

# QITABI 2 LITERACY AND NUMERACY BASELINE REPORT 

Evaluation of Student Performance in Primary Public Schools in Lebanon

SEPTEMBER 2022

# QITABI 2 LITERACY AND NUMERACY BASELINE REPORT 

Evaluation of Student Performance in Primary Public Schools in Lebanon

September 2022

Award Number 72026819CA0000I

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

## TABLE OF CONTENTS

ACRONYMS ..... IV
EXECUTIVE SUMMARY ..... V
EVALUATION PURPOSE AND EVALUATION QUESTIONS ..... V
BACKGROUND ..... V
EVALUATION QUESTIONS, DESIGN, METHODS, AND LIMITATIONS ..... V
FINDINGS AND CONCLUSIONS ..... VI
RECOMMENDATIONS ..... IX
EVALUATION PURPOSE AND EVALUATION QUESTIONS .....  I
EVALUATION PURPOSE .....  1
EVALUATION QUESTIONS .....
BACKGROUND .....
EVALUATION METHODS AND LIMITATIONS ..... 3
METHODOLOGY OVERVIEW. ..... 3
TIMELINE ..... 5
FIELD WORK ..... 5
DATA ANALYSIS ..... 6
LIMITATIONS ..... 7
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ..... 8
SAMPLE DESCRIPTION ..... 8
FINDINGS AND CONCLUSIONS ..... 8
STUDENTS' PERFORMANCE LEVELS IN READING AND MATH .....  8
FACTORS RELATED TO STUDENT PERFORMANCE IN READING ..... 24
FACTORS RELATED TO STUDENT PERFORMANCE IN MATH ..... 28
TEACHERS' AND STUDENTS' SEL NEEDS ..... 31
RECOMMENDATIONS. ..... 32
ANNEXES ..... 34
ANNEX I: BASELINE TIMELINE AND COLLABORATION WITH MEHE AND CRDP ..... 34
ANNEX II: SAMPLING PROCEDURES ..... 34
ANNEX III: OVERVIEW OF THE ASSESSMENT TOOLS ..... 37
ANNEX IV: RELIABILITY ESTIMATES ..... 41
ANNEX V: CORRELATIONS BETWEEN SUBTASKS ..... 43
ANNEX VI: GRADE 3 AND 6 READING SCORES BY CONSTRUCT ..... 45
ANNEX VII: STUDENT QUESTIONNAIRE DATA ..... 47
ANNEX VIII: TEACHER QUESTIONNAIRE DATA ..... 55
ANNEX IX: SCHOOL PRINCIPAL QUESTIONNAIRE DATA ..... 120

## ACRONYMS

| CBA | Curriculum-Based Assessment |
| :--- | :--- |
| CRDP | Center for Educational Research and Development (Centre de recherche et de <br> développement pédagogiques) <br> Correct Words Per Minute |
| CWPM | Department of Orientation and Guidance (Direction de P'orientation pédagogique <br> 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 | Oral Reading Fluency |
| ORF | Social and Emotional Learning |
| SEL | U.S. Agency for International Development |
| USAID | United States Government |
| USG | 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:
I. 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?
3. 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-I9 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-I9, school closures persisted during the 2020-202I 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 I,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 percent.
- 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 correct.
- 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 correct).
- In French reading, grade 6 students, on average, responded correctly to only 30 percent of the assessment items. Eighty-one (8I) percent of students responded correctly to less than 4I 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 items.
- 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 202I-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-I9 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-I: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2
- ES.I-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:
I. 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?
3. 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.i,ii The COVID-I9 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,i,v,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-I9 pandemic. The Learning Recovery Study showed that over 91 percent of students in grade 2 and grade 3 were reading at the beginner level. vii 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-I9 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 I2, 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.ix Due to COVID-I9, school closures persisted during the 2020-202I 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), $\times$ and issued an abridged curriculum in collaboration with the Center of Educational Research and Development (CRDP). $\times$ i

During the 2020-202I 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. ${ }^{\text {xi }}$ Access to distance learning was very challenging, particularly for the most vulnerable students. .xii, 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. ${ }^{\times v, x v i, x v i i}$ During the 202I-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. ${ }^{\times x}$ Therefore, out of the 104 teaching days set by MEHE for the 202I-2022 school year ( 26 teaching weeks including 4 weeks for support and 4 weeks for exams), ${ }^{\text {xxi }}$ 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 I: 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 deterioratedxxii,xxii,xxiv and the schools' dropout rates have progressively increased across the country. $\times \times v$ Mental health issues and psychological distress have also been reported among the youth. ${ }^{\text {xxvi,xxvii,xxviii }}$ 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 Aqra, 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 I: 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 4I schools where math is taught in Arabic.

