1.2	
education, special education, educational psychology or certificate from CRDP			0.4	0.1	0.1	
Teachers Centers)?	Yes vs No					
	No	81.3	6.4	3.6	1.2	
De combine de como de Acobine Francisco	Yes, BS (without MS)	16.0	6.7	3.7	1.0	
Do you have a degree in Arabic/ English/	Yes, MS	2.7	7.8	5.2	1.4	
French language and/or literature (BA or	Yes, BS (without MS) vs No		0.3	0.1	-0.2	
MA)?	Yes, MS vs No		1.5	1.6	0.3	
	Yes, MS vs Yes, BS (without MS)		1.2**	1.5*	0.4	

Exhibit 81: Grade 3 Language Teacher Questionnaire and Student CBA Scores

	0 ::	Q I (0()	Student Performance (Percent Correct)			
ltem	Options	Obs (%)	Arabic	French	English	
	Oct-21	87.7	36.3	26.1	29.0	
	Nov-21	9.3	35.6	29.1	36.6	
	Dec-21	2.8	37.9	21.8	28.4	
	No answer/I don't know	0.2	42.7		21.5	
	Nov-21 vs Oct-21		-0.8	3.0	7.5	
When did you start teaching this	Dec-21 vs Oct-21		1.5	-4.4	-0.6	
year?	No answer/I don't know vs Oct-21		6.4	-7.3	-7.5	
	Dec-21 vs Nov-21		2.3		-8.1	
	No answer/I don't know vs Nov-21		7.2		-15.0	
	No answer/I don't know vs Dec-2I		4.9***		-6.9***	
How many months of in-person	I-2 months	5.5	33.3	20.9	31.2	
classes were provided so far during	3-4 months	94.5	36.5	26.5	29.6	
this 2021-2022 school year?	3-4 months vs 1-2 months		3.2	5.6***	-1.6	
	Yes, Grade 3 only	99.2	36.3	26.1	29.9	
Do you teach Grade 2 and/or Grade	Yes, Grades 2 and 3	8.0	31.2	26.2	12.5	
3?	Yes, Grades 2 and 3 vs Yes, Grade 3 only		-5.1***	0.1	-17.4***	
Did you conduct diagnostic	No	11.7	31.8	28.1	24.6	
assessments at the beginning of the	Yes	88.3	37.0	25.6	30.0	
school year to determine your students' levels in reading or writing?	Yes vs No		5.2**	-2.5	5.4*	
	One grade below level	52.2	38.9	27.4	30.5	
What grade level do you estimate	Two grade levels below	47.8	33.4	23.8	28.4	
most of your students had at the beginning of the school year?	Two grade levels below vs One grade below level		-5.5***	-3.6***	-2.1	
Did you start the school year by	No	2.7	34.3	31.4	28.5	
teaching prerequisites to your	Yes	97.3	36.3	25.7	29.7	
students?	Yes vs No		2.0	-5.8	1.2	
	Less than I week	2.4	40.8	27.0	47.2	
	I to 2 weeks	32.0	39.5	25.9	31.0	
	3 to 4 weeks	44.9	35.9	25.8	29.8	
	4 weeks or more	20.6	30.1	25.3	26.8	
If yes for how many weeks?	I to 2 weeks vs Less than I week		-1.3	-1.1	-16.3***	
If yes, for how many weeks?	3 to 4 weeks vs Less than I week		-4.9	-1.2	-17.4***	
	4 weeks or more vs Less than I week		-10.7	-1.7	-20.5***	
	3 to 4 weeks vs I to 2 weeks		-3.6	-0.2	-1.2***	

ltem	Options	Obs (%)		erformance (Percent Correct)		
		(/	Arabic	French	English	
	4 weeks or more vs I to 2 weeks		-9.4	-0.6	-4.2***	
	4 weeks or more vs 3 to					
	4 weeks		-5.8*	-0.4	-3.0***	
	Learning recovery					
	program resources on	15.8	35.2	26.9	32.5	
	CRDP platform-Selected					
	Learning recovery					
	program resources on	84.2	36.5	26.0	29.1	
	CRDP platform-Not	04.2	30.3	20.0	27.1	
	Selected					
	not selected vs selected		1.4	-1.0	-3.4	
	Resources shared by					
	QITABI 2 during the learning recovery	29.9	34.6	26.4	29.2	
	session-Selected					
	Resources shared by					
	QITABI 2 during the					
	learning recovery	70.1	37.0	26.0	29.8	
	session-Not Selected					
	not selected vs selected		2.3	-0.4	0.5	
	Textbook used in public	51.6	35.5	26.0	29.5	
	schools-Selected	31.0	33.3	20.0	27.3	
What resources did you use during	Textbook used in public	48.4	36.9	26.2	29.8	
this revision period?	schools-Not Selected	.0.1				
	not selected vs selected		1.4	0.2	0.4	
	Other textbooks-	26.6	35.I	23.2	29.2	
	Selected Other textbooks-Not					
	Selected	73.4	36.8	26.9	29.8	
	not selected vs selected		1.7	3.7**	0.6	
	Resources from the					
	internet-Selected	40.0	37.9	25.5	30.5	
	Resources from the	40.0	24.0	24.2	20.0	
	internet-Not Selected	60.0	34.8	26.3	29.0	
	not selected vs selected		-3.1*	0.8	-1.5	
	Other-Selected	14.8	35.9	24.6	26.9	
	Other-Not Selected	85.2	36.3	26.5	30.1	
	not selected vs selected		0.4	1.9	3.2	
	No answer/I don't know-	0.8	34.4			
	Selected					
	No answer/I don't know- Not Selected	99.2	36.3			
	not selected vs selected		1.9		+	
	Every or almost every					
	lesson	76.8	36.3	25.7	29.3	
	About half the lessons	6.9	37.1	24.5	31.1	
	Some lessons	14.7	35.0	26.1	30.2	
	Never	1.6	42.2	41.6	32.6	
	About half the lessons vs					
	Every or almost every		0.8	-1.2	1.8	
During this year, how often did you	lesson					
teach students strategies for	Some lessons vs Every or		-1.4	0.3	0.9	
sounding out letters?	almost every lesson					
	Never vs Every or almost every lesson		5.8	15.8	3.3	
	Some lessons vs About				+	
	half the lessons		-2.1	1.5	-0.9	
	Never vs About half the			17.0		
	lessons		5.1	17.0	1.5	
	Never vs Some lessons		7.2***	15.5***	2.4*	
	Every or almost every	67.7	36.3	25.0	29.2	
During this year, how often did you	lesson					
teach your students strategies for	About half the lessons	10.0	37.1	26.6	30.4	
decoding words?	Some lessons	19.4	36.2	28.2	29.7	
	Never	2.8	37.3	27.4	27.5	

ltem	Options	Obs (%)		rformance (Percei	
	About half the lessons vs	3 3 3 (13)	Arabic	French	English
	Every or almost every lesson		0.8	1.6	1.2
	Some lessons vs Every or almost every lesson		-0.1	3.2	0.5
	Never vs Every or almost every lesson		1.0	2.4	-1.8
	Some lessons vs About half the lessons		-0.9	1.5	-0.7
	Never vs About half the lessons		0.2	0.8	-3.0
	Never vs Some lessons		1.1	-0.8	-2.3
	Every or almost every lesson	81.1	36.3	26.0	29.2
	About half the lessons	9.7	40.3	27.9	30.6
	Some lessons Never	8.6 0.6	29.6 47.3	25.9 18.8	35.5
	About half the lessons vs Every or almost every	0.0	4.0	1.9	1.4
During this year, how often did you teach your students new vocabulary systematically?	Some lessons vs Every or almost every lesson		-6.7	-0.2	6.3
·,·············	Never vs Every or almost every lesson		11.0	-7.3	4.9
	Some lessons vs About half the lessons		-10.7**	-2.1	
	Never vs About half the lessons		7.0**	-9.2	
	Never vs Some lessons		17.7***	-7.1***	
	Every or almost every lesson	62.3	36.3	25.7	30.8
	About half the lessons	13.0	37.1	25.1	30.6
	Some lessons	22.2	35.5	25.8	25.9
	Never About half the lessons vs Every or almost every	2.5	39.6 0.8	-0.6	-0.2
During this year, how often did you conduct formative tests to assess	Some lessons vs Every or		-0.8	0.1	-4.9
your students' reading skills?	almost every lesson Never vs Every or almost every lesson		3.3	7.5	-4.7
	Some lessons vs About half the lessons		-1.7	0.7	
	Never vs About half the lessons		2.5	8.1	
	Never vs Some lessons		4.2	7.4	
	Every or almost every lesson	29.3	36.1	25.5	30.4
	About half the lessons Some lessons	6.6 33.2	33.I 35.2	27.3 25.8	29.8 29.4
	Never	30.9	37.I	25.5	29.9
During this year, how often did you	About half the lessons vs Every or almost every lesson		-3.0	1.7	-0.6
provide in class reading materials (e.g. leveled books) that match your students' reading levels?	Some lessons vs Every or almost every lesson		-0.9	0.2	-1.0
	Never vs Every or almost every lesson		1.0	-0.0	-0.4
	Some lessons vs About half the lessons		2.0	-1.5	-0.4
	Never vs About half the lessons		3.9	-1.8	0.1
	Never vs Some lessons		1.9	-0.3	0.5
During this year, how often did you ask your students to answer	Every or almost every lesson	87.9	36.8	26.1	29.6
comprehension questions during the	About half the lessons Some lessons	5.7 6.0	33.2 33.6	27.3 24.2	28.5 30.5

ltem	Options	Obs (%)		erformance (Percei	
sessions allotted to teaching	Never	0.3	Arabic 38.0	French	English
reading?	About half the lessons vs	0.3	30.0	•	•
	Every or almost every		-3.6	1.2	-1.1
	lesson				
	Some lessons vs Every or almost every lesson		-3.1	-1.9	0.9
	Never vs Every or				
	almost every lesson		1.2	-3.1	2.0
	Some lessons vs About		0.4		
	half the lessons		0.1	•	
	Never vs About half the lessons		4.8		
	Never vs Some lessons		4.4		
	Every or almost every	17.4	35.4	25.1	30.8
	lesson				
	About half the lessons	4.8	33.5	27.6	29.9
	Some lessons Never	31.8 46.0	39.2 35.4	25.9 26.0	28.3 30.1
	About half the lessons vs	40.0	35.4	26.0	30.1
During this year, how often did you	Every or almost every		-2.0	2.4	-0.9
give your students time to read	lesson				
books of their own choosing during	Some lessons vs Every or		3.7	0.8	-2.5
the sessions allotted to teaching reading?	almost every lesson Never vs Every or				
. cading.	almost every lesson		-0.1	0.9	-0.7
	Some lessons vs About		F 7	-1.6	1.7
	half the lessons		5.7	-1.6	-1.6
	Never vs About half the		1.9	-1.6	0.2
	lessons Never vs Some lessons		-3.8	0.1	1.8
	Every or almost every				
	lesson	13.3	35.9	26.3	33.4
	About half the lessons	9.2	37.9	27.2	27.8
	Some lessons	46.3	36.6	26.6	28.0
	Never About half the lessons vs	31.1	35.6	24.5	28.2
	Every or almost every		2.0	0.9	-5.6
During this year, how often did you	lesson		2.0	0	3.0
read aloud a story or part of a story (other than the textbook) to your	Some lessons vs Every or		0.7	0.4	-5.4
students in the classroom?	almost every lesson		0.7	0.1	3.1
	Never vs Every or almost every lesson		-0.3	-1.8	-5.2
	Some lessons vs About				
	half the lessons		-1.3	-0.6	0.2
	Never vs About half the		-2.4	-2.7	0.4
	lessons				
	Never vs Some lessons Every or almost every		-1.0	-2.2	0.2
	lesson	47.2	36.1	25.9	28.9
	About half the lessons	9.6	37.4	24.7	34.1
	Some lessons	34.0	35.4	27.3	29.0
	Never	9.2	38.5	24.0	25.9
	About half the lessons vs Every or almost every		1.3	-1.2	5.2
During this year, how often did you	lesson		1.5	-1.2	3.2
give individualized feedback to each	Some lessons vs Every or		-0.7	1.4	0.1
of your students during the sessions allotted to teaching reading?	almost every lesson		-0.7	7.7	0.1
	Never vs Every or		2.4	-1.9	-3.0
	almost every lesson Some lessons vs About				
	half the lessons		-2.0	2.6	-5.2
	Never vs About half the		1.1	-0.7	-8.2
	lessons				
	Never vs Some lessons More than 75% of the		3.2	-3.3	-3.0
What is the percentage of your	students	5.1	33.0	24.2	33.9
Grade 3 students who still do not	Between 50% and 75%	143	27.7	22.5	20.0
master letter sound knowledge?	of the students	14.3	36.7	23.5	28.8

ltem	Options Obs (%) Student Performance (Perc					ns Uns (%)	
12	Between 25% and 49% of	2 2 2 (2)	Arabic	French	English		
	the students	41.2	34.1	25.7	29.7		
	Less than 25% of the students	39.4	39.1	27.7	29.5		
	Between 50% and 75% of the students vs More than 75% of the students		3.7	-0.7	-5.1		
	Between 25% and 49% of the students vs More than 75% of the students		1.1	1.5	-4.2		
	Less than 25% of the students vs More than 75% of the students		6.1	3.5	-4.4		
	Between 25% and 49% of the students vs Between 50% and 75% of the students		-2.7	2.2	0.9		
	Less than 25% of the students vs Between 50% and 75% of the students		2.3	4.2	0.7		
	Less than 25% of the students vs Between 25% and 49% of the students		5.0	2.0	-0.2		
	More than 75% of the students	5.8	29.4	24.7	30.8		
	Between 50% and 75% of the students	23.7	34.4	25.8	27.9		
	Between 25% and 49% of the students	39.1	35.3	25.0	29.5		
	Less than 25% of the students	31.5	40.6	28.0	30.4		
	Between 50% and 75% of the students vs More than 75% of the students		5.0	1.0	-2.9		
What is the percentage of your Grade 3 students who are still not	Between 25% and 49% of the students vs More than 75% of the students		5.8	0.2	-1.3		
able to decode and read words they see for the first time?	Less than 25% of the students vs More than 75% of the students		11.1	3.2	-0.4		
	Between 25% and 49% of the students vs Between 50% and 75% of the students		0.8	-0.8	1.6		
	Less than 25% of the students vs Between 50% and 75% of the students		6.1	2.2	2.5		
	Less than 25% of the students vs Between 25% and 49% of the students		5.3***	3.0	0.9		
	Work on reading individually with them in the classroom-Selected.	79.9	35.4	26.1	30.0		
	Work on reading individually with them in the classroom-Not Selected.	20.1	39.9	26.2	28.2		
What do you usually do with	not selected vs selected		4.4*	0.1	-1.7		
students who show difficulties in reading?	Work on reading individually with them outside of the classroom-Selected.	6.1	39.1	22.5	28.1		
	Work on reading individually with them outside of the classroom-Not Selected.	93.9	36.1	26.4	29.7		

ltem	Options	Obs (%)	Student Performance (Percent Correct)		
Item	Орионѕ	Obs (%)	Arabic	French	English
	not selected vs selected		-3.0	3.9	1.6
	Wait to see if				
	performance improves	23.1	37.6	26.2	33.7
	over time-Selected.				
	Wait to see if				
	performance improves	76.9	35.8	26.1	28.5
	over time-Not Selected.				
	not selected vs selected		-1.7	-0.2	-5.2*
	Ask parents to help with	63.9	36.1	25.7	30.3
	reading-Selected.	03.7	30.1	25.7	30.3
	Ask parents to help with	36.1	36.5	26.9	28.6
	reading-Not Selected.	33			
	not selected vs selected		0.4	1.2	-1.7
	Have students work with				
	a specialized		200		
	professional. (e.g.,	7.5	38.9	27.9	30.4
	reading specialist) -				
	Selected.				
	Have students work with				
	a specialized	02 F	27.1	24.0	20 5
	professional. (e.g.,	92.5	36.1	26.0	29.5
	reading specialist) -Not				
	Selected. not selected vs selected		-2.8	-1.9	-0.8
	Recommend that		-2.8	-1.7	-0.8
	students enroll in a				
	special reading program-	7.7	35.0	27.1	25.9
	Selected.				
	Recommend that				
	students enroll in a				
	special reading program-	92.3	36.4	26.0	29.8
	Not Selected.				
	not selected vs selected		1.4	-1.1	3.9
	Other-Selected	4.5	36.9	28.7	25.5
	Other-Not Selected	95.5	36.3	26.0	30.0
	not selected vs selected	75.5	-0.7	-2.7	4.5
	No answer/I don't know-			-2.1	1.5
	Selected	0.3	45.1		•
	No answer/I don't know-				
	Not Selected	99.7	36.2		•
	not selected vs selected		-8.9***		
	More than 75% of the				
	students	10.2	33.2	20.2	34.6
	Between 50% and 75%	17.4	245	247	20.5
	of the students	17. 4	34.5	24.7	28.5
	Between 25% and 49% of	31.6	35.0	245	27.2
	the students	31.0	35.8	24.5	27.2
	Less than 25% of the	41.4	40.0	27.5	30.4
	students	41.4	40.8	27.5	30.4
	Between 50% and 75%				
	of the students vs More		1.4	4.5	-6.2
	than 75% of the students				
	Between 25% and 49% of				
What is the percentage of the	the students vs More		2.7	4.3	-7.4
students who have difficulties	than 75% of the students				<u> </u>
understanding the language of	Less than 25% of the				
instruction in your class this year?	students vs More than		7.7	7.4	-4.3
	75% of the students				
	Between 25% and 49% of				
	the students		1.3	-0.3	-1.3
	vs Between 50% and		'.5	-0.5	-1.3
	75% of the students				
	Less than 25% of the				
	students vs Between		6.3	2.8	1.9
	50% and 75% of the				
	students				
	Less than 25% of the			.	
	students vs Between 25%		5.0**	3.1*	3.2
	and 49% of the students				

ltem				Student Performance (Percent Correct)		
	·	33 (/3)	Arabic	French	English	
	More than 75% of the students	4.7	27.4	27.7	23.2	
	Between 50% and 75%					
	of the students	12.6	34.6	22.7	22.2	
	Between 25% and 49% of					
	the students	21.9	33.9	25.2	33.6	
	Less than 25% of the	60.7	37.6	25.8	30.5	
	students	60.7	37.6	25.8	30.5	
	Between 50% and 75%					
	of the students vs More		7.2	-5.0*	-0.9	
	than 75% of the students					
What is the percentage of the	Between 25% and 49% of the students vs More		6.5	-2.5*	10.4	
students who showed emotional or	than 75% of the students		6.5	-2.5	10.4	
psychological difficulties (such as	Less than 25% of the					
sadness, anxiety) in your class this	students vs More than		10.2	-1.9*	7.4	
year?	75% of the students					
	Between 25% and 49% of					
	the students		-0.6	2.5	11.3	
	vs Between 50% and		-0.6	2.5	11.3	
	75% of the students					
	Less than 25% of the					
	students vs Between		3.1	3.1	8.3	
	50% and 75% of the students					
	Less than 25% of the					
	students vs Between 25%		3.7**	0.5	-3.1	
	and 49% of the students		3.7	0.5	3.1	
	More than 75% of the		27.0	20.0	20.1	
	curriculum	1.5	27.8	28.8	30.1	
	Between 50% and 75%	27.8	38.9	26.1	29.8	
	of the curriculum	27.0	30.7	20.1	27.0	
	Between 25% and 49% of	58.8	36.6	25.7	29.5	
	the curriculum	30.0	30.0	25.7	27.5	
	Less than 25% of the	11.8	32.5	25.4	29.2	
	curriculum Between 50% and 75%					
	of the curriculum vs					
	More than 75% of the		11.1***	-2.7	-0.3	
	curriculum					
	Between 25% and 49% of					
	the curriculum vs More		8.8***	2.1	-0.5	
What percentage of the Grade 3	than 75% of the		8.8	-3.1	-0.5	
curriculum have you covered this	curriculum					
year so far?	Less than 25% of the					
	curriculum vs More than		4.7***	-3.4	-0.9	
	75% of the curriculum Between 25% and 49% of					
	the curriculum					
	vs Between 50% and		-2.3***	-0.4	-0.2	
	75% of the curriculum					
	Less than 25% of the					
	curriculum vs Between		-6.4***	-0.7	-0.6	
	50% and 75% of the		-0.7	-0.7	-0.0	
	curriculum					
	Less than 25% of the					
	curriculum vs Between 25% and 49% of the		-4.1*	-0.3	-0.4	
	curriculum					
	No	7.8	43.9	26.0	28.5	
Are you equipped to help students	Yes	92.2	36.0	25.9	30.1	
with their social emotional needs?	Yes vs No		-7.9*	-0.1	1.5	
In the week for	None	17.0	35.9	27.7	28.0	
In the past four years, how many	I to 2 trainings	35.4	34.5	25.5	30.2	
professional development trainings in reading or teaching reading (e.g.,	3 to 4 trainings	32.4	37.2	26.3	30.5	
reading theory, instructional	5 to 6 trainings	7.3	39.4	26.0	25.5	
methods, second language learning,	More than 7 trainings	7.9	38.8	23.2	28.6	
: 55 67	I to 2 trainings vs None		-1.4	-2.2	2.2	

ltem				Student Performance (Percent Correc		
	·	OD3 (78)	Arabic	French	English	
assessment methods in reading, etc.)	3 to 4 trainings vs None		1.3	-1.4	2.5	
have you followed in total?	5 to 6 trainings vs None		3.5	-1.6	-2.6	
	More than 7 trainings vs None		2.9	-4.4	0.5	
	3 to 4 trainings vs 1 to 2 trainings		2.7	0.8	0.3	
	5 to 6 trainings vs 1 to 2 trainings		4.9	0.5	-4.8	
	More than 7 trainings vs I to 2 trainings		4.3	-2.3	-1.7	
	5 to 6 trainings vs 3 to 4 trainings		2.1	-0.2	-5.1	
	More than 7 trainings vs 3 to 4 trainings		1.6	-3.0	-2.0	
	More than 7 trainings vs 5 to 6 trainings		-0.6	-2.8	3.1	
	None	45.3	35.5	25.0	28.7	
	I to 2 trainings	36.9	35.7	27.9	29.5	
	3 to 4 trainings	11.4	40.1	26.5	32.3	
	5 to 6 trainings	4.0	37.5	21.0	30.1	
	More than 7 trainings	2.3	35.4	28.3	28.6	
	I to 2 trainings vs None		0.2	2.9	0.8	
	3 to 4 trainings vs None		4.6	1.5	3.6	
	5 to 6 trainings vs None		2.0	-3.9	1.4	
In the past 4 years, how many	More than 7 trainings vs None		-0.1	3.3	-0.1	
professional development trainings in ICT (use of the computer) have	3 to 4 trainings vs 1 to 2 trainings		4.4	-1.4	2.8	
you followed in total?	5 to 6 trainings vs 1 to 2 trainings		1.8	-6.8	0.5	
	More than 7 trainings vs I to 2 trainings		-0.3	0.4	-0.9	
	5 to 6 trainings vs 3 to 4 trainings		-2.6	-5.5	-2.2	
	More than 7 trainings vs 3 to 4 trainings		-4.7	1.8	-3.7	
	More than 7 trainings vs 5 to 6 trainings		-2.1	7.3**	-1.5	
	Use of Word-Selected	28.4	37.5	26.5	29.6	
	Use of Word-Not Selected	71.6	35.9	26.0	29.7	
	not selected vs selected		-1.6	-0.5	0.1	
	Use of PPT-Selected	27.4	38.4	27.0	30.2	
	Use of PPT-Not Selected	72.6	35.5	25.9	29.2	
	not selected vs selected Use of online platforms (Zoom, Teams, etc.) - Selected	28.6	-3.0 37.7	28.3	-1.0 32.7	
	Use of online platforms (Zoom, Teams, etc.) - Not Selected	71.4	35.6	25.6	28.2	
What were these training sessions	not selected vs selected		-2.1	-2.7*	-4.6*	
about?	Use of WhatsApp for online learning-Selected	14.4	37.3	25.7	29.8	
	Use of WhatsApp for online learning-Not Selected	85.6	36.0	26.1	29.6	
	not selected vs selected		-1.3	0.5	-0.2	
	Teaching practices for online learning-Selected	20.9	37.9	27.7	32.9	
	Teaching practices for online learning-Not Selected	79.1	35.8	25.8	28.7	
	not selected vs selected		-2.1	-1.9	-4.2	
	Assessment practices for online learning-Selected	12.0	40.2	27.5	32.9	

ltem	Options	Obs (%)	Student Pe		
reem	· ·	O 0 3 (70)	Arabic	French	English
	Assessment practices for online learning-Not	88.0	35.6	26.1	29.1
	Selected	00.0	33.0	20.1	27.1
	not selected vs selected		-4.7**	-1.5	-3.8
	Other-Selected	3.8	34.7	25.2	25.0
	Other-Not Selected	96.2	36.4	26.1	29.8
	not selected vs selected Beginner	35.7	1.7 35.1	1.0 25.5	4.8* 30.9
	Intermediate	46.1	36.1	26.6	28.4
In what relates to ICT (use of the	Advanced	18.2	38.3	26.6	31.7
computer), how do you consider	Intermediate vs Beginner		0.9	1.1	-2.5
yourself?	Advanced vs Beginner		3.2	1.1	0.9
	Advanced vs Intermediate		2.3	0.0	3.4
	No	54.0	36.1	24.9	29.1
Do you have a classroom library?	Yes	46.0	36.8	26.5	30.0
-	Yes vs No		0.6	1.6	0.9
Did you participate in the QITABI 2	No	32.9	37.4	26.4	30.7
learning recovery session in November 2021?	Yes vs No	67.1	35.6	25.9	29.2
NOVEITIDE 2021:	Yes vs No Effective strategies for		-1.8	-0.5	-1.5
	reading instructions	30.4	36.9	26.1	30.5
	Use of online platforms	27.7	35.8	27.1	29.5
	Classroom management	4.5	29.4	26.4	30.7
	Interactive teaching and	17.0	39.1	26.2	29.4
	learning activities Assessment strategies	5.4	39.2	24.3	26.9
	Training on how to	5.1	37.2	25	20.7
	enhance students' SEL	15.1	33.8	24.5	30.0
	skills (respond to	13.1	33.0	21.3	30.0
	students' SEL needs) Use of online platforms				
	vs Effective strategies for		-1.0	0.9	-1.0
	reading instructions		, ,		
	Classroom management				
	vs Effective strategies for		-7.5	0.2	0.3
	reading instructions Interactive teaching and				
	learning activities vs		2.2	0.0	1.0
	Effective strategies for		2.2	0.0	-1.0
	reading instructions				
What training sessions do you	Assessment strategies vs Effective strategies for		2.3	-1.9	-3.5
MOST need to develop your skills in	reading instructions				
teaching language in primary	Training on how to				
classes?	enhance students' SEL				
	skills (respond to students' SEL needs) vs		-3.0	-1.7	-0.4
	Effective strategies for				
	reading instructions				
	Classroom management			2.7	
	vs Use of online platforms		-6.4	-0.7	1.2
	Interactive teaching and				
	learning activities vs Use		3.2	-0.9	-0.1
	of online platforms				
	Assessment strategies vs		3.4	-2.8	-2.6
	Use of online platforms Training on how to				
	enhance students' SEL				
	skills (respond to		-2.0	-2.6	0.5
	students' SEL needs) vs				
	Use of online platforms Interactive teaching and				
	learning activities vs		9.7	-0.2	-1.3
	Classroom management				
	Assessment strategies vs		9.8	-2.1	-3.8
	Classroom management				