Exhibit 3: Assessment Subtasks and Domains by Grade

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

The contextual questionnaires administered to students, teachers and principals address the following topics: I) 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 202I, 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

Exhibit 5: Distribution of Schools by Governorate

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 IV.

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 <br> - Zero score calculations <br> - Descriptive statistics of Arabic EGRA against benchmarks <br> - 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) <br> - Student questionnaire <br> - Teacher questionnaire <br> - 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 $+ \text { CBA) }$ <br> - Student questionnaire <br> - Teacher questionnaire <br> - School principal questionnaire | - Inferential statistics of EGMA and CBA with variables from questionnaires |


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

## LIMITATIONS

The limitations of this baseline study include the following:

## I. 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.

## 2. 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.

## 3. Changes to the language of instruction in schools

The QITABI 2 team used MEHE's official database for the 2020-202I 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.

## 4. 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 | $\mathrm{I}, 49 \mathrm{I}$ | 2,864 | $3,02 \mathrm{I}$ | 7,376 |
| Boys | $\mathrm{I}, 443$ | 2,915 | 2,692 | 7,050 |
| Total | 2,934 | 5,779 | 5,713 | 14,426 |

A total of I,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 202I-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

| Subtasks | Number of items | Timed <br> (I min) | Arabic Reading |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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* |

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 I5 CWPM.

Exhibit 10: Distribution of Grade 2 Arabic Language ORF Scores


Exhibit II 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 I I: 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 I2: Grade 2 Student Performance in Arabic Language ORF by Performance Category

| Oral Reading Fluency |  |  | Reading Comprehension |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Categories | Score | Percent of <br> Students | Categories | Score | Percent of <br> Students |
| Beginner (Level I) | $0-28$ | 94.5 | Beginner (Level I) | $0-2$ | 98.5 |
| Intermediate (Level 2) | $29-43$ | 4.2 | Intermediate (Level 2) | 3 | I.I |
| 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 I3). 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 <br> value |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Syllable <br> Segmentation | 87 | 5.2 | 5.8 | $0.6^{*}$ |  | .238 | 2.5 | .017 |
| Oral Reading <br> Fluency | 87 | 15.2 | 7.9 | $-7.3^{*}$ | - | .658 | -11.1 | .000 |
| Reading <br> Comprehension | 87 | 1.2 | 0.6 | $-0.6^{*}$ | $\downarrow$ | .056 | -11.7 | .000 |

* $\mathrm{p}<.05$

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 II to 5 percent. The proportion of students reading at proficient level and above also dropped from around 5 to 3 percent (Exhibit I4). 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 I percent. The percentage of students in the proficient category and above also dropped from 5 to I percent.

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

| Percentage of students |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Oral Reading Fluency |  |  |  | Reading Comprehension |  |  |  |
| Categories | 2018 | 2022 | Change | Categories | 2018 | 2022 | Change |
| Beginner (Level I) | 83.9 | 92.8 |  | Beginner (Level I) | 89.0 | 97.1 |  |
| Intermediate (Level 2) | 11.1 | 4.8 | - | Intermediate (Level 2) | 6.2 | 1.4 | $\checkmark$ |
| Proficient (Level 3) | 3.3 | 0.9 | $t$ | Proficient (Level 3) | 3.4 | 0.4 | $\checkmark$ |
| Advanced (Level 4) | 1.6 | 1.6 |  | Advanced (Level 4) | 1.4 | 1.0 | $\rightarrow$ |

## 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 I5). 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 I5: Grade 2 French Language EGRA Mean Scores by Gender

| Subtasks | Number of <br> items | Timed <br> (I min) | All | Boys | Girls |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  |  | No | $\mathbf{0 . 4}$ | 0.4 | 0.4 |
| Syllable Segmentation |  | No | $\mathbf{5 . 4}$ | 5.0 | $5.9^{*}$ |
| Letters Sound Identification | 100 | Yes | $\mathbf{9 . 1}$ | 8.5 | 9.6 |
| Non-Word Reading | 50 | Yes | $\mathbf{3 . 2}$ | 2.6 | $3.7^{*}$ |
| Oral Reading Fluency | 64 | Yes | $\mathbf{4 . 7}$ | 4.1 | $5.3^{*}$ |


| Subtasks |  | French Reading |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | Number of <br> items | Timed <br> $(1 \mathrm{~min})$ | All | Boys | Girls |
| Reading Comprehension | 7 | No | $\mathbf{0 . 1}$ | 0.1 | 0.1 |

* p < . 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.

Exhibit I6: 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 I7: 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 II 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 I8). Girls outperformed boys with statistically significant differences in listening comprehension, letters sound identification, and reading comprehension.