ltem	Options	Obs (%)	Student Performance (Percent Correct)			
			Arabic	French	English	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Classroom management		4.4	-1.9	-0.7	
	Assessment strategies vs Interactive teaching and learning activities		0.2	-1.9	-2.5	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities		-5.2	-1.7	0.6	
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies		-5.4	0.2	3.1	
In the past 2 weeks, how often have you felt nervous or anxious?	Nearly every day	29.4	35.6	25.0	30.2	
	More than half the days	17.0	36.3	24.3	27.9	
	A few days	43.5	36.7	28.1	30.1	
	Not at all	10.2	36.3	25.9	28.5	
	More than half the days vs Nearly every day		0.7	-0.7	-2.3	
	A few days vs Nearly every day		1.1	3.1	-0.1	
	Not at all vs Nearly every day		0.7	0.8	-1.7	
	A few days vs More than half the days		0.4	3.8*	2.2	
	Not at all vs More than half the days		-0.0	1.5*	0.5	
	Not at all vs A few days	12.4	-0.4	-2.3	-1.6	
In the past 2 weeks, how often have you felt that you are not able to stop or control worrying?	Nearly every day	13.6	35.2	26.9	26.8	
	More than half the days	12.3 33.9	30.4 38.3	23.9 26.1	37.0 30.7	
	A few days Not at all	40.1	36.7	26.8	28.1	
	More than half the days vs Nearly every day	70.1	-4.8	-3.0	10.3	
	A few days vs Nearly every day		3.1	-0.8	3.9	
	Not at all vs Nearly every day		1.5	-0.2	1.3	
	A few days vs More than half the days		8.0	2.2	-6.4	
	Not at all vs More than half the days		6.3	2.9	-8.9	
	Not at all vs A few days		-1.6	0.6	-2.6	
In the past 2 weeks, how often have you felt down, depressed, or hopeless?	Nearly every day	10.3	39.7	26.4	26.7	
	More than half the days	12.4	31.8	23.9	34.5	
	A few days	36.0	35.7	26.4	31.7	
	Not at all More than half the days	41.3	37.8 -7.9*	26.3 -2.5	27.9 7.8	
	vs Nearly every day A few days vs Nearly		-3.9*	-0.0	5.0	
	Not at all vs Nearly		-1.9*	-0.2	1.2	
	A few days vs More than half the days		3.9	2.5	-2.8	
	Not at all vs More than half the days		6.0	2.3	-6.7	
	Not at all vs A few days		2.1	-0.1	-3.8	
In the past 2 weeks, how often have	Nearly every day	24.9	36.1	26.3	27.9	
you had very little interest or	More than half the days	19.0	32.6	24.0	32.7	
pleasure in doing things you typically	A few days	38.6	37.7	26.6	28.2	
picasure in doing tillings you typically		17.6	37.2	27.4	29.5	

ltem	Options	Obs (%)		rformance (Percer	
	More than half the days		Arabic	French	English
	vs Nearly every day		-3.5	-2.3	4.8
	A few days vs Nearly		1.6	0.3	0.3
	every day		1.0	0.3	0.3
	Not at all vs Nearly		1.1	1.1	1.5
	every day				- 10
	A few days vs More than half the days		5.1	2.7	-4.5
	Not at all vs More than				
	half the days		4.6	3.4	-3.2
	Not at all vs A few days		-0.5	0.8	1.3
	Nearly every day	28.3	36.9	26.4	24.9
	More than half the days	10.1	37.6	23.5	31.9
	A few days	34.9	35.6	28.2	30.0
	Not at all More than half the days	26.7	36.2	25.1	30.0
	vs Nearly every day		0.7	-2.9	7.0
In the past 2 weeks, how often have	A few days vs Nearly			1.0	
you had worries that something	every day		-1.2	1.9	5.1
awful will happen to someone in the family?	Not at all vs Nearly		-0.7	-1.3	5.1
	every day		V. ,	1.5	3
	A few days vs More than		-1.9	4.7	-1.9
	Not at all vs More than				
	half the days		-1.4	1.6	-1.9
	Not at all vs A few days		0.5	-3.1	0.0
Gender	Female	98.7		26.3	29.7
	Male	1.3		21.6	25.0
	Male vs Female			-4.6*	-4.7***
	Under 25	1.0	38.8	29.6	24.3
	25-29	4.3	35.8	26.7	26.9
	30-39 40-49	33.5 37.3	35.I 35.8	25.5 24.9	25.8 30.5
	50-59	17.5	37.9	28.0	29.7
	60 or more	6.4	40.5		36.1
	25-29 vs Under 25		-2.9	-2.8*	2.5
	30-39 vs Under 25		-3.7	-4.1*	1.5
	40-49 vs Under 25		-2.9	-4.7*	6.1
	50-59 vs Under 25		-0.9	-1.5*	5.4
How old are you?	60 or more vs Under 25		1.7	-1.2*	11.7
	30-39 vs 25-29		-0.8** 0.0**	-1.9*** 1.3***	-1.1
	40-49 vs 25-29 50-59 vs 25-29		2.0**	-0.6***	3.6 2.9
	60 or more vs 25-29		4.6**	2.5***	9.2
	40-49 vs 30-39		0.8	3.1***	4.7
	50-59 vs 30-39		2.8	***	3.9
	60 or more vs 30-39		5.4	***	10.3
	50-59 vs 40-49		2.0		-0.7
	60 or more vs 40-49		4.6	•	5.6
	60 or more vs 50-59 PhD		2.6	. 27.4	6.3
What is the highest educational degree you have earned?	Master's degree	14.7	36.0 35.9	27.4 25.4	28.I 26.8
	Bachelor's degree	50.6	33.8	29.9	31.7
	Teaching Diploma	16.0	42.9	30.1	27.2
	Technical	0.9			
	Baccalaureate/Vocational	0.7	38.9	22.2	38.8
	Diploma from	5.4	-0.1	-1.9	-1.2
	CRDP/Teachers Centers				
	High schools Other	11.3	-2.1 6.9	2.6 2.7	3.7 -0.9
	Bachelor's degree vs	1.0			
	Master's degree		2.9	-5.2	10.7
	Teaching Diploma vs		4.2	4 5	3.4
	Master's degree		4.3	4.5	3.6
	Technical				
	Baccalaureate/Vocational		4.7	4.7	9.1
	vs Master's degree				

January 1	0-4	Oh = (9/)	Student Performance (Percent Correct)			
ltem	Options	Obs (%)	Arabic	French	English	
	Diploma from CRDP/Teachers Centers vs Master's degree		-2.1	-3.2	4.9	
	Teaching Diploma vs Bachelor's degree		7.0	0.2	0.3	
	Technical Baccalaureate/Vocational vs Bachelor's degree		3.0	-7.7	12.0	
	Diploma from CRDP/Teachers Centers vs Bachelor's degree		4.4	-7.9	4.8	
	Technical Baccalaureate/Vocational vs Teaching Diploma		35.5	25.3	29.1	
	Diploma from CRDP/Teachers Centers vs Teaching Diploma		37.2	27.0	31.0	
	Diploma from CRDP/Teachers Centers vs Technical Baccalaureate/Vocational		1.7	1.7	1.9	
Do you have a degree in education	No	58.3	36.4	25.6	32.6	
(BA, MA, Teaching Diploma, early	Yes	41.7	36.5	26.3	27.7	
childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)?	Yes vs No		34.7	27.2	27.8	
	No	42.7	0.1	0.7	-4.9	
	Yes, BS (without MS)	47.3	-1.7	1.6	-4.8	
Do you have a degree in Arabic/	Yes, MS	10.0	-1.8	0.9	0.1	
English/ French language and/or literature (BA or MA)?	Yes, BS (without MS) vs No		35.9	25.6	30.0	
interature (BA or MA):	Yes, MS vs No		37.4	27.1	28.7	
	Yes, MS vs Yes, BS (without MS)		1.5	1.5	-1.2	

Exhibit 82: Grade 3 Math Teacher Questionnaire and Student CBA Scores

ltem	Options	Obs (%)	Math score (Percent Correct)
	Oct-21	89.5	33.5
	Nov-21	8.1	31.8
When did you start teaching this year?	Dec-21	2.4	40.9
When did you start teaching this year:	Nov-21 vs Oct-21		-1.7
	Dec-21 vs Oct-21		7.4
	Dec-21 vs Nov-21		9.1
How many months of in navion classes were provided	I-2 months	7.3	31.4
so far during this 2021-2022 school year?	3-4 months	92.7	33.7
so far during this 2021-2022 school year:	3-4 months vs I-2 months	54.7	2.2
D	Yes, Grade 3 only	54.7	33.2
	Yes, Grades 2 and 3	45.3	33.8
Do you teach Grade 2 and/or Grade 3:	Yes, Grades 2 and 3 vs Yes, Grade 3 only		0.6
Did you conduct diagnostic assessments at the	No	20.0	32.1
beginning of the school year to determine your	Yes	80.0	33.8
w many months of in-person classes were provided ar during this 2021-2022 school year? you teach Grade 2 and/or Grade 3? you conduct diagnostic assessments at the inning of the school year to determine your dents' levels in math? at grade level do you estimate most of your dents had at the beginning of the school year? you start the school year by teaching prerequisites your students?	Yes vs No		1.7
	One grade below level	61.2	33.9
What grade level do you estimate most of your	Two grade levels below	38.8	32.5
students had at the beginning of the school year?	Two grade levels below vs One grade below level		-1.5
	No	1.1	34.7
, , ,	Yes	98.9	33.6
to your students?	Yes vs No		-1.1
	Less than I week	3.7	33.0
If yes, for how many weeks?	I to 2 weeks	44.3	34.2
•	3 to 4 weeks	40.8	32.6

ltem	Options	Obs (%)	Math score (Percent Correct)
	4 weeks or more	11.3	34.0
	I to 2 weeks vs Less than I week	11.3	1.2
	3 to 4 weeks vs Less than I week		-0.5
	4 weeks or more vs Less than I week		0.9
	3 to 4 weeks vs I to 2 weeks		-1.7
	4 weeks or more vs I to 2 weeks		-0.3
	4 weeks or more vs 3 to 4 weeks		1.4
	Learning recovery program resources on CRDP platform- Selected	13.7	33.8
	Learning recovery program resources on CRDP platform-Not Selected	86.3	33.5
	not selected vs selected		-0.4
	Resources shared by QITABI 2 during the learning recovery session-Selected	27.9	33.5
	Resources shared by QITABI 2 during the learning recovery session-Not Selected	72.1	33.5
	not selected vs selected		-0.1
	Textbook used in public schools-Selected	60.4	33.4
What resources did you use during this revision period?	Textbook used in public schools-Not Selected	39.6	33.7
,	not selected vs selected		0.3
	Other textbooks-Selected	22.2	33.3
	Other textbooks-Not Selected	77.8	33.6
	not selected vs selected		0.2
	Resources from the internet- Selected	35.4	35.2
	Resources from the internet- Not Selected	64.6	32.6
	not selected vs selected		-2.6**
	Other-Selected	14.6	33.9
	Other-Not Selected	85.4	33.4
	not selected vs selected		-0.5
	No answer/I don't know- Selected	0.5	55.0
	No answer/I don't know-Not Selected	99.5	33.4
	not selected vs selected		-21.6***
	Every or almost every lesson	34.7	33.5
	About half the lessons	17.1	34.0
	Some lessons	38.4	33.2
	Never	9.7	34.7
	About half the lessons vs Every or almost every lesson		0.5
How often did you use manipulatives this year (such as	Some lessons vs Every or		-0.2
base ten blocks, cubes, etc.)?	almost every lesson		Ų. <u>2</u>
- · · · · · · · · · · · · · · · · · · ·	Never vs Every or almost every lesson		1.3
	Some lessons vs About half the lessons		-0.7
	Never vs About half the lessons		0.8
	Never vs Some lessons		1.5
	Every day	7.1	30.3
How often did you ask students to work in groups (2 or	3 to 4 times per week	7.9	34.0
more students) in the classroom?	I to 2 times per week	58.2	33.8
	Never	26.8	34.1

ltem	Options	Obs (%)	Math score (Percent Correct)
	3 to 4 times per week vs Every		3.7
	I to 2 times per week vs Every		
	day		3.5
	Never vs Every day I to 2 times per week vs 3 to		3.8
	4 times per week		-0.3
	Never vs 3 to 4 times per		0.1
	Never vs I to 2 times per		
	week		0.3
	Every or almost every lesson	60.3	33.7
	About half the lessons Some lessons	15.1 24.6	33.I 34.0
	About half the lessons vs Every	24.0	
How often did you conduct formative tests to assess your students' comprehension of math?	or almost every lesson		-0.6
your stadenes comprehension or macin	Some lessons vs Every or		0.3
	almost every lesson Some lessons vs About half the		
	lessons		0.9
	Every or almost every lesson	47.9	34.5
	About half the lessons Some lessons	11.0 33.9	30.9 33.3
	Never	7.2	32.3
	About half the lessons vs Every		-3.6*
Duning this years have after did year aire individualized	or almost every lesson		3.0
During this year, how often did you give individualized feedback to each of your students during the sessions	Some lessons vs Every or almost every lesson		-1.2*
allotted to teaching math?	Never vs Every or almost		-2.2*
	every lesson		-2.2
	Some lessons vs About half the lessons		2.4
	Never vs About half the		1.4
	lessons		·
	Never vs Some lessons More than 75% of the students	13.5	-1.0 30.6
	Between 50% and 75% of the		
	students	21.6	33.0
	Between 25% and 49% of the students	34.0	33.2
	Less than 25% of the students	30.8	35.5
	Between 50% and 75% of the		
	students vs More than 75% of the students		2.5
	Between 25% and 49% of the		
	students vs More than 75% of		2.7
What is the percentage of the students who find difficulties in problem solving?	the students Less than 25% of the students		
difficulties in problem solving:	vs More than 75% of the		4.9
	students		
	Between 25% and 49% of the students vs Between 50% and		0.2
	75% of the students		0.2
	Less than 25% of the students		
	vs Between 50% and 75% of the students		2.4
	Less than 25% of the students		
	vs Between 25% and 49% of		2.2***
	the students Work with them in the		
	classroom-Selected.	84.3	33.7
	Work with them in the	15.7	32.4
What do you usually do with students who show	classroom-Not Selected.		-1.4
difficulties in learning math?	not selected vs selected Work with them outside of the	22	
	classroom-Selected.	9.0	34.0
	Work with them outside of the	91.0	33.5
	classroom-Not Selected.	OITADI 2 DASEI INIE	

ltem	Options	Obs (%)	Math score (Percent Correct)
	not selected vs selected		-0.6
	Wait to see if performance	22.0	22.7
	improves over time-Selected.	23.9	32.7
	Wait to see if performance		
	improves over time-Not	76.1	33.8
	Selected.		
	not selected vs selected Ask parents to help-Selected.	61.9	33.7
	Ask parents to help-Not		
	Selected.	38.1	33.2
	not selected vs selected		-0.5
	Have students work with a		
	specialized professional-	5.0	35.6
	Selected.		
	Have students work with a		
	specialized professional-Not	95.0	33.4
	Selected.		2.2
	not selected vs selected Recommend that students		-2.2
	enroll in a special math	6.5	33.5
	program-Selected.	0.5	33.3
	Recommend that students		
	enroll in a special math	93.5	33.5
	program-Not Selected.		
	not selected vs selected		0.0
	Other-Selected	7.0	32.4
	Other-Not Selected	93.0	33.6
	not selected vs selected		1.2
	No answer/I don't know- Selected	0.3	28.5
	No answer/I don't know-Not Selected	99.7	33.5
	not selected vs selected		5.1***
	More than 75% of the students	24.7	31.5
	Between 50% and 75% of the	27.1	33.2
	students		
	Between 25% and 49% of the students	24.3	33.3
	Less than 25% of the students	24.0	36.1
	Between 50% and 75% of the		
	students vs More than 75% of		1.7
	the students		
	Between 25% and 49% of the		1.7
What is the percentage of the students who have	students vs More than 75% of the students		1.7
difficulties understanding the language of instruction for	Less than 25% of the students		
math in your class this year?	vs More than 75% of the		4.6
	students		
	Between 25% and 49% of the		
	students vs Between 50% and 75% of the students		0.0
	Less than 25% of the students		
	vs Between 50% and 75% of		2.9
	the students		
	Less than 25% of the students		
	vs Between 25% and 49% of		2.9**
	the students		
	French almost exclusively	9.8	30.2
	English almost exclusively	7.9	37.6
	Arabic almost exclusively French and Arabic	9.5 46.6	37.2 31.8
What language(s) do you use in the classroom to teach	English and Arabic	26.I	35.3
math?	English almost exclusively vs	40.1	
	French almost exclusively		7.4**
	Arabic almost exclusively vs		7 044
	French almost exclusively		7.0**

ltem	Options	Obs (%)	Math score (Percent Correct)
	French and Arabic vs French		1.6**
	almost exclusively English and Arabic vs French almost exclusively		5.1**
	Arabic almost exclusively vs		-0.4**
	English almost exclusively French and Arabic vs English		F 0**
	almost exclusively English and Arabic vs English		-5.8**
	almost exclusively		-2.3**
	French and Arabic vs Arabic almost exclusively		-5.4
	English and Arabic vs Arabic almost exclusively		-1.9
	English and Arabic vs French		3.5*
	and Arabic More than 75% of the students	6.4	32.5
	Between 50% and 75% of the students	11.6	33.4
	Between 25% and 49% of the students	22.2	34.2
	Less than 25% of the students	59.8	33.7
	Between 50% and 75% of the students vs More than 75% of the students		0.9
NA/lead in the management of the attendance who also well	Between 25% and 49% of the students vs More than 75% of		1.8
What is the percentage of the students who showed emotional or psychological difficulties (such as sadness,	the students Less than 25% of the students		
anxiety) in your class this year?	vs More than 75% of the		1.2
	students Between 25% and 49% of the		
	students vs Between 50% and 75% of the students		0.9
	Less than 25% of the students		
	vs Between 50% and 75% of the students		0.4
	Less than 25% of the students vs Between 25% and 49% of		-0.5
	the students		0.5
	More than 75% of the curriculum	2.2	43.7
	Between 50% and 75% of the curriculum	28.3	34.4
	Between 25% and 49% of the	60.2	32.9
	curriculum Less than 25% of the	9.3	30.7
	curriculum Between 50% and 75% of the	7.3	30.7
	curriculum vs More than 75% of the curriculum		-9.2***
What percentage of the Grade 3 curriculum have you covered this year so far?	Between 25% and 49% of the curriculum vs More than 75% of the curriculum		-10.7***
	Less than 25% of the curriculum vs More than 75%		-12.9***
	of the curriculum Between 25% and 49% of the curriculum vs Between 50%		-1.5***
	and 75% of the curriculum Less than 25% of the curriculum vs Between 50%		-3.7***
	and 75% of the curriculum		-5./ · · ·
	Less than 25% of the curriculum vs Between 25% and 49% of the curriculum		-2.2***
Are you equipped to help students with their social	No	9.3	33.6
emotional needs?	Yes	90.7	33.4

ltem	Options	Obs (%)	Math score (Percent
	Yes vs No		Correct) -0.2
	None	20.8	35.2
	I to 2 trainings	41.2	33.4
	3 to 4 trainings	27.3	32.2
	5 to 6 trainings	7.6	33.8
	More than 7 trainings	3.1	34.0
	I to 2 trainings vs None		-1.8
	3 to 4 trainings vs None		-3.0
	5 to 6 trainings vs None		-1.4
	More than 7 trainings vs None		-1.2
In the past four years, how many professional	3 to 4 trainings vs I to 2		
development trainings in math education have you	trainings		-1.2
followed in total?	5 to 6 trainings vs 1 to 2		0.4
	trainings		0.4
	More than 7 trainings vs 1 to 2		0.6
	trainings		0.0
	5 to 6 trainings vs 3 to 4		1.6
	trainings		1.0
	More than 7 trainings vs 3 to 4		1.8
	trainings		
	More than 7 trainings vs 5 to 6		0.2
	trainings	41.1	
	None	41.1	32.8
	I to 2 trainings	37.6	33.9
	3 to 4 trainings	14.9	33.6
	5 to 6 trainings	3.2	32.0
	More than 7 trainings	3.2	38.1
	1 to 2 trainings vs None		1.1
	3 to 4 trainings vs None		0.8
	5 to 6 trainings vs None		-0.9 5.2
In the past 4 years, how many professional development	More than 7 trainings vs None		5.2
trainings in ICT (use of the computer) have you	3 to 4 trainings vs 1 to 2		-0.3
followed in total?	trainings 5 to 6 trainings vs 1 to 2		
Tonowed in cocai.	trainings		-1.9
	More than 7 trainings vs 1 to 2		
	trainings		4.2
	5 to 6 trainings vs 3 to 4		
	trainings		-1.7
	More than 7 trainings vs 3 to 4		
	trainings		4.4
	More than 7 trainings vs 5 to 6		A Latertaile
	trainings		6.1***
	Use of Word-Selected	26.4	34.6
	Use of Word-Not Selected	73.6	33.1
	not selected vs selected		-1.5
	Use of PPT-Selected	26.3	34.3
	Use of PPT-Not Selected	73.7	33.2
	not selected vs selected		-1.0
	Use of online platforms	25.5	24.4
	(Zoom, Teams, etc.) -Selected	35.5	34.6
	Use of online platforms		
	(Zoom, Teams, etc.) -Not	64.5	32.9
What were these training sessions about?	Selected		
• • • • • • • • • • • • • • • • • • •	not selected vs selected		-1.6*
	Use of WhatsApp for online	11.4	35.3
	learning-Selected		
	Use of WhatsApp for online	88.6	33.3
	learning-Not Selected		
	not selected vs selected		-2.0
	Teaching practices for online	24.5	34.8
	learning-Selected Teaching practices for online		
	Teaching practices for online learning-Not Selected	75.5	33.1
	not selected vs selected		-1.7*
<u> </u>	not selected as selected		-1.7

ltem	Options	Obs (%)	Math score (Percent Correct)
	Assessment practices for online learning-Selected	15.9	34.9
	Assessment practices for online learning-Not Selected	84.1	33.2
	not selected vs selected	77	-1.7
	Other-Selected Other-Not Selected	7.7 92.3	35.6 33.3
	not selected vs selected	72.3	-2.3
	Beginner	23.5	34.3
	Intermediate	52.3	33.0
In what relates to ICT (use of the computer), how do you consider yourself?	Advanced Intermediate vs Beginner	24.2	34.9 -1.3
you consider yoursell:	Advanced vs Beginner		0.6
	Advanced vs Intermediate		1.9
Did you participate in the QITABI 2 learning recovery	No	38.4	33.4
session in November 2021?	Yes	61.6	33.7
	Yes vs No		0.3
	Effective strategies for math instructions	26.7	34.5
	Use of online platforms	17.7	32.7
	Classroom management	3.0	30.1
	Interactive teaching and	16.7	32.2
	learning activities		
	Assessment strategies Training on how to enhance	4.1	37.0
	students' SEL skills (respond to	9.1	32.5
	students' SEL needs)	···	32.3
	Other	20.5	
	No answer/ I don't know	2.2	
	Use of online platforms vs Effective strategies for reading instructions		-1.7
	Classroom management vs Effective strategies for reading instructions		-4.4
	Interactive teaching and learning activities vs Effective strategies for reading instructions		-2.2
What training sessions do you MOST need to develop	Assessment strategies vs Effective strategies for reading instructions		2.6
your skills in teaching math in primary classes?	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading instructions		-2.0
	Classroom management vs Use of online platforms		-1.0
	Interactive teaching and learning activities vs Use of online platforms		-0.1
	Assessment strategies vs Use of online platforms		-2.7
	Training on how to enhance		
	students' SEL skills (respond to students' SEL needs) vs Use of online platforms		-0.5
	Interactive teaching and learning activities vs Classroom management		4.3
	Assessment strategies vs Classroom management		-0.3
	Training on how to enhance students' SEL skills (respond to		0.7
	students' SEL needs) vs Classroom management		

ltem	Options	Obs (%)	Math score (Percent Correct)
	Assessment strategies vs Interactive teaching and learning activities		1.7
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities		2.2
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies		7.0
	Nearly every day	29.1	32.7
	More than half the days	14.0	32.2
	A few days	43.4	34.2
	Not at all	13.6	34.7
In the past 2 weeks, how often have you felt nervous or	More than half the days vs Nearly every day		-0.5
anxious?	A few days vs Nearly every day		1.5
	Not at all vs Nearly every day A few days vs More than half		2.0
	the days		2.0
	Not at all vs More than half the days		2.5
	Not at all vs A few days		0.5
	Nearly every day	12.2	34.2
	More than half the days	12.3	31.7
	A few days	33.2	32.6
	Not at all	42.3	34.6
In the past 2 weeks how often have you felt that you	More than half the days vs Nearly every day		-2.5
In the past 2 weeks, how often have you felt that you are not able to stop or control worrying?	A few days vs Nearly every day		-1.6
are not able to stop or control worrying.	Not at all vs Nearly every day		0.4
	A few days vs More than half the days		0.9
	Not at all vs More than half the days		2.9
	Not at all vs A few days		2.0
	Nearly every day	10.4	34.8
	More than half the days	8.6	31.0
	A few days	40.0	33.2
	Not at all	40.9	34.1
In the past 2 weeks, how often have you felt down,	More than half the days vs Nearly every day		-3.7
depressed, or hopeless?	A few days vs Nearly every day		-1.6 -0.7
	Not at all vs Nearly every day A few days vs More than half		2.1
	Not at all vs More than half the		3.0
	days Not at all vs A few days		0.9
	Nearly every day	26.7	34.7
	More than half the days	16.3	31.1
	A few days	36.8	33.8
	Not at all	20.1	33.2
	More than half the days vs Nearly every day		-3.6*
In the past 2 weeks, how often have you had very little	A few days vs Nearly every day		-0.9*
interest or pleasure in doing things you typically enjoy?	Not at all vs Nearly every day		-1.5*
	A few days vs More than half the days		2.7
	Not at all vs More than half the days		2.1
	Not at all vs A few days		-0.6
	Nearly every day	27.7	33.7
	More than half the days	15.0	31.7