Exhibit I8: Grade 2 English Language EGRA Mean Scores by Gender

| Subtasks | Number of items | Timed (I min) | English |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 | 6.1 | 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 II 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 II 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 I 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 I, addition level 2 and subtraction level 2 subtasks.

Exhibit 2I: Grade 2 EGMA mean scores by sex

| Subtasks | Number of items | Timed (I min) | Mean scores |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |

* $\mathrm{p}<.05$

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 202I-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 |

*p $<.05$

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

| Domains | Raw Scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Range | All | Range | All |
| Listening Comprehension | $0-8$ | 3.4 | $0-100$ | 42.4 |


| Domains | Raw Scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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 (I7 CWPM), with girls (I9 CWPM) outperforming boys (I5 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 <br> Score | 2022 ORF <br> Score | Difference | Change | St Err | t value | p value |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 87 | 29.5 | 19.2 | $-10.3^{*}$ | $\downarrow$ | 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 |  |
| Intermediate (Level 2) | 15.1 | 5.7 | $\downarrow$ |
| Proficient (Level 3) | 2.4 | 2.8 |  |
| Advanced (Level 4) | 1.6 | 1.7 |  |

## 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 (I3 CWPM), with girls (14 CWPM) performing significantly better than boys (II CWPM).

Exhibit 28: Grade 3 French Reading Mean Scores

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

${ }^{*}$ p $<.05$

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

| Domains | Raw scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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 (2I CWPM).

Exhibit 3I: 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 | $30.4^{*}$ | 28.4 |

*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

| Domains | Raw scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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 scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Range | All | Range | All |
| Numbers and <br> 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 | Boys |
| $0-45$ | 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 Mean Scores by Assessment Domains

| Domains | Raw scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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.

| Raw Reading Scores |  |  |  | Percent Correct |  |  |  |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Range | All | Girls | Boys | Range | All | Girls | Boys |
| $0-44$ | 13.0 | $13.6^{*}$ | 12.3 | $0-100$ | 29.6 | $30.9^{*}$ | 27.9 |

${ }^{*}$ p $<.05$

Exhibit 4I 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 4I percent of the reading assessment items. Students in grade 6 are struggling with reading in French.

Exhibit 4I: 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

| Domains | Raw scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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 4 I . Girls achieved statistically significant higher scores than boys, with an average of 42 percent correct for girls and 37 percent correct for boys.

| Raw Reading Scores |  |  |  | Percent Correct |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Range | All | Girls | Boys | Range | All | Girls | Boys |
| $0-4 I$ | 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

| Domains | Raw scores |  | Percent Correct |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 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 202I-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* | $0-1$ | 0.3 | $0-100$ | 31.8 |

[^0]
## 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 2020-202I 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 202I-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 2020-202I 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 2020/202I 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 202I-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.


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 ( 8 l 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 202I-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.


## 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.

```
[边Up to I/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

## QUESTION 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.

Exhibit 5I: Percentage of Math Curriculum Covered by Teachers


## SCHOOL LEARNING ENVIRONMENT

Fifty-one (5I) 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 I, Subtraction level I 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.

## 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. ${ }^{\text {xxix }}$ 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. ${ }^{\times x \times}$ Such feelings of depression and anxiety may have adverse effects on how well teachers teach and interact with students ${ }^{x \times x i, x \times x i}$ and may negatively influence student achievement. ${ }^{\text {xxxiii }}$

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 202I-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-I9 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-I9 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 202I, QITABI 2 team resumed preparations for the baseline study whose implementation was impeded by the COVIDI9 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 2020-202I 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 by Language |  | Number of Schools |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | Sample Size | MDE | Fr | En | Fr | En |
| Akkar | 34 | 3 | $98 \%$ | $2 \%$ | 33 | 1 |
| 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 | $1 . I$ | $57 \%$ | $43 \%$ | 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 |  |  |
| :--- | :---: | :---: | :---: |
|  | 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 | 10 students for EGR/MA + questionnaire |
| :---: | :---: | :---: |
|  |  | Arabic teacher |
|  |  | French or English teacher |
|  |  | Math teacher |
|  | Grade 3 | All students for CBA |
|  |  | 10 students for ORF + questionnaire |
|  |  | Arabic teacher |
|  |  | French or English teacher |
|  |  | Math teacher |
|  | Grade 6 | All students for CBA |
|  |  | 10 students for questionnaire |
|  |  | Arabic teacher |
|  |  | French or English teacher |
|  |  | Math teacher |

## ANNEX III: OVERVIEW OF THE ASSESSMENT TOOLS

The study used 3I 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.

| Arabic | French | English | Contextual Questionnaires |
| :---: | :---: | :---: | :---: |
| I. Grade 2 EGRA <br> 2. Grade 2 EGMA <br> 3. Grade 3 ORF <br> 4. Grade 3 Reading <br> 5. Grade 3 Listening Comprehension <br> 6. Grade 3 Math <br> 7. Grade 6 Reading <br> 8. Grade 6 Listening Comprehension <br> 9. Grade 6 Math | 10. Grade 2 EGRA <br> II. Grade 2 EGMA <br> 12. Grade 3 ORF <br> 13. Grade 3 Reading <br> 14. Grade 3 Listening Comprehension <br> 15. Grade 3 Math <br> 16. Grade 6 Reading <br> 17. Grade 6 Listening Comprehension <br> 18. Grade 6 Math | 19. Grade 2 EGRA <br> 20. Grade 2 EGMA <br> 21. Grade 3 ORF <br> 22. Grade 3 Reading <br> 23. Grade 3 Listening Comprehension <br> 24. Grade 3 Math <br> 25. Grade 6 Reading <br> 26. Grade 6 Listening Comprehension <br> 27. Grade 6 Math | 28. School principal questionnaire <br> 29. Language teacher questionnaire <br> 30. Math teacher questionnaire <br> 31. Student questionnaire |

## Early Grade Reading Assessment (EGRA)

The grade 2 EGRA tools included six subtasks: I) 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 <br> asked four questions about this story. |
| Syllable Segmentation | The enumerator reads aloud a list of IO words (one at a time, each <br> word twice) and the student is asked to identify and sound out each <br> syllable in the word. |
| Letters Sound Identification | The student is shown a table of I00 graphemes (letters or group of <br> letters) arranged in I0 graphemes per row in random order and is <br> asked to provide the sounds of these graphemes within a one-minute <br> period. Note that the English version included single letters only <br> whereas the French and Arabic versions included both single letters <br> and groups of letters (based on the particularity of each language). <br> 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 <br> possible in one minute. |