ltem	Options	Obs (%)	Math score (Percent Correct)
	A few days	38.6	33.9
	Not at all More than half the days vs	18.7	34.0
	Nearly every day		-2.0
In the past 2 weeks, how often have you had worries	A few days vs Nearly every day		0.2
that something awful will happen to someone in the family?	Not at all vs Nearly every day A few days vs More than half		0.3
	the days		2.2
	Not at all vs More than half the		2.3
	days Not at all vs A few days		0.1
	Female	88.3	33.5
Gender	Male	11.7	33.5
	Male vs Female Under 25	0.8	0.0 44.1
	25-29	11.5	34.6
	30-39	36.8	32.2
	40-49	27.8	33.9
	50-59 60 or more	14.5 8.6	34.6 33.6
	25-29 vs Under 25	0.0	-9.4
	30-39 vs Under 25		-11.9
	40-49 vs Under 25		-10.2
How old are you?	50-59 vs Under 25 60 or more vs Under 25		-9.5 -10.5
now old are you:	30-39 vs 25-29		-2.4
	40-49 vs 25-29		-0.8
	50-59 vs 25-29		-0.0
	60 or more vs 25-29 40-49 vs 30-39		-1.0 1.7
	50-59 vs 30-39		2.4
	60 or more vs 30-39		1.4
	50-59 vs 40-49		0.7
	60 or more vs 40-49 60 or more vs 50-59		-0.3 -1.0
	PhD	1.0	35.3
	Master's degree	18.7	34.3
	Bachelor's degree	51.0	32.5
	Teaching Diploma Technical	10.3	34.9
	Baccalaureate/Vocational	0.9	30.1
	Diploma from CRDP/Teachers	5.8	35.6
	Centers		33.0
	High schools Other	0.5	
	Master's degree vs PhD	0.5	-1.0
	Bachelor's degree vs PhD		-2.7
	Teaching Diploma vs PhD Technical		-0.4
What is the highest educational degree you have	Baccalaureate/Vocational vs		-5.1
What is the highest educational degree you have earned?	PhD Diploma from CRDP/Teachers		0.4
	Centers vs PhD Bachelor's degree vs Master's		-1.3
	degree Teaching Diploma vs Master's		10.5
	degree Technical Baccalaureate/Vocational vs		-1.7
	Master's degree Diploma from CRDP/Teachers		0.6
	Centers vs Master's degree Teaching Diploma vs		-4.1
	Bachelor's degree Technical		-7.1
	Baccalaureate/Vocational vs Bachelor's degree		1.4

ltem	Options	Obs (%)	Math score (Percent Correct)
	Diploma from CRDP/Teachers Centers vs Bachelor's degree		-0.4
	Technical Baccalaureate/Vocational vs Teaching Diploma		11.5
	Diploma from CRDP/Teachers Centers vs Teaching Diploma		2.3
	Diploma from CRDP/Teachers Centers vs Technical Baccalaureate/Vocational		-2.4
Do you have a degree in education (BA, MA, Teaching	No	61.4	32.5
Diploma, early childhood education, special education,	Yes	38.6	35.1
educational psychology or certificate from CRDP Teachers Centers)?	Yes vs No		2.5**
	No	75. l	33.8
	Yes, BS (without MS)	21.2	32.4
Do you have a degree in Arabic/ English/ French	Yes, MS	3.8	33.5
language and/or literature (BA or MA)?	Yes, BS (without MS) vs No		-1.4
language and/or interactive (BA or PIA):	Yes, MS vs No		-0.4
	Yes, MS vs Yes, BS (without MS)		1.0

Exhibit 83: Grade 6 Language Teacher Questionnaire and Student CBA scores

			Stude	Student Performance (Percent		
ltem	Options	Obs (%)	Correct)			
			Arabic	French	English	
	Oct-21	87.4	45.6	31.6	38.7	
	Nov-21	11.0	47.6	31.0	36.0	
	Dec-21	0.9	56.8	44.1	41.2	
	No answer/I don't know	0.8	54.5	•		
When did you start teaching this year?	Nov-21 vs Oct-21		2.0	-0.6	-2.7	
which did you start teaching this year:	Dec-21 vs Oct-21		11.2	12.6	2.5	
	No answer/I don't know vs Oct-21		8.9	13.1	5.2	
	Dec-21 vs Nov-21		9.2***	***	•	
	No answer/I don't know vs Nov-21		6.8***	***	•	
	No answer/I don't know vs Dec-21		-2.3***	***	**	
How many months of in-person classes	I-2 months	6.4	44.1	28.2	37.2	
were provided so far during this	3-4 months	93.6	46.0	31.9	38.5	
2021-2022 school year?	3-4 months vs 1-2 months		1.9	3.7	1.3	
•	No	99.4		31.7	38.4	
	Yes, Grade 2 only	0.2		32.4	26.8	
	Yes, Grades 3 only	0.4		27.8		
Do you teach Grade 2 and/or Grade 3?	Yes, Grades 2 only vs No			0.7	-11.6***	
•	Yes, Grades 3 only vs No			-3.9	.***	
	Yes, Grades 3 only vs Yes, Grades 2			-4.6***		
	only		•	-4.6	•	
Did you conduct diagnostic	No	13.0	46.5	28.6	38.7	
assessments at the beginning of the	Yes	87.0	45.9	31.6	38.2	
school year to determine your	V		-0.6	2.9	-0.5	
students' levels in reading or writing?	Yes vs No	20.0	40.1		20.0	
	Grade 5 level	38.8	48.1	31.5	39.2	
	Grade 4 level	45.4	45.2	31.9	35.7	
	Grade 3 level	10.3	42.6	30.9	35.8	
What grade level do you estimate	Other	5.5	49.7	33.9	45.9	
most of your grade 6 students had at	Grade 4 level vs Grade 5 level		-2.8	0.4	-3.4	
the beginning of the school year?	Grade 3 level vs Grade 5 level		-5.4	-0.6	-3.4	
5 6 • • • • • • • • • • • • • • • • • • •	Other vs Grade 5 level		1.7	2.5	6.7	
	Grade 3 level vs Grade 4 level		-2.6***	-1.0	0.0	
	Other vs Grade 4 level		4.5***	2.0	10.1	
	Other vs Grade 3 level		7.1	3.0	10.1*	
Did you start the school year by	No	2.2	48.1	27.8	•	
teaching prerequisites to your	Yes	97.8	45.9	31.8	•	
students?	Yes vs No		-2.1	4.0***	•	
If yes, for how many weeks?	Less than I week	5.7	45.9	29.2	42.8	

		Q I (0/)	Student Performance (Percent		
ltem	Options	Obs (%)	Arabic	Correct) French	English
	I to 2 weeks	50.2	46.4	32.7	39.1
	3 to 4 weeks	34.8	46.3	31.6	36.0
	4 weeks or more	9.3	44.4	29.4	40.3
	I to 2 weeks vs Less than I week		0.4	3.4	-3.7
	3 to 4 weeks vs Less than I week		0.4	2.4	-6.9
	4 weeks or more vs Less than I		-1.5	0.2	-2.5
	week			1.0	
	3 to 4 weeks vs I to 2 weeks 4 weeks or more vs I to 2 weeks		-0.1 -2.0	-1.0 -3.3	-3.2 1.2
	4 weeks or more vs 3 to 4 weeks		-1.9	-2.2	4.4
	Learning recovery program		1.,	2.2	1, 1
	resources on CRDP platform- Selected	16.0	47.5	32.8	38.6
	Learning recovery program resources on CRDP platform-Not Selected	84.0	45.7	31.4	38.3
	not selected vs selected		-1.8	-1.4	-0.3
	Resources shared by QITABI 2 during the learning recovery session- Selected	22.8	45.1	34.0	39.4
	Resources shared by QITABI 2 during the learning recovery session- Not Selected	77.2	46.3	31.1	38.0
	not selected vs selected		1.3	-3.0	-1.5
What resources did you use during this revision period?	Textbook used in public schools- Selected	55.0	46.0	31.4	37.7
	Textbook used in public schools-Not Selected	45.0	46.0	32.1	39.3
	not selected vs selected		0.0	0.7	1.6
	Other textbooks-Selected	38.9	45.5	32.4	38.3
	Other textbooks-Not Selected	61.1	46.3	31.3	38.3
	not selected vs selected	44.1	0.8	-1.1	-0.0
	Resources from the internet-Selected Resources from the internet-Not Selected	46.I 53.9	46.4 45.6	31.8	39.7 37.1
	not selected vs selected		-0.8	-0.3	-2.6
	Other-Selected	13.1	47.5	34.1	38.0
	Other-Not Selected	86.9	45.9	31.0	38.3
	not selected vs selected	5511	-1.7	-3.I	0.3
	More than 75% of the curriculum	3.6	48.7	34.6	41.1
	Between 50% and 75% of the curriculum	30.9	47.2	32.5	38.8
	Between 25% and 49% of the curriculum	61.2	46.0	31.1	37.6
	Less than 25% of the curriculum	4.4	40.6	30.4	34.6
	Between 50% and 75% of the curriculum vs More than 75% of the curriculum		-1.5	-2.1	-2.3
What percentage of the Grade 6 curriculum have you covered this year	Between 25% and 49% of the curriculum vs More than 75% of the curriculum		-2.7	-3.5	-3.6
so far?	Less than 25% of the curriculum vs More than 75% of the curriculum		-8.0	-4.2	-6.6
	Between 25% and 49% of the curriculum vs Between 50% and 75% of the curriculum		-1.2	-1.4	-1.2
	Less than 25% of the curriculum vs Between 50% and 75% of the curriculum		-6.6	-2.1	-4.2
	Less than 25% of the curriculum vs Between 25% and 49% of the curriculum		-5.3	-0.7	-3.0*
	Every or almost every lesson	83.0	46.I	32.4	39.1
During this year, how often did you	About half the lessons	8.1	43.8	27.4	31.0
teach Grade 6 students new	Some lessons	8.9	47.7	30.5	38.7
vocabulary systematically?	About half the lessons vs Every or almost every lesson		-2.3	-4.9**	-8.2***

					formance (Percent	
ltem	Options	Obs (%)	A b : -	Correct)	Facilitate	
	Some lessons vs Every or almost		Arabic	French	English	
	every lesson		1.6	-1.8**	-0.5***	
	Some lessons vs About half the		3.9	3.1	7.7	
	lessons					
	Every or almost every lesson	66.7	46.0	31.4	39.0	
	About half the lessons	15.2	45.7	30.2	37.4	
	Some lessons Never	16.5	48.0 40.4	34.0 28.9	36.2 39.9	
	About half the lessons vs Every or	1.0			37.7	
	almost every lesson		-0.3	-1.3	-1.6	
During this year, how often did you	Some lessons vs Every or almost		2.0	2.4	2.0	
conduct formative tests to assess Grade 6 students' reading skills?	every lesson		2.0	2.6	-2.8	
Grade V students Teading skins.	Never vs Every or almost every		-5.6	-2.6	0.9	
	lesson		3.0		<u> </u>	
	Some lessons vs About half the		2.4	3.8	-1.2	
	lessons Never vs About half the lessons		-5.3	-1.3	2.5	
	Never vs About half the lessons Never vs Some lessons		-3.3 -7.6	-1.3 -5.1**	3.7	
	Every or almost every lesson	32.4	46.9	31.1	35.2	
	About half the lessons	13.8	46.6	30.6	42.2	
	Some lessons	31.6	47.2	32.1	38.7	
	Never	22.2	43.9	32.0	37.6	
	About half the lessons vs Every or		-0.3	-0.5	7.0	
During this year, how often did you	almost every lesson					
provide in class reading materials (e.g. leveled books) that match the Grade 6	Some lessons vs Every or almost		0.3	1.0	3.4	
students' reading levels?	every lesson Never vs Every or almost every					
seadones reading levels.	lesson		-2.9	1.0	2.4	
	Some lessons vs About half the		0.4		2.5	
	lessons		0.6	1.5	-3.5	
	Never vs About half the lessons		-2.6	1.4	-4.5	
	Never vs Some lessons	22.2	-3.2	-0.0	-1.0	
	Every or almost every lesson	89.3	46.3	31.5	38.4	
	About half the lessons Some lessons	5.5 4.6	42.3 42.5	30.0 37.5	35.6 39.6	
	Never	0.6	54.2	31.7	37.0	
	About half the lessons vs Every or	0.0			· · ·	
During this year, how often did you ask	almost every lesson		-4.0	-1.6	-2.8	
your Grade 6 students to answer	Some lessons vs Every or almost		-3.8	6.0	1.2	
comprehension questions during	every lesson		-3.0	6.0	1.2	
sessions allocated to teaching reading?	Never vs Every or almost every		7.9	0.2	4.0	
	Some lessons vs About half the					
	lessons		0.1	7.5		
	Never vs About half the lessons		11.9	1.8		
	Never vs Some lessons		11.8***	-5.8	•	
	Every or almost every lesson	16.4	46.6	32.1	37.7	
	About half the lessons	6.4	48.9	41.3	37.I	
	Some lessons	36.0	45.9	30.5	38.6	
	Never	41.3	45.5	31.1	38.5	
During this year, how often did you	About half the lessons vs Every or almost every lesson		2.3	9.2	-0.6	
During this year, how often did you give Grade 6 students time to read	Some lessons vs Every or almost					
books of their own choosing during	every lesson		-0.7	-1.6	1.0	
sessions allocated to teaching reading?	Never vs Every or almost every		-1.1	-1.1	0.8	
	lesson		-1.1	-1.1	0.0	
	Some lessons vs About half the		-3.0	-10.8	1.6	
	lessons					
	Never vs About half the lessons Never vs Some lessons		-3.4 -0.5	-10.2 0.6	1.4 -0.2	
	Every or almost every lesson	10.2	-0.5 47.0	31.1	34.9	
During this year, how often did you	About half the lessons	9.1	45.9	32.6	40.5	
read aloud a story or part of a story	Some lessons	48.5	46.0	33.6	38.9	
(other than the textbook) to the	Never	32.2	45.7	29.0	36.3	
Grade 6 students in the classroom?	About half the lessons vs Every or		-1.1	1.5	5.6	
	almost every lesson		-1.1	1.5	J.U	

ltem	Options	Obs (%)	Student Performan Correct		(Percent
		(/	Arabic	French	English
	Some lessons vs Every or almost		-1.0	2.5	4.0
	Never vs Every or almost every lesson		-1.3	-2.0	1.4
	Some lessons vs About half the lessons		0.1	1.0	-1.6
	Never vs About half the lessons		-0.2	-3.6	-4.3
	Never vs Some lessons		-0.3	-4.6	-2.7
	Every or almost every lesson	15.5	46.6	34.9	34.9
	About half the lessons	7.2	46.2	34.8	39.5
	Some lessons	31.8	45.4	31.7	39.4
	Never	45.4	45.9	29.7	37.2
During this year, how often did your	About half the lessons vs Every or almost every lesson		-0.4	-0.0	4.6
grade 6 students do independent reading of a story (other than the	Some lessons vs Every or almost every lesson		-1.2	-3.1	4.5
textbook) in the classroom?	Never vs Every or almost every lesson		-0.7	-5.2	2.3
	Some lessons vs About half the lessons		-0.8	-3.1	-0.1
	Never vs About half the lessons		-0.2	-5.2	-2.3
	Never vs Some lessons	40.4	0.5	-2.1*	-2.2
	Every or almost every lesson About half the lessons	42.4 13.8	46.5 46.3	31.I 36.5	38.2 41.3
	Some lessons	33.9	45.8	36.5	37.9
	Never	9.8	44.9	30.6	34.6
During this year, how often did you	About half the lessons vs Every or almost every lesson	7.0	-0.2	5.4	3.1
give individualized feedback to each Grade 6 student during reading	Some lessons vs Every or almost every lesson		-0.7	0.5	-0.3
sessions?	Never vs Every or almost every		-1.6	-0.5	-3.6
	Some lessons vs About half the lessons		-0.5	-4.9	-3.4
	Never vs About half the lessons		-1.4	-6.0	-6.7
	Never vs Some lessons		-0.9	-1.1	-3.3
	Work on reading individually with	77.5	46.3	31.6	38.4
	them in the classroom-Selected. Work on reading individually with	22.5	45.0	31.9	38.1
	them in the classroom-Not Selected. not selected vs selected		-1.3	0.3	-0.3
	Work on reading individually with them outside of the classroom-	9.5	45.0	33.0	44.5
	Selected. Work on reading individually with	00.5	44.2	21.4	27.5
	them outside of the classroom-Not Selected.	90.5	46.2	31.6	37.5
	not selected vs selected Wait to see if performance improves		1.2	-1.4	-7.0
	over time-Selected.	30.8	45.5	31.4	36.6
What do you usually do with the Grade 6 students who show difficulties	Wait to see if performance improves over time-Not Selected.	69.2	46.3	31.8	38.8
in reading?	not selected vs selected		0.7	0.4	2.2
	Ask parents to help with reading- Selected.	48.7	46.2	30.9	38.2
	Ask parents to help with reading-Not Selected.	51.3	45.8	32.3	38.4
	not selected vs selected		-0.4	1.4	0.2
	Have students work with a specialized professional. (e.g., reading	5.2	49.8	29.9	38.8
	specialist) -Selected.				
	Have students work with a specialized professional. (e.g., reading	94.8	45.8	31.7	38.3
	specialist) -Not Selected. not selected vs selected		-4.0*	1.8	-0.5
	Recommend that students enroll in a special reading program-Selected.	8.8	48.0	31.1	35.4

ltem	ltem Options		Student Performance (Perce Correct)			
		(/	Arabic	French	English	
	Recommend that students enroll in a special reading program-Not Selected.	91.2	45.9	31.7	38.6	
	not selected vs selected		-2.2	0.6	3.2	
	Other-Selected	8.1	46.9	38.0	43.2	
	Other-Not Selected	91.9	45.9	31.0	38.0	
	not selected vs selected		-1.0	-7.0**	-5.2	
	No answer/I don't know-Selected No answer/I don't know-Not	1.2	38.9	29.2		
	Selected	98.8	46.0	31.7		
	not selected vs selected		7.2	2.5*		
	More than 75% of the students	9.9	42.5	29.3	33.5	
	Between 50% and 75% of the students	25.0	44.9	30.2	39.5	
	Between 25% and 49% of the students	31.1	47.I	31.7	37.9	
	Less than 25% of the students	34.0	49.5	32.4	38.8	
	Between 50% and 75% of the students vs More than 75% of the students	50	2.4	0.9	6.1	
What is the percentage of the Grade 6 students who have difficulties understanding the language of	Between 25% and 49% of the students vs More than 75% of the students		4.6	2.3	4.5	
instruction in your class this year?	Less than 25% of the students vs More than 75% of the students		7.0	3.1	5.3	
	Between 25% and 49% of the students vs Between 50% and 75% of the students		2.2*	1.5	-1.6	
	Less than 25% of the students vs Between 50% and 75% of the students		4.6*	2.2	-0.7	
	Less than 25% of the students vs Between 25% and 49% of the students		2.4***	0.8	0.9	
	More than 75% of the students	5.6	40.2	32.0	41.6	
	Between 50% and 75% of the students	10.1	41.7	28.7	37.5	
	Between 25% and 49% of the students	22.9	47.5	34.6	37.5	
	Less than 25% of the students	61.4	45.6	30.9	38.3	
	Between 50% and 75% of the students vs More than 75% of the students		1.5	-3.3	-4.0	
What is the percentage of the Grade 6 students who showed emotional or psychological difficulties (such as	Between 25% and 49% of the students vs More than 75% of the students		7.3	2.6	-4.0	
sadness, anxiety) in your class this year?	Less than 25% of the students vs More than 75% of the students		5.4	-1.1	-3.3	
	Between 25% and 49% of the students vs Between 50% and 75% of the students		5.8***	5.9	0.0	
	Less than 25% of the students vs Between 50% and 75% of the students		3.9***	2.2	0.8	
	Less than 25% of the students vs Between 25% and 49% of the students		-1.9**	-3.7	0.8	
Are you equipped to help students	No	5.9	44.7	26.4	31.3	
with their social emotional needs?	Yes	94.1	45.9	32.3	38.5	
	Yes vs No	10.1	1.2	5.8***	7.2***	
In the past four years, how many	None	18.4	44.8	31.5	39.3	
professional development trainings in	1 to 2 trainings	41.9	45.9	30.5	37.3	
reading or teaching reading (e.g.,	3 to 4 trainings	24.4 8.9	47.3	33.6 31.9	39.4 34.6	
reading theory, instructional methods, second language learning, assessment	5 to 6 trainings More than 7 trainings	6.4	46.1 46.4	31.9	34.6 43.9	
methods in reading, etc.) have you	I to 2 trainings vs None	0.7	1.1	-1.0	-2.0	
followed in total?	3 to 4 trainings vs None		2.4	2.1	0.1	
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Student Performance					(Percent
ltem	Options	Obs (%)		Correct)	
	5 to 6 trainings vs None		Arabic 1.3	French 0.3	English -4.7
	More than 7 trainings vs None		1.6	-0.6	4.6
	3 to 4 trainings vs I to 2 trainings		1.4	3.1	2.2
	5 to 6 trainings vs 1 to 2 trainings		0.2	1.4	-2.7
	More than 7 trainings vs 1 to 2		0.5	0.4	6.6
	trainings 5 to 6 trainings vs 3 to 4 trainings		-1.1	-1.8	-4.8
	More than 7 trainings vs 3 to 4 trainings				
	trainings		-0.9	-2.7	4.5
	More than 7 trainings vs 5 to 6 trainings		0.3	-1.0	9.3
	None	43.8	44.3	30.8	35.2
	I to 2 trainings	41.0	46.6	32.4	38.8
	3 to 4 trainings	9.5 2.1	49.2	38.8 25.0	43.8 44.0
	5 to 6 trainings More than 7 trainings	3.6	48.8 47.6	31.2	40.9
	I to 2 trainings vs None	3.6	2.3	1.6	3.6
	3 to 4 trainings vs None		4.8	8.0	8.6
In the past 4 years, how many	5 to 6 trainings vs None		4.4	-5.9	8.8
professional development trainings in	More than 7 trainings vs None		3.3	0.4	5.7
ICT (use of the computer) have you	3 to 4 trainings vs I to 2 trainings		2.5*	6.4	5.0
followed in total?	5 to 6 trainings vs I to 2 trainings		2.1*	-7.4	5.2
	More than 7 trainings vs 1 to 2 trainings		0.9*	-1.2	2.0
	5 to 6 trainings vs 3 to 4 trainings		-0.4	-13.9	0.2
	More than 7 trainings vs 3 to 4 trainings		-1.6	-7.6	-2.9
	More than 7 trainings vs 5 to 6 trainings		-1.2	6.2	-3.1
	Use of Word-Selected	23.5	48.0	31.1	40.9
	Use of Word-Not Selected	76.5	45.6	31.8	37.0
	not selected vs selected	21-	-2.5*	0.8	-3.9
	Use of PPT-Selected Use of PPT-Not Selected	24.7	47.5	31.2	40.8
	not selected vs selected	75.3	45.5 -2.0	31.8 0.5	37.2 -3.6
	Use of online platforms (Zoom, Teams, etc.) -Selected	31.6	48.1	33.4	41.6
	Use of online platforms (Zoom,	68.4	44.9	31.1	36.5
	Teams, etc.) -Not Selected not selected vs selected		-3.1**	-2.2	-5.1*
	Use of WhatsApp for online learning- Selected	14.0	47.3	31.4	39.1
What were these training sessions	Use of WhatsApp for online learning- Not Selected	86.0	45.8	31.7	38.2
about?	not selected vs selected		-1.5	0.2	-0.9
	Teaching practices for online learning-Selected	25.4	47.6	34.2	42.3
	Teaching practices for online learning-Not Selected	74.6	45.3	31.1	37.0
	not selected vs selected		-2.3*	-3.1	-5.3*
	Assessment practices for online learning-Selected	14.0	48.1	34.2	40.3
	Assessment practices for online learning-Not Selected	86.0	45.6	31.5	37.8
	not selected vs selected		-2.5	-2.7	-2.5
	Other-Selected	5.1	48.7	32.5	37.7
	Other-Not Selected	94.9	45.9	31.6	38.3
	not selected vs selected	20.0	-2.8	-1.0	0.7
	Beginner Intermediate	28.8 48.8	44.6 45.4	32.5 31.2	35.5 39.7
In what relates to ICT (use of the	Advanced	22.4	48.0	31.5	37.5
computer), how do you consider	Intermediate vs Beginner	44.1	0.8	-1.3	4.2
yourself?	Advanced vs Beginner		3.5	-1.0	2.0
	Advanced vs Intermediate		2.7**	0.3	-2.2
	No	61.0	45.3	30.5	35.2
Do you have a classroom library?	Yes	39.0	48.0	32.6	40.7
	Yes vs No		2.7*	2.1	5.5***