| Oral Reading Fluency | The student is given a short passage and is asked to read as many <br> words as possible in one minute. |
| Reading Comprehension | When the student is done reading, the passage is removed, and the <br> enumerator asks comprehension questions relevant to the parts of the <br> passage the student has read. |

## Early Grade Math Assessment (EGMA)

The Grade 2 EGMA tools included eight subtasks: I) Number Identification, 2) Number Discrimination, 3) Missing Number, 4) Addition Level I, 5) Addition Level 2, 6) Subtraction Level I, 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 <br> asked to read as many as possible in one minute. |
| Number Discrimination | The student is consecutively shown IO sets of 2 numbers each, including <br> numbers with one, two or three digits. The student has 5 seconds to <br> identify and read out loud the bigger number. |
| Missing Number | The student is consecutively shown I0 sets of numerical sequences, with 3 <br> numbers and I empty box each. The student has 5 seconds to identify the <br> missing number. |
| Addition Level I | The student is shown a list of 20 addition operations (addition of one-digit <br> numbers, with no sums greater than I9). The student is asked to solve as <br> 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- <br> digit number each, with no sums greater than 70). The student has 30 <br> seconds to solve each operation, and the enumerator keeps track of the <br> used strategies (i.e., mental calculation, use of fingers, tick marks or paper <br> and pencil). Note that this subtask is not administered to students who get <br> a zero score on Addition Level I. |
| Subtraction Level I | The student is shown a list of 20 subtraction operations (the inverse of <br> the addition operations). The student is asked to solve as many <br> operations as possible in one minute. |
| Subtraction Level 2 | The student is shown a list of 5 addition operations (the inverse of the <br> addition operations). The student has 30 seconds to solve each operation, <br> and the enumerator keeps track of the strategies s/he used. Note that <br> this subtask is not administered to students who get a zero score on <br> Subtraction Level I. |
| Word Problems | The student is invited to solve 6 word problems, using counters and/or <br> paper and pencil when needed. The enumerator reads the problem once, <br> and the student has one minute to respond. The enumerator reports on <br> 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 59: Overview of CBA Math Tools

| Grade 3 Domains |
| :--- |
| - Number \& operations |
| - Geometry |
| - Measurement |
|  |



Grade 6 Domains

- Number \& operations
- Algebra
- Geometry
- Measurement
- Statistics


## 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 education
- Implementation of learning recovery activities at the beginning of the school year
- Duration of in-person teaching and percentage of covered curriculum during the 202I-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 2020-202I and 202I-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 <br> 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 6I: 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 | 0.1 I |


| Subtask | Subtask-Total |
| :--- | :---: |
| Word Problems | 0.73 |

Exhibit 62: EGRA Subtasks Cronbach's Alpha

| EGRA Subtask | Cronbach's Alpha |  |  |
| :--- | :---: | :---: | :---: |
|  | 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

| EGRA Subtask | Subtask Total-Correlations |  |  |
| :--- | :---: | :---: | :---: |
|  | 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 | Subtask Total-Correlations |  |  |
| :--- | :---: | :---: | :---: |
|  | 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 $\pm$ I
- High degree: If the coefficient value lies between $\pm 0.50$ and $\pm 1$
- Moderate degree: If the value lies between $\pm 0.30$ and $\pm 0.49$
- 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 | $\underset{\text { bic }}{\text { ORF_Ara }}$ | $\begin{aligned} & \text { ORF_Engl } \\ & \text { ish } \end{aligned}$ | ORF_Fre nch | Additi on: Level I | Reading Comprehen sion _Arabic | Reading Comprehen sion English | Reading Comprehen sion French | Word Proble ms |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ORF_Arabic | I |  |  |  |  |  |  |  |