			Student Performance (Percent		
ltem	Options	Obs (%)		Correct)	
			Arabic	French	English
Did you participate in the QITABI 2	No	37.5	46.2	30.9	34.8
learning recovery session in November	Yes	62.5	45.9	31.9	40.2
2021?	Yes vs No Effective strategies for reading		-0.3	1.0	5.4**
	instructions	22.7	45.8	30.5	41.2
	Use of online platforms	24.9	45.2	32.7	35.4
	Classroom management	4.0	48.9	33.4	37.0
	Interactive teaching and learning				
	activities	21.9	45.3	29.3	37.4
	Assessment strategies	7.5	49.1	30.9	38.7
	Training on how to enhance students' SEL skills (respond to students' SEL needs)	19.1	46.3	33.2	41.4
	Use of online platforms vs Effective strategies for reading instructions		-0.6	2.2	-5.8
	Classroom management vs Effective strategies for reading instructions		3.1	2.9	-4.3
	Interactive teaching and learning activities vs Effective strategies for reading instructions		-0.5	-1.2	-3.8
	Assessment strategies vs Effective strategies for reading instructions		3.3	0.4	-2.5
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading instructions		0.6	2.7	0.2
What training sessions do you MOST	Classroom management vs Use of online platforms		3.7	0.8	1.5
need to develop your skills in teaching language in primary classes?	Interactive teaching and learning activities vs Use of online platforms		0.1	-3.4	2.0
	Assessment strategies vs Use of online platforms		3.9	-1.7	3.3
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Use of online platforms		1.2	0.5	6.0
	Interactive teaching and learning activities vs Classroom management		-3.6	-4.1	0.4
	Assessment strategies vs Classroom management		0.2	-2.5	1.7
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Classroom management		-2.5	-0.3	4.4
	Assessment strategies vs Interactive teaching and learning activities		3.7	1.6	1.3
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities		1.0	3.9	4.0
	Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies		-2.7	2.3	2.7
	Nearly every day	29.7	44.2	31.1	34.4
	More than half the days	14.2	43.9	32.8	43.0
	A few days	43.2	47.5	31.0	38.2
Leather and 2 and be have from home	Not at all	12.9	47.8	33.7	39.5
	More than half the days vs Nearly		-0.3	1.7	8.6*
In the past 2 weeks, how often have	A few days vs Nearly every day		3.3	-0.1	3.7*
you felt nervous or anxious?	Not at all vs Nearly every day		3.3	2.6	5.0*
	A few days vs More than half the				
	days Not at all vs More than half the days		3.6*	-1.8	-4.9 -3.5
	Not at all vs A few days		0.3	2.7	1.3
	Nearly every day	14.4	45.5	29.7	32.7

			Student Performance (Percent		
ltem	Options	Obs (%)		Correct)	
	M il l'Al l	0.4	Arabic	French	English
	More than half the days	9.4 35.6	42.8	29.1	38.2
	A few days Not at all	40.5	46.2 46.8	32.5 32.3	40.1 38.5
	More than half the days vs Nearly	40.5			
In the past 2 weeks, how often have	every day		-2.7	-0.6	5.5
you felt that you are not able to stop	A few days vs Nearly every day		0.6	2.8	7.4
or control worrying?	Not at all vs Nearly every day		1.3	2.5	5.8
	A few days vs More than half the days		3.4	3.4	1.9*
	Not at all vs More than half the days		4.0	3.1	0.3*
	Not at all vs A few days		0.6	-0.2	-1.7
	Nearly every day	12.1	45.8	30.4	34.4
	More than half the days	8.3	45.6	34.3	42.0
	A few days	34.4	46.1	30.9	40.1
	Not at all	45.2	46.1	32.3	37.7
In the past 2 weeks, how often have	More than half the days vs Nearly every day		-0.3	3.8	7.6
you felt down, depressed, or hopeless?	A few days vs Nearly every day		0.3	0.5	5.8
, and an ani, depressed, or hopeless.	Not at all vs Nearly every day		0.3	1.9	3.4
	A few days vs More than half the				
	days		0.5	-3.3	-1.9
	Not at all vs More than half the days		0.6	-2.0	-4.3
	Not at all vs A few days		0.0	1.4	-2.4
	Nearly every day	24.7	45.7	30.5	33.8
	More than half the days	16.7	46.2	33.3	39.3
	A few days	40.9	45.6	31.5	40.7
	Not at all	17.6	47.4	32.5	37.2
In the past 2 weeks, how often have	More than half the days vs Nearly every day		0.5	2.8	5.5
you had very little interest or pleasure	A few days vs Nearly every day		-0.1	1.0	6.9
in doing things you typically enjoy?	Not at all vs Nearly every day		1.7	2.0	3.5
	A few days vs More than half the days		-0.6	-1.8	1.4**
	Not at all vs More than half the days		1.2	-0.8	-2.0**
	Not at all vs A few days		1.8	1.0	-3.4
	Nearly every day	29.4	45.3	31.1	35.4
	More than half the days	12.4	45.I	30.1	38.5
	A few days	35.8	46.2	33.3	38.4
	Not at all	22.4	47.3	30.4	40.9
In the past 2 weeks, how often have	More than half the days vs Nearly every day		-0.2	-1.0	3.1
you had worries that something awful	A few days vs Nearly every day		0.9	2.2	3.0
will happen to someone in the family?	Not at all vs Nearly every day		2.0	-0.7	5.5
	A few days vs More than half the		1.1	3.2	-0.1
	days				-0.1
	Not at all vs More than half the days		2.3	0.3	2.4
	Not at all vs A few days		1.2	-2.9	2.5
	Female	96.0	46.1	31.5	38.5
Gender	Male	4.0	35.8	33.5	34.6
	Male vs Female		10.3***	2.0	-3.9
	Under 25	1.5	45.8	30.3	38.9
	25-29	3.9	48.5	31.3	37.9
	30-39	39.0	45.6	34.1	37.6
	40-49	38.4	46.0	37.3	39.9
	50-59	12.8	47.6	•	40.9
	60 or more	4.4	43.2	· · ·	
Have ald are vere?	25-29 vs Under 25		2.7	1.0	-0.9
How old are you?	30-39 vs Under 25		-0.1	3.8	-1.3
	40-49 vs Under 25 50-59 vs Under 25		0.2 1.8	7.0 2.8	1.0 2.1
	60 or more vs Under 25		-2.6	6.0	-0.3
	30-39 vs 25-29		-2.8	3.2	1.9
	40-49 vs 25-29		-2.5		3.0
	50-59 vs 25-29		-0.9	•	2.3
	60 or more vs 25-29		-5.3	· ·	3.3
ı			3.5	•	3.3

lesses	Ossiene	Ob - (9/)	Student Performance (Percent		
ltem	Options	Obs (%)	Aushis	Correct) French	English
	40.40 - 20.20		Arabic		English
	40-49 vs 30-39 50-59 vs 30-39		0.3	•	1.1
			2.0	•	
	60 or more vs 30-39		-2.5	•	
	50-59 vs 40-49		1.6	•	
	60 or more vs 40-49		-2.8	•	
	60 or more vs 50-59		-4.4	•	
	PhD	1.3	53.7	30.6	27.3
	Master's degree	15.2	46.8	31.8	36.5
	Bachelor's degree	54.7	46.2	30.5	38.8
	Teaching Diploma	17.3	44.7	32.6	37.3
	Technical Baccalaureate/Vocational	0.2	46.9	33.4	41.4
	Diploma from CRDP/Teachers	5.0	44.1	41.1	41.3
	Centers		77,1	71,1	71.5
	High schools	5.9			
	Other	0.4			
	Master's degree vs PhD		-6.9	1.3	9.2***
	Bachelor's degree vs PhD		-7.5	-0.0	11.6***
	Teaching Diploma vs PhD		-8.9	2.0	10.0***
	Technical Baccalaureate/Vocational			2.0	
	vs PhD		-6.8	2.8	14.1***
	Diploma from CRDP/Teachers				
	Centers vs PhD		-9.6	10.5	14.0***
	Bachelor's degree vs Master's degree		-5.4	4.2	2.4***
What is the highest educational	Teaching Diploma vs Master's				
degree you have earned?	degree		-0.6	-5.9	0.8***
3 ,	Technical Baccalaureate/Vocational				
	vs Master's degree		-2.0	-1.3	4.9***
	Diploma from CRDP/Teachers				
	Centers vs Master's degree		0.1	8.0	4.9***
	Teaching Diploma vs Bachelor's				
	degree		-2.7	1.6	-1.6***
	Technical Baccalaureate/Vocational		+		
	vs Bachelor's degree		1.5	9.2	2.5***
	Diploma from CRDP/Teachers		+		
			-1.4	2.9	2.5***
	Centers vs Bachelor's degree Technical Baccalaureate/Vocational				+
			0.7	-7. I	4.1
	vs Teaching Diploma Diploma from CRDP/Teachers				_
	·		-2.1	2.1	4.0
	Centers vs Teaching Diploma Diploma from CRDP/Teachers				+
	Centers vs Technical		2.1	2.0	-0.1**
			2.1	2.9	-0.1**
De veu have a degree in advertion	Baccalaureate/Vocational	E7 F	45.4	20.4	20.7
Do you have a degree in education	No	57.5	45.6	30.6	38.7
(BA, MA, Teaching Diploma, early	Yes	42.5	46.6	33.0	37.9
childhood education, special					1
education, educational psychology or certificate from CRDP Teachers			1.0	2.5	-0.8
Centificate from CRDP Teachers Centers)?	Yes vs No				1
Centers);		27.2	4E 2	25.2	20 F
	No Yea BS (with and MS)		45.3	35.3	39.5
Do you have a degree in Arabic/	Yes, BS (without MS)	60.2	46.3	30.5	38.2
English/ French language and/or	Yes, MS	12.6	46.9	31.9	35.8
literature (BA or MA)?	Yes, BS (without MS) vs No		0.9	-4.8	-1.4
,	Yes, MS vs No		1.5	-3.3	-3.7
	Yes, MS vs Yes, BS (without MS)		0.6	1.4	-2.3

Exhibit 84: Grade 6 Math Teacher Questionnaire and Student CBA Scores

ltem	Options	Obs (%)	Math score (Percent Correct)
When did you start teaching this year?	Oct-21	92.7	32.8
	Nov-21	6.8	33.9
	Dec-21	0.3	
	No answer/I don't know	0.1	
	Nov-21 vs Oct-21		1.1

ltem	Options	Obs (%)	Math score (Percent Correct)
How many months of in-person classes were	I-2 months	3.2	30.3
provided so far during this 2021-2022 school	3-4 months	96.8	33.0
year?	3-4 months vs 1-2 months		2.7**
Did you conduct diagnostic assessments at the	No	21.5	32.3
beginning of the school year to determine Grade	Yes	78.5	33.0
6 students' levels in math?	Yes vs No		0.7
	Grade 5 level	47.9	32.9
	Grade 4 level	40.4	32.5
	Grade 3 level	6.5	33.0
	Other	5.2	34.9
What grade level do you estimate most of your	Grade 4 level vs Grade 5 level		-0.4
students had at the beginning of the school year?	Grade 3 level vs Grade 5 level		0.1
	Other vs Grade 5 level		2.0
	Grade 3 level vs Grade 4 level		0.5
	Other vs Grade 4 level		2.5
	Other vs Grade 3 level		2.0
Did you start the school year by teaching	No	3.7	30.4
prerequisites to your students?	Yes	96.3	32.9
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Yes vs No		2.5
	Less than I week	9.9	34.5
	I to 2 weeks	51.2	33.0
	3 to 4 weeks	28.9	32.2
	4 weeks or more	10.0	32.1
If yes, for how many weeks?	I to 2 weeks vs Less than I week		-1.5
,	3 to 4 weeks vs Less than I week		-2.3
	4 weeks or more vs Less than I week		-2.4
	3 to 4 weeks vs I to 2 weeks		-0.8
	4 weeks or more vs 1 to 2 weeks 4 weeks or more vs 3 to 4 weeks		-0.9 -0.1
			-0.1
	Learning recovery program resources on CRDP platform-Selected	12.8	32.3
	Learning recovery program resources on CRDP platform-Not Selected	87.2	32.9
	not selected vs selected		0.7
	Resources shared by QITABI 2 during the		0.7
	learning recovery session-Selected	21.0	33.3
	Resources shared by QITABI 2 during the		
	learning recovery session-Not Selected	79.0	32.7
	not selected vs selected		-0.6
	Textbook used in public schools-Selected	57.0	32.8
What resources did you use during this revision	Textbook used in public schools-Not		
period?	Selected	43.0	33.0
	not selected vs selected		0.2
	Other textbooks-Selected	30.0	33.1
	Other textbooks-Not Selected	70.0	32.8
	not selected vs selected		-0.3
	Resources from the internet-Selected	36.5	32.8
	Resources from the internet-Not Selected	63.5	32.9
	not selected vs selected		0.0
	Other-Selected	16.7	33.1
	Other-Not Selected	83.3	32.8
	not selected vs selected		-0.3
	More than 75% of the curriculum	1.7	37.1
	Between 50% and 75% of the curriculum	33.4	34.2
	Between 25% and 49% of the curriculum	60.3	32.1
	Less than 25% of the curriculum	4.6	31.5
	Between 50% and 75% of the curriculum vs More than 75% of the curriculum		-2.9
What percentage of the Grade 6 curriculum have you covered this year so far?	Between 25% and 49% of the curriculum vs More than 75% of the curriculum		-5.0
you covered dins year so lar:	Less than 25% of the curriculum vs More than 75% of the curriculum		-5.6
	Between 25% and 49% of the curriculum vs Between 50% and 75% of the curriculum		-2.1
	Less than 25% of the curriculum vs Between 50% and 75% of the curriculum		-2.7
		OITABL2 BASELINE	PEPORT III

Less than 35% of the curriculum vs -0.6	ltem	Options	Obs (%)	Math score (Percent Correct)
Every or almost every lesson 54.5 33.3 About half the lessons 10.5 31.8 Some lessons 33.0 32.7 Never 2.0 29.0 About half the lessons so Servy or almost every lesson 2.0 29.0 About half the lessons so Every or almost every lesson 3.6 Never 2.0 29.0 About half the lessons so Every or almost every lesson 4.2 Some lessons so Every or almost every lesson 4.2 Some lessons so Every or almost every lesson 4.2 Never 2.0 Never w Every or almost every lesson 4.2 Never w Every or almost every lesson 4.3 Never w Every or almost every lesson 4.4				· ·
About half the lessons 10.5 31.8			545	22.2
Some lessons 33.0 33.7 Never 2.0 2.90 About half the lessons vs Every or almost every lesson -1.5 Some lessons vs Every or almost every lesson -0.6 Never vs Every or almost every lesson -0.6 Never vs Every or almost every lesson -0.6 Never vs Every or almost every lesson -0.7 Some lessons vs About half the lessons -0.7 Never vs Every or almost every lesson -0.7 Never				
During this year, how often did you show Grade 6				
During this year, how often did you show Grade 6 students, a variety of problem-solving strategies!		Never	2.0	29.0
Some lessons vs Every or almost every lesson		•		-1.5
Some lessons vs About half the lessons 0.9				-0.6
Never vs About half the lessons 2.77		Never vs Every or almost every lesson		-4.2
Never vs Some lessons -3.7#				
Every or almost every lesson 69.0 32.7				
About half the lessons 9.7 33.5				
Some lessons 17.7 33.5 Never 3.5 Never 3.5 30.1				
Never About half the lessons vs Every or almost every lesson Never vs About half the lessons Never v				
During this year, how often did you conduct formative tests to assess Grade 6 students' comprehension of math? About half the lessons vs Every or almost every lesson				
every lesson 0.7			3.3	
Sesson Some lessons Some lesso		every lesson		0.8
Some lessons vs About half the lessons -0.0	comprehension of math?	lesson		
Never vs About half the lessons				-
Never vs Some lessons Every or almost every lesson 48.9 32.2 About half the lessons 8.8 32.8 Some lessons 29.1 34.1 Never 13.2 32.4 About half the lessons vs Every or almost every lesson 0.6 Some lessons vs Every or almost every lesson 0.6 Some lessons vs Every or almost every lesson 0.6 Some lessons vs Every or almost every lesson 0.0 Some lessons vs Every or almost every lesson 0.0 Some lessons vs About half the lessons 0.0 Never vs Some lessons 0.0 Never vs Some lessons 0.0 Never vs Some lessons 0.0 Never vs Mouth alf the lessons 0.0 Never vs Mouth alf the lessons 0.0 Never vs Mouth alf the lessons 0.0 Never vs Work with them in the classroom-selected 0.0 Work with them in the classroom-not selected 0.0 Work with them in the classroom-not selected 0.0 Work with them outside of the classroom-selected 0.0 Work with them outs				
Every or almost every lesson 48.9 32.2 About half the lessons 8.8.3 Some lessons 72.1 34.1 Never 13.2 32.4 About half the lessons 92.1 34.1 Never 13.2 32.4 About half the lessons vs Every or almost every lesson 0.6 Some lessons vs Every or almost every lesson 0.6 Some lessons vs Every or almost every lesson 0.0 Some lessons vs Every or almost every lesson 0.0 Never vs Some lessons vs About half the lessons 1.3 Never vs About half the lessons 1.3 Never vs About half the lessons 1.3 Never vs Ome lessons vs Houst half the lessons 1.3 Never vs Work with them in the classroom-selected 0.4 Work with them in the classroom-not selected 0.4 Work with them in the classroom-not selected 0.4 Work with them outside of the classroom-not selected 0.4 Work with them outside of the classroom-not selected 0.4 Work with them outside of the classroom-not selected 0.4 Work with them outside of the classroom-not selected 0.4 Work with them outside of the classroom-not selected 0.5 Work with them outside of the classroom-not selected 0.5 Work with them outside of the classroom-not selected 0.5 Work with them outside of the classroom-not selected 0.5 Work with them outside of the classroom-selected 0.5 Work with them outside of the classroom-selected 0.5 Walt to see if performance improves over time-selected 0.5 Walt to see if performance improves over time-not selected 0.5 Ask the parents to help-not selected 0.5 Ask the parents to help-selected 0.5 Ask the parents to help-selected 0.5 Ask the parents to help-selected 0.5 Ask the parents to help-se				
About half the lessons 8.8 32.8 Some lessons 9.29.1 34.1 Never 13.2 32.4 About half the lessons 9.29.1 34.1 Never 13.2 32.4 About half the lessons yellow the lesson yellow yellow the lesson yellow yellow the lesson yellow yellow the lesson yellow y			40.0	
During this year, how often did you give individualized feedback to each Grade 6 student during math sessions? About half the lessons vs Every or almost every lesson 0.6				
During this year, how often did you give individualized feedback to each Grade 6 student during math sessions? About half the lessons vs Every or almost every lesson 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.6 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0				
About half the lessons vs Every or almost every lesson Some lessons vs Every or almost every lesson Never vs Every or almost every lesson Never vs Every or almost every lesson Never vs About half the lessons Never vs About half the lessons Never vs About half the lessons Never vs Some lessons Never vs Some lessons Never vs Some lessons Never vs Some lessons Never vs Every or almost every lesson Never vs About half the lessons Never vs About half the lessons Never vs Some lessons Never vs Some lessons Never vs Some lessons Never vs Some lessons Never vs Every or almost every lesson Never vs Every or almost every lesson Some lessons vs About half the lessons Never vs Every or almost every lesson Some lessons vs About half the lessons Never vs Every or almost every lesson Some lessons 1.3 1.3 2.4 Work with the lessons 1.3 81.2 32.8 33.1 30.8 40.4 Work with them in the classroom-not selected Work with them outside of the classroom-not selected Work with them outside of the classroom-selected Work wi				
Some lessons vs Every or almost every lesson Never vs Every or almost every leson Never vs Every or almost every leson Never vs Every or almost every leston Never vs Every or almost every lesons Never vs Every or almost every leston Never vs Every or almost every leston Never vs Every or almoster Never Some lessons Never vs Every or almoster Never Some lessons Never vs Ev		About half the lessons vs Every or almost		
Never vs Every or almost every lesson 0.2		Some lessons vs Every or almost every		1.9
Some lessons vs About half the lessons 1.3 Never vs About half the lessons -0.4 Never vs Some lessons -0.4 Never vs Some lessons -0.17 Work with the lessons -0.17 Work with them in the classroom-selected 81.2 32.8 Work with them in the classroom-not selected 18.8 33.2 Work with them in the classroom-not selected vs Work with them in the classroom-selected Work with them in the classroom-selected Work with them outside of the classroom-selected Work with them outside of the classroom-not selected Work with them outside of the classroom-selected Work with them outside of the classroom-selec		100001		0.2
Never vs Some lessons Work with them in the classroom-selected Work with them in the classroom-not selected Work with them in the classroom-not selected Work with them in the classroom-not selected work with them in the classroom-not selected work with them in the classroom-selected Work with them outside of the classroom-selected Work with them outside of the classroom-selected Work with them outside of the classroom-not selected Work with them outside of the classroom-not selected Work with them outside of the classroom-not selected Work with them outside of the classroom-selected Wait to see if performance improves over time-selected Wait to see if performance improves over time-not selected Wait to see if performance improves over time-not selected Ask the parents to help-selected Ask the parents to help-not selected selected selected sk the parents to help-not selected selected selected sk the parents to help-not selected s				
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selected Work with them in the classroom- not selected work with them in the classroom- not selected work with them in the classroom- not selected work with them in the classroom- not selected work with them outside of the classroom- selected work with them outside of the classroom- not selected work with them outside of the classroom- not selected work with them outside of the classroom- not selected work with them outside of the classroom- not selected work with them outside of the classroom- not selected work with them outside of the classroom- selected work with to see if performance improves over time- selected work to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with to see if performance improves over time- not selected work with them outside of the classroom- not selected work with them outside of the classroom- not selected work with a specialized selected work work with a specialized selected work work with a sp		Never vs Some lessons		-1.7
Selected Work with them in the classroom- not selected vs Work with them in the classroom- selected Work with them outside of the classroom- not selected vs Work with them outside of the classroom- not selected vs Work with them outside of the classroom- not selected vs Work with them outside of the classroom- not selected vs Work with them outside of the classroom- selected Wait to see if performance improves over time- selected Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected Ask the parents to help- selected Ask the parents to help- not selected vs Ask the parents to help- no			81.2	32.8
selected vs Work with them in the classroom- selected Work with them outside of the classroom- selected Work with them outside of the classroom- selected Work with them outside of the classroom- not selected Work with them outside of the classroom- not selected Work with them outside of the classroom- selected Wait to see if performance improves over time- selected Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected Ask the parents to help- selected Ask the parents to help- not selected vs Ask the parents to help- not selected Have students work with a specialized 3.4 3.0 3.1 3.0 3.1 3.0 3.1 3.1 3.2			18.8	33.2
Work with them outside of the classroom- selected Work with them outside of the classroom- not selected Work with them outside of the classroom- not selected Work with them outside of the classroom- not selected vork with them outside of the classroom- not selected vork with them outside of the classroom- selected Wait to see if performance improves over time- selected Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected Ask the parents to help- selected Ask the parents to help- not selected vorts of the parents to help- not selected vorts of the parents to help- selected Have students work with a specialized 3.0.8 3.1. 3.2. 3.8. 3.8. 3.8. 3.9. 3.9. 3.9. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3.0. 3		selected vs Work with them in the		0.4
What do you usually do with the Grade 6 students who show difficulties in learning math? What do you usually do with the Grade 6 students who show difficulties in learning math? Work with them outside of the classroom- selected wait to see if performance improves over time- selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wask the parents to help- selected solution and selected wask the parents to help- not selected wask the parents to help- not selected wask the parents to help- not selected wask the parents to help- selected have students work with a specialized was a supplementation of the classroom- not selected wask.		Work with them outside of the	11.2	30.8
What do you usually do with the Grade 6 students who show difficulties in learning math? Work with them outside of the classroom- selected with them outside of the classroom- selected wait to see if performance improves over time- selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- not selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- not selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- selected wait to see if performance improves over time- se		Work with them outside of the	88.8	33.1
Students who show difficulties in learning math? Wait to see if performance improves over time- selected Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected vs Wait to see if performance improves over time- not selected vs Wait to see if Performance improves over time- selected Ask the parents to help- selected Ask the parents to help- not selected Ask the parents to help- not selected vs Ask the parents to help- not selected vs Ask the parents to help- selected Have students work with a specialized 32.6 32.5 32.6 32.5 33.0 33.0 33.1 Ask the parents to help- selected 49.7 32.6 Ask the parents to help- not selected vs Ask the parents to help- selected Have students work with a specialized	What do you usually do with the Grade 6	Work with them outside of the classroom- not selected vs Work with		2.4*
Wait to see if performance improves over time- not selected Wait to see if performance improves over time- not selected vs Wait to see if performance improves over time- not selected vs Wait to see if performance improves over time- selected Ask the parents to help- selected Ask the parents to help- not selected Ask the parents to help- not selected vs Ask the parents to help- not selected vs Ask the parents to help- selected Have students work with a specialized 3.4 33.0 33.0 33.0 33.0 33.1 33.1 33.0 33.1 33.0 33.1 33.1 33.0 33.1 33.1 33.1 33.1 33.0		Wait to see if performance improves over	32.6	32.5
Wait to see if performance improves over time- not selected vs Wait to see if performance improves over time- selected Ask the parents to help- selected Ask the parents to help- not selected Ask the parents to help- not selected Ask the parents to help- not selected vs Ask the parents to help- selected Have students work with a specialized 3 4		Wait to see if performance improves over	67.4	33.0
Ask the parents to help- selected 50.3 33.1 Ask the parents to help- not selected 49.7 32.6 Ask the parents to help- not selected vs Ask the parents to help- selected -0.5 Ask the parents to help- selected 3.4 33.2		Wait to see if performance improves over time- not selected vs Wait to see if		0.5
Ask the parents to help- not selected 49.7 32.6 Ask the parents to help- not selected vs Ask the parents to help- selected -0.5 Ask the parents work with a specialized 3.4 33.2			50.3	33.1
Ask the parents to help- not selected vs Ask the parents to help- selected Have students work with a specialized 3.4 33.2				
Have students work with a specialized 3.4 33.2		Ask the parents to help- not selected vs		
		Have students work with a specialized	3.4	33.2

ltem	Options	Obs (%)	Math score (Percent Correct)
	Have students work with a specialized professional- not selected	96.6	32.8
	Have students work with a specialized professional- not selected vs Have students work with a specialized professional- selected		-0.4
	Recommend that students enroll in a special math program- selected	7.0	31.1
	Recommend that students enroll in a special math program- not selected	93.0	33.0
	Recommend that students enroll in a special math program- not selected vs Recommend that students enroll in a special math program- selected		1.9
	Other- selected	3.8	35.7
	Other- not selected	96.2	32.7
	Other- not selected vs Other- selected		-2.9
	More than 75% of the students	22.3	32.0
	Between 50% and 75% of the students Between 25% and 49% of the students	24.7 30.3	32.6 32.2
	Less than 25% of the students	30.3 22.7	32.2
	Between 50% and 75% of the students vs More than 75% of the students	<i>LL</i> .1	0.6
What is the percentage of the Grade 6 students	Between 25% and 49% of the students vs More than 75% of the students		0.2
who have difficulties understanding the math language of instruction in your class this year?	Less than 25% of the students vs More than 75% of the students		2.7
	Between 25% and 49% of the students vs Between 50% and 75% of the students		-0.4
	Less than 25% of the students vs Between 50% and 75% of the students		2.2
	Less than 25% of the students vs Between 25% and 49% of the students		2.5*
	French almost exclusively	11.7	32.4
	English almost exclusively	7.1	35.4
	Arabic almost exclusively	3.9	38.0
	French and Arabic	45.9	31.5
	English and Arabic	31.4	33.8
	English almost exclusively vs French almost exclusively		3.0
	Arabic almost exclusively vs French almost exclusively French and Arabic vs French almost		5.5
NA/had language (A) da aranga Sa dha alanga an da	exclusively		-1.0
What language(s) do you use in the classroom to teach math in Grade 6?	English and Arabic vs French almost exclusively		1.4
	Arabic almost exclusively vs English almost exclusively		2.6
	French and Arabic vs English almost exclusively		-3.9
	English and Arabic vs English almost exclusively		-1.6
	French and Arabic vs Arabic almost exclusively		-6.5
	English and Arabic vs Arabic almost exclusively		-4.2
	English and Arabic vs French and Arabic	2.0	2.3
	More than 75% of the students Between 50% and 75% of the students	3.0 12.7	30.2 35.0
	Between 35% and 49% of the students	23.8	31.5
What is the percentage of the Grade 6 students	Less than 25% of the students	60.5	32.7
who showed emotional or psychological difficulties (such as sadness, anxiety) in your class	Between 50% and 75% of the students vs More than 75% of the students	00.5	4.9**
this year?	Between 25% and 49% of the students vs More than 75% of the students		1.4**
	Less than 25% of the students vs More than 75% of the students		2.5**