| ORF_English | 0.795* | I |  |  |  |  |  |  |
| ORF_Frenc h | 0.75 I* |  | I |  |  |  |  |  |
| Addition: Level I | 0.393* | 0.417* | 0.416* | I |  |  |  |  |
| 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* | 1 |  |  |
| Reading Comprehen sion French | 0.384* |  | 0.578* | 0.175* | 0.344* |  | 1 |  |
| Word Problems | 0.293* | 0.301* | 0.34 ** | 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.

| Variables |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Arabic Listening Comprehension | 1 |  |  |  |  |  |  |  |  |
| Arabic Math | 0.177 | 1 |  |  |  |  |  |  |  |
| Arabic Reading <br> Comprehension | 0.289* | 0.446* | 1 |  |  |  |  |  |  |
| English Listening Comprehension | 0.223* | 0.084 | 0.312* | 1 |  |  |  |  |  |
| English Math | 0.176* | 0.393 | 0.306* | 0.276* | 1 |  |  |  |  |
| English Reading Comprehension | 0.218* | 0.177 | 0.360* | 0.488* | 0.368* | 1 |  |  |  |
| French Listening Comprehension | 0.195* | 0.248 | 0.273* | 0.339 | -0.085 | 0.251 | 1 |  |  |
| French Math | 0.132* |  | 0.297* | 0.115 | -0.171 | 0.145 | 0.253* | 1 |  |
| 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 |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \frac{u}{0} \\ & \frac{c}{c} \\ & \frac{1}{d} \\ & \frac{u}{c} \\ & 0 \end{aligned}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Arabic Listening Comprehens ion | I |  |  |  |  |  |  |  |  |  |  |  |
| Arabic Math | $0.372$ | I |  |  |  |  |  |  |  |  |  |  |
| Arabic <br> Reading Comprehens ion | $0.391$ | $\begin{gathered} 0.507 \\ * \end{gathered}$ | I |  |  |  |  |  |  |  |  |  |
| English Listening Comprehens ion | $0.274$ | $0.313$ | $\underset{*}{0.327}$ | I |  |  |  |  |  |  |  |  |
| English Math | $0.315$ |  | $0.442$ | $0.346$ | I |  |  |  |  |  |  |  |


| Variables |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English <br> Reading <br> Comprehens ion | $\underset{*}{0.174}$ | 0.212 | $\underset{*}{0.339}$ | 0.387 $*$ | $\begin{gathered} 0.399 \\ * \end{gathered}$ | 1 |  |  |  |  |  |  |
| French <br> Listening <br> Comprehens ion | $\underset{*}{0.192}$ | 0.172 | 0.258 $*$ | $0.037$ | $0.177$ | 0.071 | 1 |  |  |  |  |  |
| French Math | $\underset{*}{0.283}$ |  | 0.425 $*$ | $0.323$ | $0.024$ | 0.191 | $0.230$ | 1 |  |  |  |  |
| French <br> Reading <br> Comprehens ion | $\underset{*}{0.121}$ | 0.12 | $\underset{*}{0.244}$ | 0.056 | $0.348$ | 0.091 | $\underset{*}{0.177}$ | $\underset{*}{0.272}$ | 1 |  |  |  |
| ORF Arabic | $0.378$ | $0.513$ | $0.603$ | $0.304$ | $0.354$ | $0.226$ | $0.240$ | $0.357$ | $0.181$ | 1 |  |  |
| ORF English | $0.341$ | $0.482$ | $0.513$ | $0.431$ | $0.443$ | $\begin{gathered} 0.409 \\ * \end{gathered}$ | 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 scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 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 | Construct | Raw scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Range | All | Range | All |
| Reading Comprehension | Retrieval | $0-9$ | 2.4 | $0-100$ | 26.4 |
|  | Reflection | $0-5$ | 1.0 | $0-100$ | 20.1 |
|  | Interpretation | $0-10$ | 2.3 | $0-100$ | 23.0 |

Exhibit 7I: Grade 3 English Reading Scores by Construct

| Domain | Construct | Raw scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 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

| Domain | Construct | Raw scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Range | All | Range | All |
| Reading Comprehension | Retrieval | $0-10$ | 4.8 | $0-100$ | 48.1 |
|  | Reflection | $0-5$ | 2.6 | $0-100$ | 51.5 |
|  | Interpretation | $0-21$ | 10.3 | $0-100$ | 49.2 |

Exhibit 73: Grade 6 French Reading Scores by Construct

| Domain | Construct | Raw scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 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 scores |  | Percent Correct |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Range | All | Range | All |
| Reading Comprehension | Retrieval | $0-16$ | 6.7 | $0-100$ | 42.1 |
|  | 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

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


| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | English ORF | French ORF |