ltem	Options	Obs (%)	Math score (Percent Correct)
	Between 25% and 49% of the students vs Between 50% and 75% of the students		-3.5
	Less than 25% of the students vs Between 50% and 75% of the students		-2.3
	Less than 25% of the students vs Between 25% and 49% of the students		1.1
Are you equipped to help students with their social emotional needs?	No Yes Yes vs No	88.9	34.5 32.6 -1.8
	None I to 2 trainings	15.1 42.8	32.I 33.2
	3 to 4 trainings 5 to 6 trainings	31.0 6.3	33.4 32.0
	More than 7 trainings I to 2 trainings vs None	4.7	30.2
In the past four years, how many professional development trainings in math education have you followed in total?	3 to 4 trainings vs None 5 to 6 trainings vs None More than 7 trainings vs None		-0.1 -1.8
you followed in total:	3 to 4 trainings vs I to 2 trainings 5 to 6 trainings vs I to 2 trainings		0.3
	More than 7 trainings vs 1 to 2 trainings 5 to 6 trainings vs 3 to 4 trainings		-2.9 -1.5
	More than 7 trainings vs 3 to 4 trainings More than 7 trainings vs 5 to 6 trainings None	20.4	-3.2 -1.7
	I to 2 trainings 3 to 4 trainings	30.4 41.5 19.6	32.4 33.0 33.0
	5 to 6 trainings More than 7 trainings	5.6 2.9	35.1 30.4
In the past 4 years, how many professional	1 to 2 trainings vs None 3 to 4 trainings vs None		0.6
development trainings in ICT (use of the computer) have you followed in total?	5 to 6 trainings vs None More than 7 trainings vs None 3 to 4 trainings vs I to 2 trainings		2.7 -2.0 -0.0
	5 to 6 trainings vs I to 2 trainings More than 7 trainings vs I to 2 trainings		2.1
	5 to 6 trainings vs 3 to 4 trainings More than 7 trainings vs 3 to 4 trainings		2.1 -2.6
	More than 7 trainings vs 5 to 6 trainings Use of Word-Selected Use of Word-Not Selected	29.9 70.1	-4.7 32.5
	not selected vs selected Use of PPT-Selected	32.7	33.0 0.6 32.9
	Use of PPT-Not Selected not selected vs selected	67.3	32.9 -0.0
	Use of online platforms (Zoom, Teams, etc.) -Selected	38.6	33.3
	Use of online platforms (Zoom, Teams, etc.) -Not Selected not selected vs selected	61.4	32.6 -0.7
	Use of WhatsApp for online learning- Selected	12.1	33.9
What were these training sessions about?	Use of WhatsApp for online learning-Not Selected not selected vs selected	87.9	32.7
	Teaching practices for online learning- Selected	29.4	33.4
	Teaching practices for online learning-Not Selected	70.6	32.6
	not selected vs selected Assessment practices for online learning- Selected	15.9	-0.8 33.4
	Assessment practices for online learning- Not Selected	84.1	32.8
	not selected vs selected Other-Selected	10.9	-0.6 33.2

ltem	Options	Obs (%)	Math score (Percent Correct)
	Other-Not Selected	89.1	32.8
	not selected vs selected		-0.4
	Beginner	13.8	34.0
	Intermediate	48.7	32.7
In what relates to ICT (use of the computer),	Advanced	37.5	32.7
how do you consider yourself?	Intermediate vs Beginner		-1.3
	Advanced vs Beginner Advanced vs Intermediate		-1.3 -0.0
	No	44.6	32.6
Did you participate in the QITABI 2 learning	Yes	55.4	33.0
recovery session in November 2021?	Yes vs No	33.1	0.4
	Effective strategies for math instructions	26.6	32.2
	Use of online platforms	13.6	31.8
	Classroom management	1.4	31.1
	Interactive teaching and learning activities	10.0	34.0
	Assessment strategies	1.3	28.8
	Training on how to enhance students' SEL skills (respond to students' SEL needs)	11.6	30.4
	Other	29.6	
	No answer/ I don't know	5.9	
	Use of online platforms vs Effective		-0.4
	strategies for reading instructions		J.,
	Classroom management vs Effective strategies for reading instructions		-1.1
	Interactive teaching and learning activities vs Effective strategies for reading		1.8
	instructions		1.0
	Assessment strategies vs Effective		2.4
	strategies for reading instructions		-3.4
	Training on how to enhance students' SEL		
	skills (respond to students' SEL needs) vs		-1.9
What training sessions do you MOST need to	Effective strategies for reading instructions		
develop your skills in teaching math in primary	Classroom management vs Use of online platforms		1.6
classes?	Interactive teaching and learning activities		
	vs Use of online platforms		2.8
	Assessment strategies vs Use of online platforms		-0.7
	Training on how to enhance students' SEL		
	skills (respond to students' SEL needs) vs		2.2
	Use of online platforms		
	Interactive teaching and learning activities		-3.0
	vs Classroom management Assessment strategies vs Classroom		_
	management strategies vs Classroom		-1.5
	Training on how to enhance students' SEL		
	skills (respond to students' SEL needs) vs		2.0
	Classroom management		
	Assessment strategies vs Interactive		3.2***
	teaching and learning activities		J.2
	Training on how to enhance students' SEL		2.9***
	skills (respond to students' SEL needs) vs Interactive teaching and learning activities		۷.۶۰۰۰
	Training on how to enhance students' SEL		
	skills (respond to students' SEL needs) vs		-2.3
	Assessment strategies		
	Nearly every day	29.0	32.9
	More than half the days	15.8	32.4
	A few days	37.6	33.1
	Not at all	17.7	32.7
In the past 2 weeks, how often have you felt	More than half the days vs Nearly every		-0.5
nervous or anxious?	A few days vs Nearly every day		0.3
	Not at all vs Nearly every day		-0.2
	A few days vs More than half the days		0.8
	Not at all vs More than half the days		0.3
	Not at all vs A few days		-0.5

ltem	Options	Obs (%)	Math score (Percent Correct)
	Nearly every day	9.2	32.1
	More than half the days	12.5	33.4
	A few days	35.1	32.6
	Not at all	43.2	33.1
In the past 2 weeks, how often have you felt that	More than half the days vs Nearly every day		1.3
you are not able to stop or control worrying?	A few days vs Nearly every day		0.5
	Not at all vs Nearly every day		1.0
	A few days vs More than half the days		-0.8
	Not at all vs More than half the days		-0.3
	Not at all vs A few days		0.5
	Nearly every day	10.4	31.3
	More than half the days	9.1	31.5
	A few days	38.0	32.5
	Not at all	42.4	33.9
In the past 2 weeks, how often have you felt	More than half the days vs Nearly every day		0.2
down, depressed, or hopeless?	A few days vs Nearly every day		1.2
	Not at all vs Nearly every day		2.6
	A few days vs More than half the days		1.0
	Not at all vs More than half the days		2.4
	Not at all vs A few days		1.4
	Nearly every day	20.5	31.0
	More than half the days	14.6	32.2
	A few days	45.0	33.4
	Not at all	19.8	34.0
In the past 2 weeks, how often have you had very little interest or pleasure in doing things you	More than half the days vs Nearly every day		1.1
typically enjoy?	A few days vs Nearly every day		2.4
	Not at all vs Nearly every day		2.9
	A few days vs More than half the days		1.2*
	Not at all vs More than half the days		1.8*
	Not at all vs A few days		0.5*
	Nearly every day	24.2	31.3
	More than half the days	12.8	32.3
	A few days	39.3	34.0
In the most 2 weeks by 60 to 10 to 10 to	Not at all	23.7	32.8
In the past 2 weeks, how often have you had worries that something awful will happen to	More than half the days vs Nearly every		1.0
someone in the family?	A few days vs Nearly every day		2.8
someone in the family:	Not at all vs Nearly every day		1.6
	A few days vs More than half the days		1.7**
	Not at all vs More than half the days		0.5**
	Not at all vs A few days		-1.2
Do you have a degree in education (BA, MA,	No	66.5	32.5
Teaching Diploma, early childhood education,	Yes	33.5	33.4
special education, educational psychology or certificate from CRDP Teachers Centers)?	Yes vs No		0.9
condition one reachers centers;	No	62.0	33.2
	Yes, BS (without MS)	26.4	32.4
	Yes, MS	11.5	32.0
Do you have a degree in Math (BS or MS)?	Yes, BS (without MS) vs No	11.5	-0.8
	Yes, MS vs No		-1.2
	Yes, MS vs Yes, BS (without MS)		-0.4

ANNEX IX: SCHOOL PRINCIPAL QUESTIONNAIRE DATA

Exhibit 85: School Principal Questionnaire and Student ORF Scores

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic ORF	French ORF	English ORF	Arabic ORF	French ORF	English ORF
Did your school	No	4.7	5.7	4.2	11.8	23.4	16.1	30.2
provide online	Yes	95.3	7.6	5.9	12.6	17.5	13.7	23.6

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English
			ORF	ORF	ORF	ORF	ORF	ORF
teaching								
sessions to Grades I								
students during	Yes vs No		1.9*	1.7	0.8	-5.9**	-2.4	-6.6
the 2020-2021								
school year?								
	Arabic language-Selected	93.9	7.6	5.9	12.6	17.5	13.6	23.6
	Arabic language- Not		6.3	5.5	11.8	21.6	17.2	30.2
	selected							
	not selected vs selected		-1.3	-0.5	-0.8	4.1*	3.6	6.6
	English/French Language- Selected	92.5	7.6	6.0	12.6	17.6	13.7	23.6
	English/French Language-							
	Not Selected		6.1	4.6	11.8	19.8	14.7	30.2
	not selected vs selected		-1.6	-1.4	-0.8	2.2	0.9	6.6
	Math-Selected	94.1	7.6	6.0	12.6	17.6	13.7	23.6
What subjects	Math- Not Selected		5.8	4.8	11.8	21.1	15.5	30.2
were taught	not selected vs selected	00.5	-1.8*	-1.2	-0.8	3.6*	1.8	6.6
online for	Sciences-Selected	92.2	7.6	6.0	12.6	17.5	13.6	23.4
Grade I	Sciences- Not Selected not selected vs selected		6.4 -1.2	4.9 -1.0	11.6 -1.0	21.3 3.9**	17.1 3.6	30.4 7.0**
students in	Sports-Selected	32.1	8.4	7.5	15.5	17.9	15.6	27.3
2020-2021?	Sports- Not Selected	J Z. I	7.I	5.0	11.3	17.7	12.9	22.7
	not selected vs selected		-1.3*	-2.5**	-4.2*	-0.3	-2.7	-4.6
	Art/Music-Selected	42.6	8.1	6.9	13.6	17.7	15.2	25.2
	Art/Music- Not Selected		7.I	5.0	11.9	17.8	12.6	23.2
	not selected vs selected		-1.0	-1.9*	-1.7	0.1	-2.6	-2.0
	History/Geography-Selected	83.2	7.6	6.1	12.5	17. 4	13.6	23.7
	History/Geography- Not		6.9	4.8	12.7	19.7	14.8	25.2
	Selected not selected vs selected		-0.7	-1.3	0.2	2.3	1.2	1.5
	Other-Selected	23.9	7.0	6.2	11.0	17.0	13.6	21.7
	Other- Not Selected	25.7	7.6	5.8	13.0	18.0	13.9	24.7
	not selected vs selected		0.6	-0.4	2.0	1.0	0.2	3.0
	No answer/Don't know					٠		
How often were	One day to two days weekly	6.6	7.0	5.0	13.7	13.6	12.6	16.1
the online	Three to four days weekly	11.2	7.7	6.0	12.6	19.4	13.0	29.1
sessions provided to	Five days per week	82.1	7.6	6.0	12.5	17.6	13.9	22.8
students in	Three to four times weekly		0.7	0.9	-1.2	5.8	0.4	13.0***
grade I in 2020-	vs One to two times weekly Five times per week vs One							
2021?	to two times weekly		0.6	1.0	-1.2	4.0	1.3	6.8***
	Five times per week vs		0.1	A 1	0.0	1.0	0.0	1 244
	Three to four times weekly		-0.1	0.1	-0.0	-1.9	0.9	-6.3**
	10 minutes	2.7	5.0	1.9	23.5	12.0	9.1	30.0
	Between 10 to 20 minutes	6.3	4.2	3.1	8.9	12.6	7.6	17.3
	Between 21 to 30 minutes	13.5	6.3	5.1	9.8	17.0	11.2	22.5
	Between 31 to 40 minutes More than 40 minutes	29.6 47.9	8.5 8.0	5.9 7.3	14.6	17.7 18.9	12.6 17.5	28.3 21.7
	Between 10 to 20 minutes	7/.7						
	vs 10 minutes		-0.8	1.1	-14.6*	0.6	-1.5	-12.7
What was the	Between 21 to 30 minutes		1.2	2 1	12.7*	E 0	2.2	7 -
duration of each	vs 10 minutes		1.3	3.1	-13.7*	5.0	2.2	-7.5
of these online	Between 31 to 40 minutes		3.5	3.9	-8.9*	5.8	3.5	-1.7
sessions?	vs 10 minutes							
	More than 40 minutes vs 10 minutes		3.0	5.4	-11.8*	6.9	8.4	-8.3
	Between 21 to 30 minutes							
	vs Between 10 to 20		2.1	2.0*	0.9**	4.4	3.7	5.2
	minutes							
	Between 31 to 40 minutes							
	vs Between 10 to 20		4.3	2.8*	5.7**	5.2	5.0	11.0
	More than 40 minutes vs							
	More than 40 minutes vs Between 10 to 20 minutes		3.8	4.2*	2.8**	6.3	10.0	4.4
	Decween 10 to 20 minutes			<u> </u>	<u> </u>		<u> </u>	<u> </u>

Between 31 to 40 minutes vs Between 21 to 30	ltem	Options	Ob. (9/)						
Between 21 to 30 minutes vs Between 21 to 30 minutes 1.7 2.2*** 1.9 1.9 6.3 -0.8		Options	Obs (%)						English
vs Between 21 to 30	1	Between 31 to 40 minutes		OKF	OKF	ORF	ORF	ORF	ORF
More than 40 minutes vs Between 21 to 30 minutes				2.2	0.8***	4.8	0.8	1.3	5.8
Between 2 to 30 minutes 1.7 2.2*** 1.9 1.9 6.3 -0.8									
More than 40 minutes vs				1.7	2.2***	1.9	1.9	6.3	-0.8
More than 75% of the students 15.8 10.3 9.9 17.5 22.7 23.5 29.0				0.5	1 4444	2.0*		40	/ Г **
Students 15.8 10.3 9.9 17.5 22.7 23.3 29.0				-0.5	1. 4***	-2.9*	1.1	4.9	-6.5**
## the students 32.4 9.4 8.4 12.6 19.5 16.0 24.5 Between 25% and 49% of the students 14.2 4.5 3.6 6.1 13.6 9.7 16.6 What was the approximate percentage of Grade I students who participated in online classes in 2020-2021? East than 25% of the students who participated in online classes in 2020-2021? East than 25% of the students with		students	15.8	10.3	9.9	17.5	22.7	23.5	29.0
## Students 37.6 5.9 4.6 9.8 15.1 11.8 18.2		the students	32.4	9.4	8.4	12.6	19.5	16.0	24.9
Students		the students	37.6	5.9	4.6	9.8	15.1	11.8	18.2
approximate percentage of Grade I students who participated in online classes in 2020-2021? Continue of the students who participated in online classes in 2020-2021?		students	14.2	4.5	3.6	6.1	13.6	9.7	16.6
Students who participated in online classes in 2020-2021? Less than 25% of the students vs More than 75% of the students Less than 25% of the students	approximate percentage of	the students vs More than		-0.8	-1.4	-4.9	-3.2	-7.5	-4.1
2020-2021? Students vs More than 75% of the students Between 25% and 49% of the students vs Between 50% and 75% of the students	students who participated in	the students vs More than		-4.3	-5.3	-7.7	-7.5	-11.7	-10.9
the students vs Between 50% and 75% of the students Less than 25% of the students 25% of the students Less than 25% of the students No		students vs More than 75%		-5.8	-6.3	-11.4	-9.1	-13.9	-12.4
Students vs Between 50% and 75% of the students -4.9** -4.9** -6.5** -5.9** -6.4** -8.3**		the students vs Between		-3.5***	-3.9**	-2.8***	-4.4***	-4.2***	-6.7***
Students vs Between 25% and 49% of the students -1.4*** -1.0** -3.7*** -1.5*** -2.2*** -1.6		students vs Between 50% and 75% of the students		-4.9***	-4.9**	-6.5***	-5.9***	-6.4***	-8.3***
Did your school provide online teaching sessions to No 4.4 5.9 4.2 11.8 23.5 17.4 30.2 95.6 7.6 5.9 12.6 17.5 13.6 23.6		students vs Between 25%		-1.4***	-1.0**	-3.7***	-1.5***	-2.2***	-1.6
provide online teaching sessions to Grades 2	Did your school		4.4	5.9	4.2	11.8	23.5	17.4	30.2
sessions to	provide online	Yes	95.6	7.6	5.9	12.6		13.6	23.6
Yes vs No 1.7 1.7 0.8 -5.9** -3.7 -6.6	sessions to Grades 2 students during the 2020-2021	Yes vs No		1.7	1.7	0.8	-5.9**	-3.7	-6.6
	,		94.9	7.6	5.9	12.6	17.5	13.6	23.6
Arabic language- Not selected 6.2 5.3 II.8 22.2 I7.1 30.2				6.2	5.3	11.8	22.2	17.1	30.2
				-1.4	-0.6	-0.8	4.7*	3.4	6.6
Selected		Selected	93.2	7.6	5.9	12.6	17.5	13.6	23.6
Not Selected		Not Selected							30.2
	What subjects		949						6.6 23.6
			74.7						30.2
online for not selected vs selected -1.4 -0.6 -0.8 4.7* 3.4 6.6	online for								6.6
			92.6						23.3
									31.7
1100 00100000 10 00100000			33 1						8.4** 26.9
			33.1						22.7
not selected vs selected -1.1 -2.5** -3.7* -0.2 -2.5 -4.2		not selected vs selected		-1.1	-2.5**	-3.7*	-0.2	-2.5	-4.2
			43.5						25.5
									23.0 -2.5
			86						23.5
History/Geography- Not		History/Geography- Not							26.5
not selected vs selected -0.6 -0.9 0.0 2.3 1.0 3.0		not selected vs selected	24.2						3.0 21.2

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English
			ORF	ORF	ORF	ORF	ORF	ORF
	Other- Not Selected		7.7	5.8	13.1	17.9	13.8	24.8
	not selected vs selected		0.8	-0.4	2.8*	0.7	-0.1	3.6
11 6	No answer/Don't know	F 0					. 12.0	. 245
How often were the online	One to two days weekly	5.8	6.4	5.1	10.9	16.6	12.8	24.5
sessions	Three to four days weekly	10.3 83.9	7.5 7.6	6.0 6.0	12.7 12.6	18.0 17.5	13.0 13.8	26.9 23.1
provided to	Five days per week Three to four times weekly	63.7	7.6	6.0	12.6	17.5	13.0	23.1
students in	vs One to two times weekly		1.1	0.9	1.8	1.5	0.2	2.3
grade 2 in 2020-	Five times per week vs One							
2021?	to two times weekly		1.2	0.9	1.7	1.0	1.1	-1.4
	Five times per week vs		0.1	0.0	0.1	0.5	0.0	2.0
	Three to four times weekly		0.1	0.0	-0.1	-0.5	0.8	-3.8
	10 minutes	2.7	5.0	1.9	23.5	12.0	9.1	30.0
	Between 10 to 20 minutes	5.0	4.2	3.2	8.1	12.9	7.5	18.3
	Between 21 to 30 minutes	14.0	6.1	5.0	9.8	16.6	11.0	22.5
	Between 30 to 40 minutes	29.4	8.3	5.6	14.7	17.5	12.2	28.5
	More than 40 minutes	48.9	8.0	7.3	11.7	18.8	17.4	21.6
	Between 10 to 20 minutes		-0.8	1.2	-15.5	0.9	-1.6	-11.8
	vs 10 minutes					•••		
	Between 21 to 30 minutes		1.1	3.1	-13.7	4.6	1.9	-7.5
	vs 10 minutes Between 31 to 40 minutes							
	vs 10 minutes		3.3	3.6	-8.8	5.5	3.1	-1.5
	More than 40 minutes vs 10							
What was the	minutes		3.0	5.3	-11.8	6.8	8.3	-8.4
duration of each	Between 21 to 30 minutes							
of these online	vs Between 10 to 20		1.9	1.9*	1.7**	3.7	3.5	4.3
sessions?	minutes							
	Between 31 to 40 minutes							
	vs Between 10 to 20		4.2	2.4*	6.6**	4.6	4.7	10.2
	minutes							
	More than 40 minutes vs		3.8	4.1*	3.6**	5.9	10.0	3.4
	Between 10 to 20 minutes Between 31 to 40 minutes							
	vs Between 21 to 30		2.3	0.5**	4.9	0.9	1.2	6.0
	minutes		2.3	0.5	1.7	0.7	1.2	0.0
	More than 40 minutes vs			0.0466				2.2
	Between 21 to 30 minutes		1.9	2.2**	1.9	2.2	6.4	-0.9
	More than 40 minutes vs		-0.4	1.7***	-3.0*	1.3	5.3	-6.9**
	Between 31 to 40 minutes		-0.7	1.7	-3.0	1.3	3.3	-0.7
	More than 75% of the	14.4	10.7	12.5	16.9	23.6	25.0	29.3
	students			. = . •		==.•		
	Between 50% and 75% of the students	35.7	9.2	7.5	13.1	19.4	15.2	25.0
	Between 25% and 49% of							
	the students	35.5	5.8	4.6	9.0	14.8	12.4	17.9
	Less than 25% of the		4.5					
	students	14.3	4.8	3.3	8.6	13.6	8.7	18.2
What is the	Between 50% and 75% of							
approximate	the students vs More than		-1.6	-5.0	-3.8	-4.2*	-9.8**	-4.2
percentage of	75% of the students							
Grade 2 students who	Between 25% and 49% of			7.0	2.2	0.00	10.45	
participated in	the students vs More than		-5.0	-7.9	-8.0	-8.9*	-12.6**	-11.4
online classes in	75% of the students Less than 25% of the							
2020-2021?	students vs More than 75%		-5.9	-9.2	-8.3	-10.0*	-16.3**	-11.0
	of the students		-5.7	-7.2	-0.5	10.0	. 0.3	11.0
	Between 25% and 49% of							
	the students vs Between		-3.4***	-2.8***	-4.2**	-4.7***	-2.7***	-7.2***
	50% and 75% of the students							
	Less than 25% of the							
	students vs Between 50%		-4.3***	-4.1***	-4.5**	-5.9***	-6.4***	-6.8***
	and 75% of the students							
	Less than 25% of the		-0.9***	-1.3***	Λ 2 *	-1.2***	-3.7***	0.4
	students vs Between 25% and 49% of the students		-U.7 ······	-1.3	-0.3*	-1.Z	-3./ ****	0.4
	No	3.5	6.6	6.3	11.8	24.2	18.1	30.2
L	110	ر. ر	0.0	0.5	11.0	47,4	10.1	30.∠