| Does your French/English language teacher ask you questions about a story or book you read or heard? | Yes | 50.5 | 6.8 | 12.9 | 4.6 |
|  | Yes vs No |  | 0.1 | 1.8 | -0.1 |
| Do you have Arabic stories/books in your classroom? | No | 37.6 | 6.1 | 10.9 | 4.3 |
|  | Yes | 62.4 | 7.2 | 12.7 | 5.1 |
|  | Yes vs No |  | 1.1* | 1.9 | 0.7 |
| Do you have French/English stories in your classroom? | No | 67.1 | 6.7 | 11.5 | 4.8 |
|  | Yes | 32.9 | 6.6 | 12.8 | 4.6 |
|  | Yes vs No |  | -0.1 | 1.3 | -0.2 |
| Do you have a library (which means a room with books) in your school (outside of the classroom)? | No | 37.5 | 5.9 | 11.2 | 4.1 |
|  | Yes | 62.5 | 7.2 | 12.7 | 4.8 |
|  | Yes vs No |  | 1.3* | 1.5 | 0.8 |
| In this library, do you get to borrow Arabic books you like to read? | No | 54.9 | 7.5 | 13.5 | 5.2 |
|  | Yes | 45.1 | 7.0 | 11.8 | 4.4 |
|  | Yes vs No |  | -0.6 | -1.7 | -0.8 |
| In this library, do you get to borrow French/English books you like to read? | No | 64.1 | 7.7 | 13.1 | 5.1 |
|  | Yes | 35.9 | 6.6 | 12.1 | 4.4 |
|  | Yes vs No |  | -I.1 | -0.9 | -0.7 |
| Do you like learning math? | No | 2.2 | 4.7 | 10.3 | 0.6 |
|  | Yes, a lot | 90.3 | 7.0 | 12.3 | 4.9 |
|  | Yes, a little | 7.6 | 5.0 | 8.1 | 3.2 |
|  | 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 |  | -1.9 | -4.2 | -1.8** |
| Do you like to solve math problems? | No | 8.8 | 5.2 | 9.9 | 2.8 |
|  | Yes, a lot | 80.4 | 7.1 | 12.6 | 5.1 |
|  | Yes, a little | 10.8 | 5.7 | 8.9 | 4.1 |
|  | Yes, a lot vs No |  | 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 laptop/computer or Ipad/tablet at home? | No | 59.4 | 5.8 | 10.5 | 4.2 |
|  | Yes | 40.6 | 8.2 | 13.7 | 5.8 |
|  | Yes vs No |  | 2.4*** | 3.2*** | 1.6** |
| Do you have internet on the computer/laptop or Ipad/tablets at home? | No | 13.6 | 8.7 | 12.8 | 5.4 |
|  | Yes | 86.4 | 8.1 | 13.8 | 5.7 |
|  | Yes vs No |  | -0.6 | 1.0 | 0.3 |
| Does your parent/ guardian speak to your teachers or school principal? | No | 25.3 | 6.4 | 11.5 | 4.5 |
|  | Yes, often | 15.0 | 4.9 | 9.4 | 3.4 |
|  | Yes, sometimes | 59.7 | 7.3 | 12.5 | 5.2 |
|  | Yes, often vs No |  | -1.5 | -2.0 | -1.2 |
|  | Yes, sometimes vs No |  | 1.0 | 1.0 | 0.6 |
|  | Yes, sometimes vs Yes, often |  | 2.5 | 3.1 | 1.8 |
| Does someone at home help you to study your lessons? | No | 12.4 | 8.3 | 14.5 | 4.9 |
|  | Yes, often | 63.1 | 5.5 | 10.6 | 3.9 |
|  | Yes, sometimes | 24.4 | 9.2 | 14.0 | 7.2 |
|  | Yes, often vs No |  | -2.8*** | -3.9 | -1.0 |
|  | Yes, sometimes vs No |  | 1.0*** | -0.4 | 2.3 |
|  | Yes, sometimes vs Yes, often |  | 3.7 | 3.5 | 3.3* |
| If yes, who provides this support? | My parent(s) | 57.8 | 7.5 | 13.4 | 5.9 |
|  | Another adult (teacher) | 16.1 | 6.4 | 10.2 | 4.8 |
|  | Siblings | 24.2 | 4.3 | 7.1 | 2.5 |
|  | Friends | 0.2 | 3.6 | 0.0 | 6.4 |
|  | Other | 1.7 | 6.0 | 10.8 | 3.2 |
|  | Another adult (teacher) vs My parent(s) |  | -I.I | -3.2 | -1.2 |
|  | 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 (teacher) |  | $-2.8 * * *$ | $-10.2 * * *$ | 1.6*** |


| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | English ORF | French ORF |
|  | Other vs Another adult (teacher) |  | -0.5*** | 0.5*** | -1.6*** |
|  | Friends vs Siblings |  | -0.8 | -7.1*** | 3.9 |
|  | Other vs Siblings |  | 1.6 | 3.7*** | 0.6 |
|  | Other vs Friends |  | 2.4 | 10.8 | -3.2 |
| Do you have a quiet space where you can study at home? | No | 19.8 | 6.4 | 11.1 | 5.3 |
|  | Yes | 80.2 | 6.9 | 12.1 | 4.6 |
|  | Yes vs No |  | 0.4 | 1.1 | -0.7 |
| Did you miss going to school when it was closed in the last 3 years? | No | 8.4 | 6.7 | 12.6 | 3.4 |
|  | Yes, a lot | 86.3 | 6.8 | 12.0 | 4.8 |
|  | Yes, a little bit | 5.3 | 7.2 | 9.7 | 4.8 |
|  | Yes, a lot vs No |  | 0.1 | -0.6 | 1.4 |
|  | 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 |
| Do you feel happy these days? | 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 |
|  | Yes, a lot vs No |  | 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 |
| From which country are you? | 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 |  | 1.7 | 0.0 | -1.4 |
|  | Palestine vs Lebanon |  | 1.3 | -1.1 | -4.4 |
|  | Iraq vs Lebanon |  | -1.6 | -2.1 | -3.9 |
|  | Other vs Lebanon |  | 0.1 | 4.0 | -4.6 |
|  | Palestine vs Syria |  | -0.4 | -I.I | -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*** |