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English
			ORF	ORF	ORF	ORF	ORF	ORF
Did your school	Yes	96.5	7.5	5.9	12.6	17.6	13.7	23.6
provide online teaching sessions to Grades 5 students during the 2020-2021 school year?	Yes vs No		0.9	-0.4	0.8	-6.6**	-4.4	-6.6
•	Arabic language-Selected	95.8	7.5	5.9	12.6	17.6	13.7	23.6
	Arabic language- Not		6.8	6.8	11.8	22.5	17.3	30.2
	selected							
	not selected vs selected		-0.7	1.0	-0.8	4.9*	3.6	6.6
	English/French Language- Selected	94.1	7.5	5.9	12.6	17.6	13.6	23.6
	English/French Language- Not Selected		7.1	5.9	11.8	21.0	16.4	30.2
	not selected vs selected		-0.4	-0.0	-0.8	3.4	2.8	6.6
	Math-Selected	95.5	7.5	5.9	12.6	17.6	13.7	23.6
What subjects	Math- Not Selected		6.6	6.0	11.8	21.5	16.2	30.2
were taught	not selected vs selected	03.3	-1.0	0.1	-0.8	3.9	2.5	6.6
online for	Sciences-Selected	93.2	7.5	5.9	12.6	17.5	13.6	23.3 31.3
Grade 5	Sciences- Not Selected not selected vs selected		7.0 -0.6	6.3 0.4	12.0 -0.6	20.9 3.4*	17.1 3.5	8.0**
students in	Sports-Selected	35.2	-0.6 8.1	7.1	14.9	18.0	15.3	26.8
2020-2021?	Sports- Not Selected	JJ.2	7.2	5.2	11.4	17.6	12.9	22.7
	not selected vs selected		-0.9	-1.9*	-3.4*	-0.4	-2.4	-4.1
	Art/Music-Selected	43.2	8.0	6.9	13.6	18.2	15.6	25.3
	Art/Music- Not Selected		7.1	5.1	11.8	17.5	12.3	23.2
	not selected vs selected		-0.9	-1.8*	-1.8	-0.7	-3.3*	-2.1
	History/Geography-Selected	87.4	7.6	6.0	12.4	17.6	14.1	23.2
	History/Geography- Not Selected		6.9	4.6	13.4	18.6	11.8	28.3
	not selected vs selected		-0.7	-1.4	1.0	1.0	-2.3	5.1*
	Other-Selected	24	6.9	6.2	10.3	17.4	13.9	21.6
	Other- Not Selected		7.7	5.8	13.1	17.9	13.8	24.7
	not selected vs selected		0.7	-0.4	2.8*	0.5	-0.1	3.1
	No answer/Don't know							
How often were	One to two days weekly	5.6	6.4	4.8	13.7	13.9	12.5	16.1
the online sessions	Three to four days weekly	10.6	7.5 7.6	6.0	12.1	19.6	14.2	28.3
provided to	Five days per week Three to four times weekly	83.8	7.6	6.0	12.6	17.5	13.8	23.1
students in grade 5 in 2020-	vs One to two times weekly		1.1	1.2	-1.6	5.8	1.6	12.3**
2021?	Five times per week vs One to two times weekly		1.2	1.1	-1.1	3.7	1.3	7.0**
	Five times per week vs Three to four times weekly		0.1	-0.0	0.5	-2.1	-0.4	-5.3**
	10 minutes	2.7	5.0	1.9	23.5	12.0	9.1	30.0
	Between 10 to 20 minutes	4.3	3.3	1.7	8.1	12.6	6.5	18.3
	Between 21 to 30 minutes	13.5	6.0	5.2	9.8	16.3	10.6	22.5
	Between 30 to 40 minutes	30.8	8.4	5.8	14.7	18.1	13.4	28.5
	More than 40 minutes	48.7	7.8	7.0	11.7	18.5	16.7	21.6
What was the	Between 10 to 20 minutes vs 10 minutes		-1.7	-0.3	-15.5	0.7	-2.6	-11.8
duration of each	Between 21 to 30 minutes vs 10 minutes		1.0	3.2	-13.7	4.3	1.5	-7.5
sessions?	Between 31 to 40 minutes vs 10 minutes		3.4	3.9	-8.9	6.1	4.3	-1.6
	More than 40 minutes vs 10 minutes		2.8	5.1	-11.8	6.5	7.6	-8.5
	Between 21 to 30 minutes vs Between 10 to 20 minutes		2.7	3.5*	1.7**	3.7	4.1	4.3
	Between 31 to 40 minutes vs Between 10 to 20 minutes		5.1	4.1*	6.6**	5.4	6.9	10.2

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic ORF	French ORF	English ORF	Arabic ORF	French ORF	English ORF
	More than 40 minutes vs Between 10 to 20 minutes		4.6	5.3*	3.6**	5.9	10.2	3.3
	Between 31 to 40 minutes vs Between 21 to 30 minutes		2.4	0.7***	4.9	1.8	2.8	6.0
	More than 40 minutes vs Between 21 to 30 minutes		1.9	1.8***	1.9	2.2	6.2	-1.0
	More than 40 minutes vs Between 31 to 40 minutes		-0.6	1.2***	-3.0*	0.4	3.4	-6.9***
	More than 75% of the students	19.1	10.3	12.2	15.5	22.6	24.4	27.6
	Between 50% and 75% of the students	38.3	8.1	5.8	12.6	18.1	13.4	23.6
	Between 25% and 49% of the students	32.2	6.4	5.0	10.5	15.7	12.5	20.5
	Less than 25% of the students	10.4	4.0	2.9	4.1	11.9	8.1	14.6
What is the approximate percentage of	Between 50% and 75% of the students vs More than 75% of the students		-2.3	-6.4***	-2.9	-4.5**	-11.0***	-4.1
Grade 5 students who participated in	Between 25% and 49% of the students vs More than 75% of the students		-3.9	-7.2***	-5.0	-6.9***	-11.8***	-7.I
online classes in 2020-2021?	Less than 25% of the students vs More than 75% of the students		-6.3	-9.3***	-11.4	-10.8**	-16.3***	-13.0
	Between 25% and 49% of the students vs Between 50% and 75% of the students		-1.7***	-0.8***	-2.1	-2.4***	-0.9***	-3.1*
	Less than 25% of the students vs Between 50% and 75% of the students		-4.I***	-2.9***	-8.5	-6.2***	-5.3***	-8.9*
	Less than 25% of the students vs Between 25% and 49% of the students		-2.4***	-2.1***	-6.3***	-3.9***	-4.5***	-5.9
When did you	October 2021	95	7.6	6.0	12.7	17.9	14.0	24.3
start teaching	November 2021	5	6.6	4.6	9.9	15.6	10.6	19.0
this year?	November 2021 vs October 2021		-0.9	-1.4	-2.8*	-2.3	-3.3	-5.3*
How many	I-2 months	3.5	4.7	3.4	6.8	19.3	10.5	39.3
months of in-	3-4 months	96.5	7.6	6.0	12.7	17.8	14.0	23.6
person classes were provided so far?	3-4 months vs I-2 months		2.9*	2.6*	5.9***	-1.5	3.5	-15.7***
Does your school	No	17.5	7.5	4.7	13.2	16.5	11.7	23.2
have a school	Yes	82.5	7.5	6.1	12.4	18.1	14.3	24.2
library?	Yes vs No	0.00	0.0	1.5	-0.8	1.6	2.6	1.0
Can students borrow books	No Yes	25.8 74.2	6.4 7.9	4.2 6.9	11.3	16.0 18.8	11.6 15.1	21.4 25.2
(or newspapers or magazines) from the library to take home?	Yes vs No	74.2	1.5*	2.6***	1.5	2.7*	3.5*	3.8
Do you have at	No	21.2	7.3	5.8	12.3	18.7	11.7	27.1
least one book	Yes	78.8	7.6	6.2	12.4	17.9	15.0	23.5
for every student in your library?	Yes vs No		0.3	0.4	0.1	-0.8	3.2*	-3.6
What access do	Each student has a computer	0.6	7.3	2.0	16.8	17.9	20.0	22.0
the students have to	The class has computers that students can share	12.6	8.3	7.7	11.9	19.3	17.2	23.2
computers (including tablets) at	The school has computers that the class can use sometimes	14.9	7.8	6.7	13.5	18.2	15.5	24.1
school?	Students don't have access to computers at school	65.8	7.1	5.6	11.6	17.2	13.1	23.6
	Other	6.0	9.4	5.1	18.9	19.8	12.2	29.4

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic ORF	French ORF	English ORF	Arabic ORF	French ORF	English ORF
	The class has computers that students can share vs Each student has a computer		1.0	5.7*	-4.9***	1.5	-2.8	1.2
	The school has computers that the class can use sometimes vs Each student has a computer		0.5	4.7*	-3.3***	0.3	-4.5	2.1
	Students don't have access to computers at school vs Each student has a computer		-0.2	3.6*	-5.2***	-0.7	-6.9	1.6
	Other vs Each student has a computer		2.1	3.1*	2.1***	2.0	-7.8	7.4
	The school has computers that the class can use sometimes vs The class has computers that students can share		-0.5	-1.0***	1.6	-1.2	-1.8	1.0
	Students don't have access to computers at school vs The class has computers that students can share		-1.3	-2.1***	-0.3	-2.1	-4.1	0.4
	Other vs The class has computers that students can share		1.1	-2.5***	7.0	0.5	-5.1	6.2
	Students don't have access to computers at school vs The school has computers that the class can use sometimes		-0.7	-1.1***	-1.9***	-1.0	-2.3***	-0.5
	Other vs The school has computers that the class can use sometimes		1.6	-1.6***	5.4***	1.7	-3.3***	5.3
	Other vs Students don't have access to computers at school		2.4	-0.4**	7.2	2.7	-1.0	5.8
Do you have	No	69.5	7.5	6.1	12.5	18.2	14.1	24.3
students with	Yes	30.5	7.5	5.4	12.5	16.8	13.1	23.4
disabilities in your school?	Yes vs No		0.0	-0.7	-0.0	-1.3	-1.0	-0.8
Do you have	No	76.9	6.8	5.1	11.2	15.9	12.5	22.3
resource staff/ specialized team to support students with	Yes Yes vs No	23.1	9.8 3.0	7.1 2.1	3.9	3.9	3.7	25.9 3.7
disabilities in your school?		_						
	Special educator-Selected Special educator-Not	3	9.4 7.4	10.5 5.8	11.2	18.9 17.7	18.5	24.7 24.0
	Selected							
	not selected vs selected Student aid/	1.2	-2.0 11.8	-4.8 13.3	1.4	-1.2 17.5	-4.8 22.1	-0.8 22.0
Who are the specialists who	paraprofessional-Selected Student aid/ paraprofessional-Not	1.2	7.4	5.8	12.5	17.8	13.7	24.0
support students with disabilities?	Selected not selected vs selected		-4.4	-7.5	-4.3***	0.2	-8.5	2.0*
with disabilities:	Occupational therapist to provide the needed health support-Selected	0.6	9.0	2.3	13.4	30.9	21.4	35.6
	Occupational therapist to provide the needed health support-Not Selected		7.5	5.9	12.5	17.7	13.8	23.9
	not selected vs selected		-1.5*	3.6***	-0.9	-13.2***	-7.6***	-11.7***
	Nurse-Selected	0.8	7.5		10.9	21.8		24.9
	Nurse-Not Selected		7.5	•	12.6	17.7	•	24.0

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English
	not selected vs selected		ORF -0.1	ORF	ORF 1.7	ORF -4.0	ORF	ORF -0.9
	Psychologist-Selected	2.8	13.1	10.9	15.9	27.1	25.4	30.I
	Psychologist-Not Selected		7.3	5.8	12.4	17.5	13.6	23.8
	not selected vs selected		-5.8*	-5.1	-3.5	-9.6**	-11.9**	-6.4
	Speech language pathologist- Selected	0.8	6.9	2.3	9.9	23.4	21.4	26.7
	Speech language pathologist- Not Selected		7.5	5.9	12.6	17.7	13.8	24.0
	not selected vs selected		0.6	3.6***	2.6	-5.6	-7.6***	-2.8
	Physical therapist-Selected Physical therapist-Not	0.2	6.7	2.3		25.0	21.4	•
	Selected		7.5	5.9	•	17.8	13.8	•
	not selected vs selected		0.8**	3.6***		-7.2***	-7.6***	
	Other-Selected	2.5	7.6	2.9	16.8	14.7	9.3	28.0
	Other-Not Selected		7.5	5.9	12.3	17.8	13.9	23.8
	not selected vs selected None	16.5	-0.1 6.6	3.0*** 4.9	-4.4 11.5	3.2 16.8	4.5 12.9	-4.1 23.5
	Less than I hour	20.4	6.2	3.9	11.3	14.9	9.8	21.2
	Between I to 3 hours	23.6	7.7	6.5	13.3	19.3	14.5	25.9
	Between 3 to 6 hours	16.0	8.4	6.6	12.4	18.9	15.1	24.5
	6 hours or more	23.5	8.4	8.0	13.3	18.6	17.5	23.7
	Less than I hour vs None Between I to 3 hours vs		-0.5	-1.0	-0.5	-1.8	-3.1	-2.3
	None Between 3 to 6 hours vs		1.1	1.6	1.8	2.6	1.6	2.4
How many hours	None		1.8	1.8	0.9	2.2	2.3	1.0
of electricity do	6 hours or more vs None		1.8	3.2	1.7	1.9	4.6	0.2
you have at your school each day.	Between I to 3 hours vs		1.6	2.6	2.3	4.4	4.7	4.7
school each day, when the school	Less than I hour		1.0	2.0	2.3	1.1	1.,	1.7
is open?	Between 3 to 6 hours vs Less than 1 hour		2.2	2.8	1.4	4.0	5.3	3.3
	6 hours or more vs Less than I hour		2.3	4.2	2.2	3.7	7.7	2.5
	Between 3 to 6 hours vs Between 1 to 3 hours		0.7	0.2	-0.9	-0.4	0.7	-1.4
	6 hours or more vs Between I to 3 hours		0.7	1.6	-0.1	-0.7	3.1	-2.2
	6 hours or more vs Between 3 to 6 hours		0.0	1.4	0.8	-0.3	2.4	-0.8
	Public source (government) only	10.4	9.6	7.4	15.8	20.6	14.4	29.2
	Private generator (or another personnel source)	28.2	7.1	7.1	11.1	18.5	15.0	21.9
	Public source (government) and with a generator or another private source	61.4	7.6	5.6	13.2	17.3	13.7	24.8
What is the source of your	Private generator (or another personnel source) vs Public source (government) only		-2.5	-0.3	-4.7**	-2.1	0.6	-7.3*
electricity?	Public source (government) and with a generator or another private source vs Public source (government) only		-2.0	-1.7	-2.6**	-3.3	-0.7	-4.4*
	Public source (government) and with a generator or another private source vs Private generator (or another personnel source)		0.5	-1.4	2.1	-1.2	-1.3	2.9
	Yes, always	71.5	7.6	6.3	12.3	18.1	14.2	23.8
	Yes, sometimes	18.4	7.4	5.4	13.9	17.3	13.0	26.6
Do you have	Yes, rarely	5.3	6.5	1.4	12.0	14.2	6.7	22.8
running water in your school?	No Yes, sometimes vs Yes,	4.8	7.8	6.9	11.4	18.1	18.8	20.0
, 50 50501.	always		-0.2	-0.9	1.5	-0.8	-1.2	2.8
	Yes, rarely vs Yes, always		-1.1	-4.8	-0.4	-3.9	-7.5	-1.0

				Grade 2			Grade 3	
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English
			ORF	ORF	ORF	ORF	ORF	ORF
	No vs Yes, always		0.2	0.7	-1.0	0.0	4.7	-3.8
	Yes, rarely vs Yes, sometimes		-0.9	-4.0***	-1.9	-3.1	-6.3***	-3.8
	No vs Yes, sometimes		0.4	1.5***	-2.5	0.8	5.8***	-6.6
	No vs Yes, rarely		1.3	5.5	-0.6	3.9	12.1	-2.8
	We buy water from a	73.I	7.7	5.8	12.6	17.7	13.7	23.9
	private water supplier.	73.1	7.7	3.0	12.0	17.7	13.7	23.7
	We just use what we have,	15.0	F 3	4.7	0.4	15.4	12.4	10.0
	we can't afford buying water.	15.0	5.3	4.7	9.4	15.6	12.4	19.8
What do you do	Other	11.9	8.8	7.8	14.5	21.2	16.2	28.7
in case of water	We just use what we have,							
shortage at	we can't afford buying water.		-2.4***	-1.1	-3.1	-2.0	-1.3	-4.1
school?	vs We buy water from a		-2.1	-1.1	-3.1	-2.0	-1.5	- 1,1
	private water supplier. Other vs We buy water							
	from a private water		1.1***	2.0	2.0	3.5	2.5	4.8
	supplier.			2.0	2.0	3.3	2.3	1.0
	Other vs We just use what							
	we have, we can't afford		3.5	3.1	5.1	5.6	3.7	8.8
	buying water.	0.2		1.0	100	15.0	0.0	22.7
	No, it wasn't necessary No, we don't have heating in	9.2	6.4	1.9	10.9	15.8	8.8	23.7
	classrooms	40.4	6.8	5.5	11.6	16.8	13.7	22.4
	Yes, for I to 3 hours	11.8	8.7	7.4	16.6	20.9	17.0	29.5
	Yes, between 3 to 6 hours	16.1	7.9	7.0	12.5	17.8	11.3	24.6
	Yes, all day	22.5	8.3	6.2	12.8	18.6	14.8	22.8
	No, we don't have heating in		0.4	3.7***	0.4	1.0	4.0	1.2
	classrooms vs No, there hasn't been a need		0.4	3.7	0.6	1.0	4.9	-1.3
	Yes, for I to 3 hours vs No,		2.2	E Astolok			0.0	
	there hasn't been a need		2.3	5.6***	5.7	5.1	8.2	5.8
	Yes, between 4 to 6 hours			= 0.1.1.1.1.				
On cold days,	vs No, there hasn't been a need		1.6	5.2***	1.6	2.1	2.5	0.9
were you able to	Yes, all day vs No, there							
provide heating	hasn't been a need		1.9	4.3***	1.9	2.8	6.1	-0.9
to classrooms?	Yes, for I to 3 hours vs No,							
	we don't have heating in		1.9	1.9***	5.0	4.1	3.3	7.1
	Yes, between 4 to 6 hours							
	vs No, we don't have		1.1	1.5***	0.9	1.0	-2.4	2.2
	heating in classrooms							
	Yes, all day vs No, we don't		1.5	0.6***	1.3	1.8	1.1	0.4
	have heating in classrooms		1.3	0.0	1.3	1.0	1.1	0.1
	Yes, between 4 to 6 hours vs Yes, for 1 to 3 hours		-0.8	-0.4*	-4.1	-3.1	-5.7	-4.9
	Yes, all day vs Yes, for I to		0.1	1.30	3.7	2.2	2.2	
	3 hours		-0.4	-1.3*	-3.7	-2.3	-2.2	-6.7
	Yes, all day vs Yes, between		0.3	-0.9***	0.3	0.8	3.5	-1.8
	4 to 6 hours No-Selected	34.6	7.7	5.7	12.5	17.6	13.0	24.9
	No-Selected No-Not Selected	34.0	7.7	6.0	12.5	17.6	14.2	23.5
	not selected vs selected		-0.3	0.3	-0.0	0.3	1.2	-1.4
	Yes, food boxes to families-	21.3	8.2	5.7	14.8	18.8	14.5	26.3
Did your school	Selected	41.3	0.2	3./	17.0	10.0	ГТ.3	20.3
benefit from any	Yes, food boxes to families-		7.3	6.0	11.9	17.5	13.6	23.4
support program	Not Selected not selected vs selected		-0.9	0.3	-2.8	-1.3	-0.9	-2.9
to help children	Yes, meal portions to	144						
and their families this	students-Selected	14.4	8.4	8.4	12.4	19.4	18.7	25.3
year?	Yes, meal portions to		7.4	5.4	12.5	17.5	12.9	23.8
-	students-Not Selected not selected vs selected		-1.0	-3.0*	0.2	-1.9	-5.8**	-1.5
	Yes, transportation		-1.0	-3.0	0.2	-1.7	-3.0	-1.5
	allowances to families-	0.2	1.2	2.0		17.5	20.0	
	Selected							
OITABI 2 BASELINE REP	OPT 1 120							

				Grade 2	Grade 3				
ltem	Options	Obs (%)	Arabic	French	English	Arabic	French	English	
			ORF	ORF	ÖRF	ORF	ORF	ÖRF	
	Yes, transportation								
	allowances to families-Not		7.5	5.9		17.8	13.8		
	Selected								
	not selected vs selected		6.3***	3.9***	•	0.3	-6.2***	•	
	Yes, stationery to students-	61.0	7.5	6.1	12.5	18.0	14.1	23.5	
	Selected	00		• • • • • • • • • • • • • • • • • • • •	,,				
	Yes, stationery to students-		7.5	5.6	12.6	17.4	13.3	24.9	
	Not Selected		0.0	0.5	0.2	0.4	0.0	1.4	
	not selected vs selected Other-Selected	2.4	-0.0 7.6	-0.5 5.8		-0.6 20.0	-0.8 15.2	1.4	
	Other-Not Selected	2.7	7.5	5.9	•	17.7	13.7	•	
	not selected vs selected		-0.I	0.1	•	-2.3	-1.5	•	
	Enrollment levels are stable,				•			•	
	it didn't change	25.7	6.6	6.2	10.9	16.4	14.6	22.8	
	Enrollment has increased	32.7	6.5	4.8	11.6	16.6	13.0	22.9	
How has	Enrollment has decreased	41.5	8.8	6.6	13.8	19.5	13.8	25.3	
enrollment in	Enrollment has increased vs		0.1	1.4	0.0		1.4		
your school changed in the	Enrollment levels are stable		-0.1	-1.4	0.8	0.2	-1.6	0.1	
past three years?	Enrollment has reduced vs		2.2	0.4	2.9	3.1	-0.8	2.5	
puse an ce years:	Enrollment levels are stable		۷.۷	0.7	4.7	J.1	-0.0	۷.5	
	Enrollment has reduced vs		2.4**	1.9	2.2	2.9*	0.8	2.4	
	Enrollment has increased	22.6							
How would you	Very High	32.6	8.5	8.2	12.9	17.7	16.6	22.2	
characterize each of the	High	46.3	7.4	4.8	13.0	18.7	13.1	25.3	
following within	Medium	17.7	6.3	5.1	11.2	16.4	11.5	24.8	
your school?	Lish on Variable	3.5	5.9	2.9 -3.4**	8. I 0. I	13.8 1.0	9.9 -3.5	17.1 3.1	
your school.	High vs Very high Medium vs Very high		-1.1 -2.1	-3.4**	-1.7	-1.3	-3.5 -5.1	2.6	
Collaboration	Low vs Very high		-2.5	-5.3**	-4.8	-3.9	-6.7	-5.1	
between	Medium vs High		-2.3 -1.1*	0.2*	- 1 .7	-2.3	-1.7	-0.5	
directors,	Low vs High		-1.5*	-2.0*	-4.9	-4.9	-3.3	-8.2	
supervisors,	LOW V3 Flight		-1.5	-2.0	- 1.7	- 1.7	-3.3	-0.2	
coordinators and			0.41	O O stotok	2. Laterterk	2.4	l & stesteste		
teachers to plan	Low vs Medium		-0.4*	-2.2***	-3.1***	-2.6	-1.6***	-7.7	
instruction:									
How would you	Very High	6.5	7.7	5.1	13.4	18.2	13.8	26.8	
characterize	High	21.1	8.2	7.7	13.0	17.8	16.1	24.0	
each of the	Medium	36.1	7.9	5.9	12.5	18.4	14.1	24.1	
following within	Low	36.4	6.7	5.2	12.0	17.0	12.5	23.2	
your school?	High vs Very high		0.5	2.6	-0.4	-0.3	2.3	-2.8	
	Medium vs Very high		0.2	0.8	-0.9	0.3	0.3	-2.7	
Parental	Low vs Very high		-1.0	0.0	-1.4	-1.2	-1.4	-3.5	
involvement in	Medium vs High		-0.3	-1.8	-0.5	0.6	-1.9	0.2	
school activities:	Low vs High		-1.6	-2.6	-1.1	-0.8	-3.6	-0.7 -0.9	
How would you	Low vs Medium Very High	4.5	-1.2 10.9	-0.8 9.6	-0.6 18.8	-1.4 21.7	-1.7 20.7	-0.9 25.1	
How would you characterize	High	14.4	9.3	6.9	17.3	18.7	15.2	27.7	
each of the	Medium	50.1	7.6	6.5	11.6	18.4	15.0	23.4	
following within	Low	30.9	6.0	4.3	10.4	15.7	10.9	22.6	
your school?	High vs Very high	30.7	-1.6	-2.7	-1.5	-3.0	-5.6	2.6	
-	Medium vs Very high		-3.2	-3.I	-7.2	-3.3	-5.7	-1.7	
Parental support	Low vs Very high		-4.9	-5.3	-8.5	-6.1	-9.9	-2.5	
to ensure that	Medium vs High		-1.7*	-0.3	-5.7	-0.3	-0.1	-4.3	
students are fully	Low vs High		-3.3*	-2.6	-7.0	-3.1	-4.3	-5.1	
ready to learn:	Low vs Medium		-1.6***	-2.2	-1.3	-2.8	-4.1*	-0.8	
Is there a Math	No	49.2	7.3	5.3	12.6	17.4	12.3	25.3	
coordinator in	Yes	50.8	7.8	6.5	12.4	18.2	15.4	22.8	
your school?	Yes vs No		0.5	1.2	-0.2	0.9	3.1*	-2.6	
Is there an	No	33.5	7.1	5.7	11.3	16.7	11.5	23.7	
Arabic language	Yes	66.5	7.7	6.0	13.1	18.3	15.1	24.2	
coordinator in	Yes vs No		0.6	0.2	1.8	1.6	3.6**	0.5	
your school?		42.2							
Is there a	No	43.2 56.8	6.8 8.1	5.4 6.4	10.7 13.8	16.7 18.7	11.9 15.5	22.6 24.9	
French/English language	Yes	36.8	δ.1	6. 4	13.8	1δ./	15.5	24.7	
coordinator in	Yes vs No		1.3*	1.0	3.1**	1.9*	3.6**	2.3	
your school?	103 73 140		1.5	1.0	J.1	1.7	3.0	2.3	
			Ü		i				

				Grade 2		Grade 3			
ltem	Options	Obs (%)	Arabic ORF	French ORF	English ORF	Arabic ORF	French ORF	English ORF	
	1	14.0							
	2	6.9							
	3	10.7							
	4	9.1							
	5	7.0							
	6	5.5							
	7	8.6							
	9	5.4 1.7							
	10	5.2							
	11	1.4							
	12	2.5							
	13	0.4							
	14	0.8							
	15	1.0							
By the end of	16	1.5							
this school year,	17	0.9							
how many years	18	2.0							
will you have	20	1.3							
been a principal	21	0.5 2.4							
altogether?	23	1.0							
	24	0.3							
	25	1.9							
	26	1.9							
	27	0.4							
	28	0.5							
	30	1.2							
	31	0.9							
	32	0.3							
	34	0.3							
	36 37	0.4							
	40	0.3							
	41	0.8							
	42	0.8							
	43	0.3							
	PhD	2.2	5.5	3.2	15.9	14.8	9.7	25.2	
	Master's degree	15.4	7.7	7.0	11.7	19.5	15.4	26.4	
	Bachelor's degree	34.6	7.9	5.5	13.5	18.2	13.8	24.6	
	Teaching Diploma	14.1	5.6	5.3	9.8	16.6	12.6	20.1	
	Technical	1.0	10.8	2.3	12.4	18.1	10.7	26.6	
	Baccalaureate/Vocational								
	Diploma from CRDP Teachers Centers	19.1	7.3	5.8	13.6	16.4	13.0	24.4	
	High schools	12.6							
	Other	1.0							
	Master's degree vs PhD		2.2	3.8	-4.2	4.7	5.7	1.2	
What is the	Bachelor's degree vs PhD		2.4	2.3	-2.4	3.3	4.1	-0.6	
highest level of	Teaching Diploma vs PhD		0.1	2.0	-6.1	1.7	2.9	-5.1	
formal education	Technical								
you have	Baccalaureate/Vocational vs		5.3	-0.9	-3.5	3.3	1.0	1.4	
completed?	PhD								
	Diploma from CRDP Teachers Centers vs PhD		1.9	2.6	-2.3	1.6	3.3	-0.8	
	Bachelor's degree vs								
	Master's degree		3.2	3.7	-4.6	2.6	4.9	-5.1	
	Teaching Diploma vs		2.2	0.1	7 [157	10.4	143	
	Master's degree		3.3	9.1	-7.5	15.6	18.4	14.3	
	Technical								
	Baccalaureate/Vocational vs		0.2	-1.5	1.8	-1.4	-1.6	-1.8	
	Master's degree								
	Diploma from CRDP Teachers Centers vs		-2.1	-1.8	-1.9	-3.0	-2.8	-6.3	
	Master's degree		-4.1	-1.0	-1.7	-5.0	-2.0	20.5	
	5 466166		i .	İ			İ	1	

				Grade 2		Grade 3			
ltem	Options	Obs (%)	Arabic ORF	French ORF	English ORF	Arabic ORF	French ORF	English ORF	
	Teaching Diploma vs Bachelor's degree		3.1	-4.7	0.7	-1.4	-4.7	0.1	
	Technical Baccalaureate/Vocational vs Bachelor's degree		-0.4	-1.3	1.9	-3.1	-2.4	-2.1	
	Diploma from CRDP Teachers Centers vs Bachelor's degree		1.0	-0.1	-0.4	-2.1	-0.8	-6.4	
	Technical Baccalaureate/Vocational vs Teaching Diploma		1.1	5.2	-3.3	10.9	12.7	13.1	
	Diploma from CRDP Teachers Centers vs Teaching Diploma		-2.3	-0.2	-3.7	-1.6	-1.2	-4.5	
	Diploma from CRDP Teachers Centers vs Technical Baccalaureate/Vocational		2.9	-3.2	-1.1	-0.1	-3.1	1.9	
Do you have a	No	58.6	7.1	6.1	12.3	17.5	13.6	24.3	
degree in	Yes	41.4	8.0	5.6	12.9	18.3	14.3	23.4	
educational leadership?	Yes vs No		0.9	-0.5	0.6	8.0	0.6	-0.9	

Exhibit 86: School Principal Questionnaire and Student CBA Scores

		Obs		Grad	e 3		Grade 6					
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math		
Did your school	No	4.7	42.5	27.5	31.5	38.2	49.7	37.2	40.0	36.6		
provide online	Yes	95.3	36.5	26.2	30.2	33.5	45.6	31.6	38.0	32.6		
teaching sessions to Grades I students during the 2020- 2021 school year?	Yes vs No		-5.9**	-1.3	-1.3	-4.7**	-4.1*	-5.6	-2.0	-3.9**		
	Arabic language- Selected	93.9	36.6	26.3	30.2	33.5	45.6	31.6	38.0	32.6		
	Arabic language- Not selected		40.5	25.7	31.5	35.9	48.9	36.3	40.0	35.7		
	not selected vs selected		3.9	-0.6	1.3	2.4	3.3	4.7 2.0 31.8 38.0	3.1**			
	English/French Language- Selected	92.5	36.6	26.4	30.2	33.5	45.7	31.8	38.0	32.7		
	English/French Language- Not Selected		39.0	24.6	31.5	35.9	47.6	32.7	40.0	34.6		
	not selected vs selected		2.4	-1.8	1.3	2.4	1.9	0.9	2.0	1.9		
\A/I. = 4 = -1 ! = -4 =	Math-Selected	94.1	36.6	26.3	30.2	33.5	45.6	31.7	38.0	32.7		
What subjects were taught online for Grade I students in	Math- Not Selected		40. I	25.4	31.5	36.1	49.0	34.7	40.0	35.4		
2020-2021?	not selected vs selected		3.5	-0.9	1.3	2.6	3.4*	3.0	2.0	2.8*		
	Sciences-Selected	92.2	36.4	26.2	30.2	33.5	45.6	31.6	38.1	32.6		
	Sciences- Not Selected		41.1	27.1	31.5	35.6	48.8	36.1	39.1	35.9		
	not selected vs selected		4.7**	0.9	1.2	2.1	3.2	4.5	1.0	3.4***		
	Sports-Selected	32.1	37.8	26.5	34.0	34.6	48.4	33.I	43.9	33.8		
	Sports- Not Selected		36.3	26.1	28.8	33.2	44.6	31.2	35.9	32.4		
	not selected vs selected		-1.4	-0.5	-5.1*	-1.4	-3.7***	-1.9	-8.0***	-1.4*		
	Art/Music- Selected	42.6	37.8	26.6	32.7	34.2	46.9	32.8	40.0	33.1		
	Art/Music- Not Selected		36.1	25.9	28.9	33.2	45.1	31.1	37.1	32.6		

ltem	Answer Choices	Obs		Grad	le 3		Grade 6				
item	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math	
	not selected vs		-1.7	-0.7	-3.9*	-1.0	-1.9*	-1.7	-2.9	-0.5	
	selected History/Geograp										
	hy-Selected	83.2	36.3	26.5	30.5	33.4	45.7	31.8	38.0	32.7	
	History/Geograp hy- Not Selected		39.3	24.8	29.6	34.8	46.6	32.2	39.0	33.5	
	not selected vs selected		3.0*	-1.6	-0.9	1.4	0.9	0.4	1.0	0.8	
	Other-Selected	23.9									
	One day to two days weekly	6.6	31.4	22.5	29.8	29.9	39.2	29.5	44.5	29.8	
	Three to four days weekly	11.2	38.8	26.7	33.9	34.9	45.7	31.6	38.9	32.8	
How often were the	Five days per week	82.I	36.6	26.6	29.6	33.6	46. I	31.9	37.8	32.8	
online sessions provided to students in grade I in 2020-2021?	Three to four times weekly vs One to two times weekly		7.4*	4.2*	4.1	5.0	6.4**	2.1	-5.6	3.0	
	Five times per week vs One to two times weekly		5.2*	4.1*	-0.2	3.7	6.9**	2.4	-6.7	3.1	
	Five times per week vs Three to four times weekly		-2.1	-0.0**	-4.3	-1.3	0.5***	0.3	-1.1**	0.1**	
	10 minutes	2.7	32.8	18.4	40.0	31.3	42.4	30.0	46.3	31.5	
	Between 10 to 20 minutes	6.3	29.5	24.2	27.9	26.2	43.3	29.2	31.1	29.1	
	Between 21 to 30 minutes	13.5	33.4	24.7	30.2	32.3	43.0	31.5	33.8	30.5	
	Between 31 to 40 minutes	29.6	37.3	26.0	32.2	33.7	45.9	30.0	39.3	33.4	
	More than 40 minutes	47.9	38.3	28.1	29.2	34.9	46.6	33.5	38.2	33.5	
	Between 10 to 20 minutes vs 10 minutes		-3.4	5.7*	-12.1	-5.1	0.9	-0.7	-15.2	-2.5	
	Between 21 to 30 minutes vs 10 minutes		0.6	6.2*	-9.8	1.0	0.6	1.5	-12.5	-1.0	
What was the	Between 31 to 40 minutes vs 10 minutes		4.5	7.6*	-7.8	2.3	3.5	0.0	-7.0	1.9	
duration of each of these online sessions?	More than 40 minutes vs 10 minutes		5.5	9.7*	-10.8	3.6	4.3	3.5	-8.1	2.0	
	Between 21 to 30 minutes vs Between 10 to 20 minutes		3.9	0.5**	2.3	6.1	-0.3	2.2	2.7	1.5	
	Between 31 to 40 minutes vs Between 10 to 20 minutes		7.9	1.9**	4.4	7.4	2.5	0.8	8.2	4.4	
	More than 40 minutes vs Between 10 to 20 minutes		8.8	3.9**	1.3	8.6	3.3	4.2	7.1	4.5	
	Between 31 to 40 minutes vs Between 21 to 30 minutes		3.9	1.3***	2.1	1.3	2.9	-1.5	5.5	2.9	
	More than 40 minutes vs Between 21 to 30 minutes		4.9	3.4***	-1.0	2.5	3.7	2.0	4.4	3.0	

Dec. of	A Chaire	Obs		Grad	le 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	More than 40									
	minutes vs Between 31 to 40 minutes		1.0	2.1***	-3.1	1.2	0.8	3.4	-1.1	0.1
	More than 75% of the students	15.8	41.9	27.8	35.0	36.4	47.2	35.1	44.1	35.4
	Between 50% and 75% of the students	32.4	37.8	28.1	30.6	35.6	47.3	35.8	37.6	33.4
	Between 25% and 49% of the students	37.6	35.4	25.7	27.1	32.0	44.7	29.4	34.9	31.5
	Less than 25% of the students	14.2	30.9	24.1	23.5	28.8	41.9	28.6	34.5	30.6
	Between 50% and 75% of the students vs More than 75% of the students		-4.1	0.2	-4.4	-0.9	0.1	0.7	-6.5	-1.9
What was the approximate percentage of Grade I students who participated in	Between 25% and 49% of the students vs More than 75% of the students		-6.5	-2.1	-7.9	-4.4	-2.5	-5.8	-9.2	-3.8
online classes in 2020-2021?	Less than 25% of the students vs More than 75% of the students		-10.9	-3.7	-11.5	-7.7	-5.3	-6.5	-9.6	-4.7
	Between 25% and 49% of the students vs Between 50% and 75% of the students		-2.4***	-2.4	-3.5***	-3.6**	-2.6	-6.5	-2.7**	-1.9**
	Less than 25% of the students vs Between 50% and 75% of the students		-6.8***	-4.0	-7.1***	-6.8**	-5.5	-7.2	-3.1**	-2.8**
	Less than 25% of the students vs Between 25% and 49% of the students		-4.4***	-1.6	-3.6***	- 3.2***	-2.8**	-0.7*	-0.4	-0.9***
Did your school	No	4.4	41.0	25.5	31.5	37.I	50.3	37.0	41.9	35.6
provide online	Yes	95.6	36.6	26.3	30.2	33.5	45.6	31.6	37.9	32.7
teaching sessions to Grades 2 students during the 2020- 2021 school year?	Yes vs No		-4.4	0.7	-1.3	-3.6	-4.7**	-5.4	-3.9	-2.9*
,	Arabic language- Selected	94.9	36.6	26.3	30.2	33.5	45.6	31.6	37.9	32.7
	Arabic language- Not selected		40.I	25.3	31.5	36.3	50.4	36.3	41.9	35.2
	not selected vs selected		3.5	-1.0	1.3	2.7	4.8**	4.7	3.9	2.5*
What subjects were taught online for Grade 2 students in	English/French Language- Selected	93.2	36.6	26.3	30.2	33.4	45.6	31.7	37.9	32.7
2020-2021?	English/French Language- Not Selected		39.3	24.9	31.5	36.4	48.5	34.0	41.9	34.4
	not selected vs selected		2.7	-1.5	1.3	2.9	2.9	2.3	3.9	1.7
	Math-Selected	94.9	36.6	26.3	30.2	33.5	45.6	31.6	37.9	32.7
	Math- Not Selected		40.1	25.3	31.5	36.3	50.4	36.3	41.9	35.2
	not selected vs selected		3.5	-1.0	1.3	2.7	4.8**	4.7	3.9	2.5*

Dec. or	A Chaire	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Sciences-Selected	92.6	36.5	26.3	30.I	33.4	45.5	31.6	37.9	32.7
	Sciences- Not Selected		40.5	25.8	32.4	36.1	49.9	36.5	41.5	34.3
	not selected vs selected		4.0*	-0.4	2.3	2.6	4.3**	5.0	3.6	1.5
	Sports-Selected	33.I	37.8	26.5	33.6	34.5	48.3	33.0	43.4	33.7
	Sports- Not Selected		36.3	26.1	28.9	33.2	44.6	31.2	35.8	32.4
	not selected vs selected		-1.6	-0.5	-4.8*	-1.2	-3.6***	-1.8	-7.6***	-1.4*
	Art/Music- Selected	43.5	37.8	26.6	32.9	34.3	46.9	32.7	39.8	33.3
	Art/Music- Not Selected		36.0	25.9	28.7	33.1	45.0	31.1	37.2	32.5
	not selected vs selected		-1.7	-0.7	-4.2*	-1.2	-1.9*	-1.6	-2.6	-0.8
	History/Geograp hy-Selected	86	36.5	26.6	30.5	33.6	45.6	31.7	37.6	32.7
	History/Geograp hy- Not Selected		38.6	23.8	29.6	34.1	47.4	33.2	40.6	33.8
	not selected vs selected	242	2.2	-2.7	-0.9	0.6	1.8	1.4	3.0	1.1
	Other-Selected	24.2								
	One to two days weekly Three to four	5.8	34.3	23.7	33.5	33.0	38.1	30.0	34.3	30.3
	days weekly Five days per	10.3	37.9	26.7	33.0	34.4	46.2	31.6	39.1	32.9
How often were the online sessions	week Three to four	83.9	36.6	26.5	29.7	33.4	46.0	31.8	37.9	32.8
provided to students in grade 2 in 2020-2021?	times weekly vs One to two times weekly		3.6	2.9	-0.6	1.4	8.1***	1.6	4.8	2.6
	Five times per week vs One to two times weekly		2.3	2.8	-3.8	0.4	7.9***	1.8	3.5	2.5
	Five times per week vs Three to four times weekly		-1.3	-0.2	-3.2	-1.0	-0.1***	0.3	-1.3	-0.0
	10 minutes	2.7	32.8	18.4	40.0	31.3	42.4	30.0	46.3	31.5
	Between 10 to 20 minutes	5.0	31.1	24.7	29.7	27.2	43.9	30.8	33.3	29.1
	Between 21 to 30 minutes	14.0	33.0	24.9	30.2	31.9	43.3	31.5	33.8	30.7
	Between 30 to 40 minutes	29.4	37.0	26.0	32.2	33.6	45.5	29.8	38.6	33.3
	More than 40 minutes	48.9	38.2	28.1	29.2	34.8	46.5	33.4	38.2	33.5
What was the	Between 10 to 20 minutes vs 10 minutes		-1.7	6.2*	-10.2	-4.1	1.5	0.8	-13.0	-2.4
duration of each of these online sessions?	Between 21 to 30 minutes vs 10 minutes		0.1	6.4*	-9.8	0.6	0.9	1.5	-12.5	-0.8
303310113;	Between 31 to 40 minutes vs 10 minutes		4.2	7.6*	-7.8	2.3	3.1	-0.2	-7.7	1.8
	More than 40 minutes vs 10 minutes		5.4	9.7*	-10.8	3.5	4.2	3.5	-8.1	2.0
	Between 21 to 30 minutes vs Between 10 to 20 minutes		1.8	0.2***	0.4	4.8	-0.6	0.7	0.5	1.6
	Between 31 to 40 minutes vs		5.9	1.3***	2.4	6.4	1.6	-1.0	5.3	4.2

leans	Anguan Chaisea	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Between 10 to									
	20 minutes									
	More than 40									
	minutes vs		7.1	3.4***	-0.6	7.6	2.6	2.7	4.9	4.4
	Between 10 to 20 minutes									
	Between 31 to									
	40 minutes vs									
	Between 21 to		4.0	1.1***	2.0	1.6	2.3	-1.7	4.8	2.6
	30 minutes									
	More than 40									
	minutes vs		5.2	3.2***	-1.0	2.8	3.3	2.0	4.4	2.8
	Between 21 to		3.2	3.2	-1.0	2.0	3.3	2.0	т.т	2.0
	30 minutes									
	More than 40									
	minutes vs Between 31 to		1.2	2.1***	-3.0	1.2	1.0	3.7	-0.4	0.2
	40 minutes									
	More than 75%									
	of the students	14.4	42.9	29.5	35.4	37.3	47.6	37.8	43.9	34.9
	Between 50%									
	and 75% of the	35.7	37.7	28.0	30.7	35.2	47.2	34.4	37.9	33.7
	students							<u> </u>		<u></u>
	Between 25%									
	and 49% of the	35.5	35.2	25.9	26.8	32.1	44.6	29.2	34.6	31.6
	students									
	Less than 25% of	14.3	31.3	23.2	24.8	28.9	42.0	29.5	34.4	30.6
	the students									
	Between 50% and 75% of the									
	students vs More		-5.2*	-1.6	-4.7	-2.1	-0.4	-3.4	-6.0	-1.2
	than 75% of the		-3.2	-1.0	- 1.7	-2.1	-0.1	-5.1	-0.0	-1.2
	students									
What is the	Between 25%									
approximate	and 49% of the									
percentage of	students vs More		-7.7*	-3.6	-8.6	-5.2	-3.1	-8.5	-9.2	-3.4
Grade 2 students	than 75% of the									
who participated in	students									
online classes in	Less than 25% of									
2020-2021?	the students vs More than 75%		-11.6*	-6.3	-10.6	-8.4	-5.6	-8.3	-9.5	-4.3
	of the students									
	Between 25%									
	and 49% of the									
	students vs		-2.5***	-2.1	-3.9***	-	-2.6	-5.2**	-3.3**	-2.1*
	Between 50%		-2.5	-2.1	-3.7	3.1***	-2.0	-3.2	-3.3***	-Z.1"
	and 75% of the									
	students									
	Less than 25% of									
	the students vs Between 50%		-6.4***	-4.8	-5.9***	-	-5.2	-4.9**	-3.5**	-3.1*
	and 75% of the		-01	-7.0	-5.7	6.3***	-3.2	-7.7	-3.5	-5.1
	students									
	Less than 25% of									
	the students vs									
	Between 25%		-3.9***	-2.7**	-2.0***	3.2***	-2.5*	0.3**	-0.3*	-1.0**
	and 49% of the					3.2				
D:1 : :	students	2.5	40.7	27.	21.5	20.2	40.0	20.4	41.6	24.2
Did your school	No	3.5	42.7	27.7	31.5	39.3	49.8	38.6	41.9	36.3
provide online teaching sessions to	Yes	96.5	36.6	26.2	30.2	33.5	45.7	31.7	37.9	32.7
Grades 5 students						_				
during the 2020-	Yes vs No		-6.I**	-1.5	-1.3	-5.8**	-4.I**	-6.9	-3.9	-3.6**
2021 school year?		<u></u>	<u> </u>		<u> </u>			<u> </u>	<u> </u>	<u></u>
	Arabic language-	95.8	36.6	26.2	30.2	33.5	45.7	31.7	37.9	32.7
What subjects were	Selected	75.0	30.0	20.2	30.2	,,,,	13./	31./	31.7	34.1
taught online for	Arabic language-		41.3	26.6	31.5	37.9	50.0	36.9	41.9	35.7
	Not selected			_					<u> </u>	

14.5	American Chairean	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
Grade 5 students in	not selected vs		4.7*	0.4	1.3	4.5**	4.3*	5.2	3.9	3.0**
2020-2021?	selected			0	1.5		5	5.2	5.7	5.0
	English/French Language- Selected	94.1	36.6	26.3	30.2	33.4	45.7	31.7	37.9	32.7
	English/French Language- Not Selected		40.1	25.5	31.5	37.6	47.9	33.7	41.9	34.7
	not selected vs selected		3.5	-0.8	1.3	4.2	2.2	2.0	3.9	2.0
	Math-Selected	95.5	36.7	26.3	30.2	33.5	45.7	31.8	37.9	32.7
	Math- Not Selected		39.6	24.8	31.5	36.6	49.5	34.6	41.9	35.0
	not selected vs selected		2.9	-1.4	1.3	3.0	3.8*	2.9	3.9	2.3
	Sciences-Selected	93.2	36.5	26.3	30.1	33.5	45.5	31.7	37.8	32.7
	Sciences- Not Selected		40.5	25.0	32.4	36.4	50.0	35.8	41.6	35.0
	not selected vs selected		4.0*	-1.3	2.4	2.9	4.5**	4.1	3.7	2.3*
	Sports-Selected	35.2	38.1	26.6	33.5	34.8	48.2	33.3	42.9	33.7
	Sports- Not Selected		36.1	26.0	28.8	33.0	44.5	31.0	36.0	32.3
	not selected vs selected		-2.0	-0.5	-4.7*	-1.7	-3.7***	-2.3	-6.9***	-1.4*
	Art/Music- Selected	43.2	38.2	26.9	32.6	34.6	47.2	33.2	39.6	33.6
	Art/Music- Not Selected		35.7	25.6	28.9	32.9	44.8	30.8	37.3	32.3
	not selected vs selected		-2.5*	-1.3	-3.7*	-1.6*	-2.4**	-2.4	-2.2	-1.3*
	History/Geograp hy-Selected	87.4	36.6	26.7	30.1	33.7	45.7	32.0	37.6	32.8
	History/Geograp hy- Not Selected		38.0	22.6	31.4	33.1	47.1	30.7	41.7	32.8
	not selected vs selected		1.4	-4.1**	1.3	-0.7	1.5	-1.3	4.1	-0.0
	Other-Selected	24								
	One to two days weekly	5.6	31.8	23.0	29.8	31.1	39.0	29.4	44.5	30.6
	Three to four days weekly	10.6	39.3	26.9	33.7	34.7	45.5	32.8	37.1	32.7
How often were the	Five days per week	83.8	36.6	26.5	29.7	33.5	46.1	31.8	38.0	32.8
online sessions provided to students in grade 5 in 2020-2021?	Three to four times weekly vs One to two times weekly		7.5*	3.8	3.9	3.5	6.5*	3.5	-7.5	2.1
	Five times per week vs One to two times weekly		4.8*	3.4	-0.1	2.3	7.1*	2.4	-6.5	2.3
	Five times per week vs Three to four times weekly		-2.8	-0.4	-4.0	-1.2	0.6***	-1.0	0.9**	0.1
	10 minutes	2.7	32.8	18.4	40.0	31.3	42.4	30.0	46.3	31.5
	Between 10 to 20 minutes	4.3	29.4	22.1	29.7	25.7	42.6	27.2	33.3	29.0
What was the duration of each of	Between 21 to 30 minutes	13.5	33.2	25.0	30.2	31.7	43.5	31.7	33.8	30.6
these online sessions?	Between 30 to 40 minutes	30.8	37.3	26.5	32.5	33.9	45.9	30.9	38.9	33.5
	More than 40 minutes	48.7	37.9	27.8	28.9	34.6	46.4	33.1	38.0	33.4
	Between 10 to 20 minutes vs 10 minutes		-3.4	3.6	-10.2	-5.6	0.3	-2.7	-13.0	-2.6

leans.	A Chaire	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Between 21 to								_	
	30 minutes vs 10		0.4	6.6	-9.8	0.4	1.2	1.7	-12.5	-1.0
	minutes									
	Between 31 to									
	40 minutes vs 10		4.5	8.0	-7.5	2.6	3.5	0.9	-7.3	2.0
	minutes									
	More than 40									
	minutes vs 10		5.1	9.3	-11.1	3.3	4.1	3.1	-8.3	1.8
	minutes									
	Between 21 to									
	30 minutes vs		3.8	2.9***	0.4	6.0	0.9	4.4	0.5	1.6
	Between 10 to									
	20 minutes									
	Between 31 to 40 minutes vs									
	Between 10 to		7.9	4.4***	2.7	8.2	3.2	3.6	5.6	4.5
	20 minutes									
	More than 40									
	minutes vs									
	Between 10 to		8.5	5.7***	-0.8	8.9	3.8	5.9	4.7	4.4
	20 minutes									
	Between 31 to					1				
	40 minutes vs		4.1	1 5444	2.2	2.	2.2	0.0		2.0
	Between 21 to		4.1	1.5***	2.3	2.1	2.3	-0.8	5.1	2.9
	30 minutes									
	More than 40						-		-	
	minutes vs		4.7	2.8***	-1.2	2.8	2.9	1.5	4.2	2.8
	Between 21 to		1.7	2.0	-1.2	2.0	2.7	1.5	1.2	2.0
	30 minutes									
	More than 40									
	minutes vs		0.6	1.3***	-3.6	0.7	0.6	2.3	-0.9	-0.1
	Between 31 to									
	40 minutes									
	More than 75% of the students	19.1	42.2	29.0	33.9	36.6	48.9	38.4	42.2	35.0
	Between 50%									
	and 75% of the	38.3	36.3	26.5	30.0	34.1	45.9	32.1	37.6	33.0
	students	30.3	30.3	20.5	30.0] "	13.7	32.1	37.0	33.0
	Between 25%									
	and 49% of the	32.2	36.1	26.5	27.7	32.7	45.3	30.4	35.1	31.9
	students									
	Less than 25% of	10.4	29.0	22.2	24.0	27.6	39.9	27.5	22.4	29.9
	the students	10.4	29.0	22.3	24.0	27.6	37.7	27.5	32.4	29.9
	Between 50%									
	and 75% of the									
VA/I 4 !- 4	students vs More		-5.9***	-2.5	-3.9	-2.5	-3.0	-6.2	-4.6	-2.0
What is the approximate	than 75% of the									
percentage of	students Between 25%									
Grade 5 students	and 49% of the									
who participated in	students vs More		-6.1***	-2.5	-6.2	-3.8	-3.6	-7.9	-7.1	-3.1
online classes in	than 75% of the		J.1	-2.5	-0.2	3.0	-5.0	7.7	7.1	5.1
2020-2021?	students									
	Less than 25% of									
	the students vs		-13.2***	-6.7	-9.9	-9.0	-9.0	-10.9	-9.7	-5.I
	More than 75%		-13.Z*****	-6./	-7.7	-7.0	-7.0	-10.7	-7./	-3.1
	of the students									
	Between 25%									
	and 49% of the									
	students vs		-0.2***	0.0	-2.3**	-1.3*	-0.6	-1.7***	-2.5*	-1.1*
	Between 50% and 75% of the									
	and 75% of the students									
	Less than 25% of									
	the students vs									
	Between 50%		-7.3***	-4.2	-6.0**	-6.5*	-6.0	-4.6***	-5.1*	-3.1*
	and 75% of the									
	students									
	•									

		Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Less than 25% of the students vs Between 25% and 49% of the students		-7.I***	-4.3***	-3.7***	- 5.2***	-5.3***	-2.9***	-2.6	-2.0***
When did you start teaching this year?	October 2021 November 2021 November 2021	95 5	36.9 34.5 -2.4	26.4 22.5 -3.9**	30.4 28.5 -1.9	33.7 31.6 -2.1*	45.9 45.4 -0.5	31.9 30.9 -1.1	38.5 32.7 -5.9***	32.8 33.6 0.8
How many months of in-person classes	vs October 2021 I-2 months 3-4 months	3.5 96.5	34.1 37.0	24.9 26.4	31.8 30.3	31.9 33.8	39.8 46.1	29.5 32.0	33.7 38.3	29.4 33.0
were provided so far?	3-4 months vs I- 2 months No	17.5	2.9 37.1	1.4 26.3	-1.5 30.6	1.8 34.4	6.3* 44.9	2.6 31.3	4.6 38.7	3.6***
Does your school have a school library?	Yes Yes vs No	82.5	36.7 -0.3	26.2 -0.1	30.3 -0.3	33.5 -1.0	46.1	32.0 0.7	38.1 -0.7	32.8 -0.2
Can students borrow books (or	No Yes	25.8 74.2	35.3 37.2	25.2 26.5	28.3 30.9	32.5 33.8	46.7 45.9	29.9 32.6	37.6 38.2	32.9 32.7
newspapers or magazines) from the library to take home?	Yes vs No		1.9	1.3	2.6	1.3	-0.8	2.7	0.6	-0.1
Do you have at least one book for every	No Yes	21.2 78.8	36.4 36.9	25.1 26.5	31.4 29.9	33.3 33.6	44.2 46.6	30.0 32.6	39.6 37.6	32.6 32.8
student in your library?	Yes vs No		0.5	1.5	-1.5	0.3	2.4	2.5	-1.9	0.2
	Each student has a computer The class has computers that students can share The school has computers that the class can use	12.6	39.3	29.2	31.8	36.0	47.7	35.8	39.2	33.5
	sometimes Students don't have access to computers at school	65.8	35.9	25.9	29.7	33.1	45.3	31.1	37.7	32.5
What access do the students have to computers (including tablets) at school?	Other The school has computers that the class can use sometimes vs The class has computers that students can share	6.0	-2.0	-2.8	-1.6	-2.7	-1.1	-2.8	-1.5	-0.7
	Students don't have access to computers at school vs The class has computers that students can share		-3.4	-3.3	-2.1	-2.9	-2.4	-4.8	-1.5	-1.0
	Students don't have access to computers at school vs The school has computers that the class can use sometimes		-1.4	-0.5	-0.5	-0.2*	-1.3	-2.0	0.0	-0.3
Do you have students with	No Yes Yes vs No	69.5 30.5	37.5 35.3 -2.2*	26.7 25.1 -1.5	31.0 29.1 -1.9	34.2 32.5 -1.6	46.2 45.1 -1.1	32.1 31.3 -0.8	37.6 39.2 1.5	32.8 33.0 0.2

ltem	Answer Choices	Obs		Grad				Grad		
	Allswei Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
disabilities in your school?										
Do you have	No	76.9	34.6	24.9	28.8	31.5	45.3	31.2	39.9	32.5
resource staff/	Yes	23.1	37.5	26.1	29.6	35.9	44.3	31.6	37.8	34.4
specialized team to support students with disabilities in your school?	Yes vs No		2.9	1.1	0.9	4.4*	-1.1	0.4	-2.1	1.9
	Special educator- Selected	3	38.5	28.4	29.1	35.5	43.8	34.1	35.1	32.6
	Special educator- Not Selected		36.7	26.2	30.4	33.6	45.9	31.8	38.3	32.8
	not selected vs selected		-1.7	-2.3	1.3	-2.0	2.1	-2.3	3.3	0.2
	Student aid/ paraprofessional- Selected	1.2	35.4	23.4	22.2	34.6	45.9	34.6	36.1	35.3
	Student aid/ paraprofessional- Not Selected		36.8	26.3	30.4	33.6	45.8	31.8	38.2	32.8
	not selected vs selected		1.4	2.9	8.2***	-1.0	-0.0	-2.8	2.1**	-2.5*
	Occupational therapist to provide the needed health support-Selected	0.6	42.4	24.6	27.8	34.6	53.4	28.0	36.1	30.0
Who are the	Occupational therapist to provide the needed health support-Not Selected		36.8	26.2	30.3	33.6	45.8	31.9	38.2	32.8
specialists who	not selected vs		-5.6**	1.6	2.6***	-0.9	-7.6***	3.8***	2.1**	2.8*
support students	selected Nurse-Selected	0.8	34.8		29.3	38.5	52.8		36.5	28.0
with disabilities?	Nurse-Not Selected	0.0	36.8	•	30.3	33.6	45.8		38.2	32.9
	not selected vs selected		2.0		1.0	-4.9	-7.I***		1.7*	4.9***
	Psychologist- Selected	2.8	39.1	28.5	27.9	39.9	48.1	36.3	37.6	39.2
	Psychologist-Not Selected		36.7	26.2	30.4	33.5	45.8	31.7	38.2	32.6
	not selected vs selected		-2.4	-2.4**	2.5	-6.4**	-2.3	-4.5	0.6	-6.6**
	Speech language pathologist- Selected	0.8	39.6	24.6	26.8	32.7	51.0	28.0	36.4	31.6
	Speech language pathologist-Not Selected		36.8	26.2	30.4	33.7	45.8	31.9	38.2	32.8
	not selected vs selected		-2.9	1.6	3.6***	1.0	-5.2*	3.8***	1.8*	1.3
	Physical therapist- Selected	0.2	35.9	24.6		37.2	50.2	28.0	٠	33.9
	Physical therapist-Not Selected		36.8	26.2		33.6	45.8	31.9		32.8
	not selected vs selected		0.8	1.6		3.5***	-4.4***	3.8***	•	-1.1***
	Other-Selected	2.5	25.0	25.1	27.2	21.0	45.0	20.0	27.2	22 !
How many hours of	None Less than I hour	16.5 20.4	35.0 33.5	25.1 24.8	27.3 27.9	31.0 31.0	45.0 42.6	29.9 29.5	37.2 33.6	32.I 31.I
electricity do you have at your school	Between I to 3	23.6	38.5	26.9	32.3	35.7	46.4	32.7	41.0	32.6
each day, when the school is open?	Between 3 to 6 hours	16.0	37.7	25.5	30.0	34.9	47.9	33.5	37.7	33.9
	•	1						ADI 2 DACEI		

	A CI :	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	6 hours or more	23.5	38.5	28.3	31.7	34.9	47.4	34.5	39.9	34.4
	Less than I hour		-1.5	-0.3	0.7	-0.1	-2.3	-0.4	-3.6	-1.0
	vs None		-1.5	-0.5	0.7	-0.1	-2.5	-0.1	-5.0	-1.0
	Between I to 3		3.5	1.9	5.0	4.6	1.5	2.8	3.8	0.5
	hours vs None								3.0	0.0
	Between 3 to 6		2.7	0.4	2.7	3.8	3.0	3.6	0.5	1.8
	hours vs None 6 hours or more									
	vs None		3.5	3.2	4.4	3.8	2.4	4.6	2.7	2.3
	Between I to 3									
	hours vs Less		5.0	2.1	4.3	4.7**	3.8	3.2	7.4	1.5
	than I hour									
	Between 3 to 6									
	hours vs Less		4.2	0.7	2.1	3.9**	5.3	4.0	4.1	2.8
	than I hour									
	6 hours or more		F 0	2.5	2.7	3.9**	4.0	F 0	()	3.3
	vs Less than I hour		5.0	3.5	3.7	3.3	4.8	5.0	6.3	3.3
	Between 3 to 6									
	hours vs					• •				
	Between I to 3		-0.8	-1.5	-2.3	-0.8	1.5	0.8	-3.2	1.3
	hours		<u> </u>	<u> </u>	<u></u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
	6 hours or more		-		_		-			
	vs Between I to		0.0	1.4	-0.6	-0.8	1.0	1.9	-1.1	1.8
	3 hours									
	6 hours or more		0.0	2.0	1.7	0.0*	0.5		2.1	۸.
	vs Between 3 to 6 hours		0.8	2.8	1.7	0.0*	-0.5	1.1	2.1	0.5
	Public source									
	(government)	10.4	37.I	27.8	27.1	34.6	46.5	33.2	36.0	33.6
	only									
	Private generator									
	(or another	28.2	38.1	26.7	29.8	35.3	45.2	33.1	37.9	32.5
	personnel	20.2	30.1	20.7	27.0	33.3	13.2	33.1	37.7	32.3
	source)									
	Public source									
	(government) and with a									
	generator or	61.4	36.7	26.2	32.0	33.6	46.3	31.9	39.0	33.1
	another private									
	source									
	Private generator		-		-		-			
	(or another									
	personnel			1.7	2.7	0.7	1.2	0.1	2.0	
	source) vs Public source		1.1	-1.1	2.7	0.7	-1.3	-0.1	2.0	-1.1
	(government)									
What is the source	only									
of your electricity?	Public source									
	(government)									
	and with a									
	generator or		0.4		4.0				3.0	0.5
	another private		-0.4	-1.5	4.8	-1.1	-0.1	-1.2	3.0	-0.5
	source vs Public source									
	(government)									
	only									
	Public source									
	(government)									
	and with a									
	generator or									
	another private		-1.4	-0.5	2.1	-1.8	1.1	-1.1	1.1	0.6
	source vs Private generator (or									
	another									
	personnel									
	source)									
	Yes, always	71.5	36.9	26.5	29.7	33.8	46.3	32.4	38.2	33.2

1.	A 61 :	Obs		Grad	e 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Yes, sometimes	18.4	36.6	25.7	33.3	34.0	44.7	30.2	39.9	31.4
	Yes, rarely	5.3	34.4	23.9	31.0	31.8	45.8	25.1	35.9	31.9
	No	4.8	39.3	26.9	28.4	32.9	43.1	38.0	34.9	33.4
	Yes, sometimes		0.2	-0.7	2.6	0.2	1.4	2.2	1.7	-1.8
	vs Yes, always		-0.3	-0.7	3.6	0.2	-1.6	-2.3	1.7	-1.8
Do you have running	Yes, rarely vs		-2.5	-2.6	1.3	-1.9	-0.5	-7.3	-2.4	-1.3
water in your	Yes, always		-2.5	-2.0	1.3	-1.7	-0.5	-7.3	-2. 4	-1.3
school?	No vs Yes,		2.4	0.4	-1.3	-0.9	-3.2	5.6	-3.3	0.2
School.	always		2.7	۳.۰	-1.3	-0.7	-3.2	3.0	-3.3	0.2
	Yes, rarely vs		-2.2	-1.9	-2.3	-2.2	1.1	-5.0***	-4.0	0.5
	Yes, sometimes		2.2	1.7	2.3	2.2	'*'	3.0	1.0	0.5
	No vs Yes,		2.7	1.1	-4.9	-1.1	-1.5	7.9***	-5.0	1.9
	sometimes									
	No vs Yes, rarely		4.9	3.0	-2.6	1.1	-2.7	12.9	-1.0	1.5
	We buy water									
	from a private	73.I	36.8	25.9	30.8	33.9	45.4	32.0	39.1	33.2
	water supplier.									
	We just use what									
	we have, we can't afford	15.0	36.4	26.2	27.8	32.4	46.5	30.2	33.5	31.4
	can t aπord buying water.									
	Other	11.9	37.3	27.7	28.2	33.7	47.4	33.3	34.5	32.5
	We just use what	11.7	37.3	21.1	20.2	33./	-T/. "I	33.3	JT.3	32.3
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	we have, we can't									
What do you do in	afford buying									
case of water	water. vs We buy		-0.4	0.3	-3.1	-1.5	1.1	-1.8	-5.6	-1.7
shortage at school?	water from a			0.5	J				3.0	
	private water									
	supplier.									
	Other vs We buy									
	water from a		Λ.Ε	1.0	2.6	-0.2	2.0	1.2	4.6	-0.7
	private water		0.5	1.8	-2.6	-0.2	2.0	1.3	-4.6	-0.7
	supplier.									
	Other vs We just									
	use what we									
	have, we can't		0.9	1.5	0.5	1.3	0.9	3.1	0.9**	1.0
	afford buying									
	water.									
	No, it wasn't	9.2	33.8	22.4	30.2	32.7	45.7	27.9	38.1	31.1
	necessary									
	No, we don't have heating in	40.4	35.7	25.7	28.8	32.0	44.9	32.2	36.9	31.0
	classrooms	TU.T	33.7	25.7	20.0	32.0	77.7	32.2	36.7	31.0
	Yes, for I to 3									
	hours	11.8	39.3	28.8	34.2	35.4	47.3	33.3	43.9	34.7
	Yes, between 3		_	_	_	_		_	_	_
	to 6 hours	16.1	36.2	25.6	30.1	34.6	46.4	33.0	36.6	34.8
	Yes, all day	22.5	39.0	27.1	30.6	35.3	46.4	30.6	38.5	34.5
	No, we don't				7			1	7.2.2	
	have heating in									
	classrooms vs		1.9	3.3	-1.4	-0.7	-0.8	4.4	-1.2	-0.0
On cold days, were	No, there hasn't									
you able to provide	been a need		<u> </u>	<u> </u>	<u> </u>		<u></u>	<u> </u>	<u> </u>	<u></u>
heating to	Yes, for 1 to 3									
classrooms?	hours vs No,		5.5	6.4	3.9	2.7	1.6	5.4	5.9	3.7
5.005. 001113.	there hasn't been		ر.ر	0.7	3.7		1.0	J.¬	3.7	3.7
	a need									
	Yes, between 4									
	to 6 hours vs		2.5	3.2	-0.1	1.8	0.7	5.2	-1.5	3.7
	No, there hasn't									
	been a need									
	Yes, all day vs No, there hasn't		5.3	4.7	0.3	2.6	0.7	2.7	0.4	3.5
	been a need		5.5	٦./	0.3	2.0	0.7	2.7	U. 1	3.3
	Yes, for I to 3									
	hours vs No, we									
	don't have		3.6	3.0*	5.3	3.4	2.3	1.0	7.0	3.7
	heating in									
	classrooms									
L.						1		1		

ltem	Answer Choices	Obs		Grad	e 3			Grad	de 6	
item	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Yes, between 4									
	to 6 hours vs									
	No, we don't		0.6	-0.1*	1.3	2.5	1.5	0.8	-0.4	3.8
	have heating in									
	classrooms									
	Yes, all day vs									
	No, we don't have heating in		3.4	1.3*	1.7	3.2	1.4	-1.6	1.6	3.5
	classrooms									
	Yes, between 4									
	to 6 hours vs		2.0	2.2	4.0	0.0	0.0	0.0	7.4	0.1*
	Yes, for 1 to 3		-3.0	-3.2	-4.0	-0.9	-0.8	-0.2	-7.4	0.1*
	hours									
	Yes, all day vs									
	Yes, for 1 to 3		-0.2	-1.7	-3.6	-0.2	-0.9	-2.6	-5.4	-0.2*
	hours									
	Yes, all day vs		2.0	1.44	0.4	0.7		2.4	2.0	0.2*
	Yes, between 4 to 6 hours		2.8	1.4*	0.4	0.7	-0.0	-2.4	2.0	-0.3*
	No-Selected	34.6	36.5	25.3	30.2	33.3	45.5	32.8	38.6	32.5
	No-Not Selected	J-1.0	36.9	26.7	30.2	33.9	46.0	31.4	38.0	33.0
	not selected vs									
	selected		0.4	1.4	0.1	0.6	0.6	-1.4	-0.6	0.6
	Yes, food boxes									
	to families-	21.3	37.9	25.8	31.7	34.2	47.4	30.9	38.9	33.3
	Selected									
	Yes, food boxes									
	to families-Not		36.5	26.4	29.9	33.5	45.4	32.1	38.0	32.7
	Selected									
Did	not selected vs		-1.4	0.6	-1.7	-0.7	-2.0*	1.2	-1.0	-0.6
Did your school benefit from any	selected Yes, meal									
support program to	portions to	14.4	38.6	26.9	32.9	34.3	46.9	33.5	37.2	33.4
help children and	students-Selected	17.7	30.0	20.7	32.7	34.3	40.7	33.3	37.2	33.7
their families this	Yes, meal									
year?	portions to		24.5	24.1	20.0	22.5	45.4	21.4	20.2	22.7
•	students-Not		36.5	26.1	30.0	33.5	45.6	31.6	38.3	32.7
	Selected									
	not selected vs		-2.1	-0.7	-3.0	-0.8	-1.3	-1.9	1.1	-0.7
	selected		-4.1	-0.7	-3.0	-0.0	-1.3	-1.7	1,1	-0.7
	Yes, stationery to	61.0	37.0	26.5	30.1	33.5	46.1	31.5	37.4	33.1
	students-Selected								7	7=
	Yes, stationery to students-Not		24 5	25.0	20.7	22.0	AE F	22.2	20.4	22.5
	Selected		36.5	25.9	30.7	33.8	45.5	32.3	39.4	32.5
	not selected vs									
	selected		-0.5	-0.6	0.6	0.3	-0.6	0.8	2.0	-0.6
	Enrollment levels									
	are stable, it	25.7	35.6	25.4	30.2	33.3	45.6	32.4	36.3	32.6
	didn't change									
	Enrollment has	32.7	36.2	27.1	29.1	33.0	44.4	31.2	38.7	32.4
	increased	34.1	30.2	47.1	47.1	33.0	77.7	31.4	30./	32.7
	Enrollment has	41.5	38.0	26.2	31.2	34.4	47.I	32.0	38.6	33.3
	decreased	5	35.0						20.0	
How has enrollment	Enrollment has increased vs									
in your school	Enrollment levels		0.6	1.7	-1.1	-0.4	-1.2	-1.1	2.3	-0.2
changed in the past	are stable									
three years?	Enrollment has									
	reduced vs		2.5		0.0				2.2	~ .
	Enrollment levels		2.5	0.8	0.9	1.0	1.5	-0.3	2.3	0.6
	are stable									
	Enrollment has									
	reduced vs		1.8	-0.9	2.0	1.4	2.7	0.8	-0.0	0.8
	Enrollment has		,							3.3
Hannan P	increased	22.4	24.4	27.0	20.7	240	47.0	24.2	20.0	22.4
How would you	Very High	32.6	36.6	27.9	29.7	34.0	47.9	36.2	38.8	33.6
characterize each of	High	46.3	37.1	25.3	30.4	33.4	45.4	30.2	38.6	33.0

		Obs		Grad	le 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
the following within	Medium	17.7	37. I	26.4	31.5	34.1	44.4	29.6	36.7	31.4
your school?	Low	3.5	33.0	23.3	28.4	31.1	40.1	26.6	32.4	30.7
	High vs Very high		0.5	-2.6	0.6	-0.6	-2.5	-6.0**	-0.2	-0.6
Collaboration	Medium vs Very		0.6	-1.5	1.8	0.1	-3.4	-6.6**	-2.1	-2.2
between directors,	high			-1.5					-2,1	
supervisors,	Low vs Very high		-3.6	-4.6	-1.3	-2.9	-7.8	-9.6**	-6.4	-2.8
coordinators and	Medium vs High		0.0	1.1	1.2	0.6	-1.0	-0.6***	-1.9	-1.6
teachers to plan	Low vs High		-4.1	-2.0	-1.9	-2.3	-5.3	-3.7***	-6.2	-2.3
instruction:	Low vs Medium		-4.2	-3.1*	-3.1	-3.0	-4.3***	-3.0***	-4.3	-0.7*
	Very High	6.5	36.5	24.5	29.7	31.2	45.6	32.2	39.2	35.3
How would you	High	21.1	37.5 37.7	27.2	31.1 31.3	34.6 34.2	47.9	35.7	39.4	34.4 32.0
characterize each of	Medium Low	36.1 36.4	35.5	26.3 26.0	28.5	33.0	44.7 45.8	31.6 30.2	36.7 39.1	32.0
the following within	High vs Very high	70.7	1.0	2.7	1.3	3.3	2.4	3.5	0.1	-0.9
your school?	Medium vs Very				1.5					
	high		1.3	1.8	1.6	3.0	-0.9	-0.6	-2.5	-3.3
Parental	Low vs Very high		-1.0	1.5	-1.2	1.8	0.2	-2.0	-0.2	-3.1
involvement in	Medium vs High		0.2	-0.9	0.3	-0.4	-3.3	-4.1	-2.7	-2.4
school activities:	Low vs High		-2.0	-1.2	-2.5	-1.5	-2.1	-5.5	-0.3	-2.1
	Low vs Medium		-2.2	-0.3	-2.8	-1.2	1.2	-1.4	2.4	0.3
	Very High	4.5	41.1	27.6	32.5	37.0	48.7	33.6	42.7	36.3
How would you	High	14.4	37.8	26.9	32.0	35.7	47.3	33.2	41.6	34.1
characterize each of	Medium	50.1	37.4	26.6	30.0	34.0	46. l	33.3	37.3	32.9
the following within	Low	30.9	34.6	25.3	29.5	31.6	44.3	29.4	37.4	31.5
your school?	High vs Very high		-3.3	-0.7	-0.5	-1.3	-1.4	-0.4	-1.2	-2.2
	Medium vs Very		-3.7	-1.0	-2.4	-3.0	-2.6	-0.3	-5.5	-3.4
Parental support to	high			2.2	2.0	F 4				4.0
ensure that students	Low vs Very high		-6.5	-2.3	-3.0	-5.4	-4.4	-4.1	-5.3	-4.8 -2*
are fully ready to	Medium vs High		-0.4 -3.2	-0.3 -1.6	-2.0	-1.7 -4.1	-1.2	0.1	-4.3	-1.2* -2.6*
learn:	Low vs High Low vs Medium		-3.2 -2.8	-1.6	-2.5 -0.5	- 4 .1	-3.0 -1.8	-3.8 -3.9	-4.1 0.2	-2.6** -1.4***
Is there a Math	No	49.2	36.6	25.8	30.0	33.6	45.2	30.4	37.0	32.6
coordinator in your	Yes	50.8	37.1	26.7	30.6	33.6	46.7	33.5	39.3	33.2
school?	Yes vs No	30.0	0.5	0.9	0.6	0.0	1.5	3.2*	2.3	0.6
Is there an Arabic	No	33.5	35.0	26.1	28.7	32.3	44.3	31.2	36.1	32.0
language	Yes	66.5	37.7	26.3	31.1	34.3	46.7	32.3	39.1	33.3
coordinator in your	Yes vs No		2.7*	0.1	2.4	2.0*	2.4**	1.1	3.0	1.3
school?	Tes vs INO			0.1			Z. 4 ****	1.1		
Is there a	No	43.2	35.6	25.8	28.5	33.3	44.9	30.2	36.1	32.2
French/English	Yes	56.8	37.7	26.6	31.6	33.8	46.7	33.4	39.7	33.4
language coordinator in your school?	Yes vs No		2.1*	0.8	3.1*	0.5	1.8*	3.1*	3.5*	1.2
	1	14.0								
	2	6.9								
	3	10.7								
	4	9.1								
	5	7.0								
	6	5.5								
	7	8.6								
	9	5.4 1.7								
	10	5.2								
By the end of this	10	1.4								
school year, how	12	2.5								
many years will you	13	0.4								
have been a	14	0.4								
principal altogether?	15	1.0								
	16	1.5								
	17	0.9								
	18	2.0								
	20	1.3								
	21	0.5								
	22	2.4								
	23	1.0								
	24	0.3								
	25	1.9								

	, CI :	Obs		Grad	le 3			Grad	de 6	
ltem	Answer Choices	(%)	Arabic	French	English	Math	Arabic	French	English	Math
	26	1.9								
	27	0.4								
	28	0.5								
	30	1.2								
	31	0.9								
	32	0.3								
	34	0.3								
	36	0.4								
	37	0.3								
	40	0.3								
	41	8.0								
	42	8.0								
	43	0.3								
	PhD	2.2	35.9	25.4	25.7	35.9	37.5	28.0	33.0	26.8
	Master's degree	15.4	38.6	26.8	31.1	34.5	46.9	34.6	37.9	32.3
	Bachelor's degree	34.6	36.8	25.9	30.6	34.5	46.1	30.2	39.6	33.2
	Teaching Diploma	14.1	35.0	26.6	28.0	32.5	46.5	30.6	33.3	32.7
	Technical Baccalaureate/Vo cational	1.0	39.5	27.8	35.1	31.8	47.6	25.4	42.7	37.1
	Diploma from CRDP Teachers Centers	19.1	36.2	25.7	33.0	32.0	44.7	32.8	39.7	31.8
	High schools	12.6								
	Other	1.0								
	Master's degree vs PhD		2.6	1.4	5.4	-1.3	9.4***	6.7	4.9	5.5***
	Bachelor's degree vs PhD		0.9	0.6	4.9	-1.4	8.6***	2.2	6.7	6.3***
	Teaching Diploma vs PhD		-1.0	1.3	2.3	-3.4	9.0***	2.7	0.4	5.8***
	Technical Baccalaureate/Vo cational vs PhD		3.6	2.5	9.4	-4.1	10.1***	-2.5	9.8	10.3***
What is the highest	Diploma from CRDP Teachers Centers vs PhD		0.3	0.3	7.3	-3.9	7.2***	4.9	6.8	5.0***
level of formal education you have completed?	Bachelor's degree vs Master's degree		0.1	0.9	0.5	-2.6	8.3***	5.2	3.0***	7.5***
	Teaching Diploma vs Master's degree		16.0	8.6	12.1	7.0	13.5***	12.6	11.8***	14.2***
	Technical Baccalaureate/Vo cational vs Master's degree		-1.7	-0.9	-0.6	-0.1	-0.9***	-4.5	1.7***	0.8***
	Diploma from CRDP Teachers Centers vs Master's degree		-3.6	-0.1	-3.2	-2.0	-0.4***	-4.0	-4.6***	0.4***
	Teaching Diploma vs Bachelor's degree		1.0	1.1	3.9	-2.7	0.7***	-9.2	4.8	4.8***
	Technical Baccalaureate/Vo cational vs Bachelor's degree		-2.3	-1.1	1.9	-2.6	-2.2***	-1.8	1.9	-0.5***
	Diploma from CRDP Teachers Centers vs Bachelor's degree		-2.6	-0.5	-5.0	-1.3	-1.1***	-1.5	-1.9	2.0***
	Technical Baccalaureate/Vo cational vs		13.4	7.2	6.7	8.3	4.1***	5.9*	6.9	8.8***

ltem	Answer Choices	Obs	Grade 3			Grade 6				
		(%)	Arabic	French	English	Math	Arabic	French	English	Math
	Teaching									
	Diploma									
	Diploma from									
	CRDP Teachers									
	Centers vs		-1.9	0.7	-2.6	-2.0	0.5***	0.5*	-6.3	-0.5***
	Teaching									
	Diploma									
	Diploma from									
	CRDP Teachers									
	Centers vs		2.7	1.9	4.5	-2.7	1.5***	-4.7	3.1*	4.0**
	Technical									
	Baccalaureate/Vo									
	cational									
Do you have a	No	58.6	36.6	26.3	30.8	33.7	46.2	32.2	38.3	33.0
degree in	Yes	41.4	37.2	26.1	29.7	33.7	45.7	31.6	38.1	32.6
educational	Yes vs No		0.6	-0.2	-1.0	0.0	-0.5	-0.6	-0.2	-0.4
leadership?			0.6	-0.2	-1.0	0.0	-0.5	-0.0	-0.2	-0.4

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