| How old are you? | 6 | 1.1 |  |  |  |
|  | 7 | 36.1 |  |  |  |
|  | 8 | 37.8 |  |  |  |
|  | 9 | 14.5 |  |  |  |
|  | 10 | 8.2 |  |  |  |
|  | 11 | 1.4 |  |  |  |
|  | 12 | 0.7 |  |  |  |
|  | 13 | 0.2 |  |  |  |
|  | 14 | 0.1 |  |  |  |
| Student Gender | Male | 50.6 | 6.1 | 11.1 | 4.1 |
|  | Female | 49.4 | 7.4 | 13.0 | 5.3 |
|  | Female vs Male |  | 1.3* | 1.9 | 1.3* |

Exhibit 76: Student Characteristics and CBA Scores in Grade 3

| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math |
| Do you speak French at home? | No | 85.8 | 36.4 | 25.2 | 30.2 | 33.0 |
|  | Yes, always | 1.9 | 31.9 | 27.1 | 22.9 | 28.7 |
|  | Yes, sometimes | 12.4 | 35.9 | 27.0 | 34.5 | 34.8 |
|  | Yes, always vs No |  | -4.5 | 2.0 | -7.3*** | -4.4 |
|  | 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 |
| Do you speak English at home? | No | 72.8 | 34.0 | 25.3 | 27.0 | 31.3 |
|  | Yes, always | 2.0 | 37.4 | 34.1 | 36.9 | 37.7 |
|  | Yes, sometimes | 25.2 | 42.8 | 29.4 | 33.5 | 38.0 |
|  | Yes, always vs No |  | 3.5 | 8.8* | 9.9* | 6.4 |
|  | Yes, sometimes vs No |  | 8.9 | 4.2* | 6.5* | 6.7 |


| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math |
|  | Yes, sometimes vs Yes, always |  | 5.4*** | -4.7** | -3.4*** | 0.3*** |
| Do you like to read? | No | 8.4 | 29.5 | 22.4 | 25.1 | 27.6 |
|  | Yes, a lot | 67.1 | 38.3 | 26.7 | 31.1 | 34.1 |
|  | Yes, a little bit | 24.5 | 32.9 | 23.8 | 29.3 | 32.3 |
|  | Yes, a lot vs No |  | 8.8*** | 4.2* | 6.1 ${ }^{* * *}$ | 6.5*** |
|  | Yes, a little bit vs No |  | 3.4*** | 1.4* | $4.2{ }^{* * *}$ | 4.8*** |
|  | Yes, a little bit vs Yes, a lot |  | -5.4 | -2.9 | -I.9* | -1.8** |
| Are there books in your home? (Do not count magazines, newspapers, or your schoolbooks.) | No | 39.9 | 34.6 | 24.5 | 27.2 | 30.9 |
|  | Yes | 60.1 | 37.5 | 26.6 | 31.8 | 34.8 |
|  | Yes vs No |  | 3.0*** | 2.2** | 4.6*** | 3.8*** |
| In the last two weeks, did anyone read stories in Arabic to you at home? | No | 58.4 | 36.6 | 24.7 | 30.6 | 33.2 |
|  | Yes | 41.6 | 35.9 | 27.1 | 29.8 | 33.1 |
|  | Yes vs No |  | -0.7 | 2.4** | -0.8 | -0.1 |
| In the last two weeks, did anyone read stories in French to you at home? | No | 85.4 | 37.1 | 25.3 | 30.3 | 33.5 |
|  | Yes | 14.6 | 32.3 | 26.6 | 31.4 | 30.8 |
|  | Yes vs No |  | -4.8*** | 1.4 | 1.1 | -2.8* |
| In the last two weeks, did anyone read stories in English to you at home? | No | 79.7 | 35.6 | 25.5 | 29.3 | 32.3 |
|  | Yes | 20.3 | 39.3 | 28.5 | 31.9 | 36.9 |
|  | Yes vs No |  | 3.7*** | 3.0 | 2.6 | 4.6*** |
| In the last two weeks, did you read stories in Arabic at home? | No | 39.9 | 32.8 | 24.2 | 28.3 | 30.5 |
|  | Yes | 60.1 | 38.6 | 26.7 | 31.2 | 34.8 |
|  | Yes vs No |  | 5.7*** | 2.6*** | 2.9* | 4.3*** |
| In the last two weeks, did you read stories in French at home? | No | 83.1 | 36.3 | 24.7 | 30.3 | 33.2 |
|  | Yes | 16.9 | 36.6 | 27.9 | 31.7 | 32.6 |
|  | Yes vs No |  | 0.3 | 3.1*** | 1.4 | -0.6 |
| In the last two weeks, did you read stories in English at home? | No | 74.7 | 34.9 | 25.3 | 27.8 | 32.0 |
|  | Yes | 25.3 | 40.3 | 31.9 | 33.1 | 36.4 |
|  | Yes vs No |  | 5.4*** | 6.6*** | 5.3*** | 4.4*** |
| In the last two weeks, did your Arabic language teacher read stories to you in class? | No | 37.6 | 37.0 | 25.3 | 31.1 | 34.4 |
|  | Yes | 62.4 | 36.0 | 25.9 | 29.8 | 32.5 |
|  | Yes vs No |  | -1.0 | 0.6 | -1.4 | -1.8* |
| Usually, does your Arabic language teacher give you time to read stories alone silently in class? | No | 29.9 | 36.8 | 25.4 | 30.3 | 33.1 |
|  | Yes | 70.1 | 36.1 | 25.8 | 30.3 | 33.1 |
|  | Yes vs No |  | -0.7 | 0.4 | 0.0 | 0.1 |
| Does your Arabic language teacher ask you questions about a story or book you read or heard? | No | 32.2 | 35.3 | 25.3 | 30.9 | 32.7 |
|  | Yes | 67.8 | 36.8 | 25.7 | 30.1 | 33.5 |
|  | Yes vs No |  | 1.5 | 0.4 | -0.9 | 0.8 |
| In the last two weeks, did your French/English language teacher read stories to you in class? | No | 62.4 | 36.6 | 25.9 | 30.1 | 33.7 |
|  | Yes | 37.6 | 36.0 | 25.2 | 30.3 | 32.3 |
|  | Yes vs No |  | -0.6 | -0.6 | 0.2 | -1.5 |
| Usually, does your French/English language teacher give you time to read stories alone silently in class? | No | 44.6 | 36.3 | 25.4 | 29.7 | 33.5 |
|  | Yes | 55.4 | 36.3 | 25.9 | 30.5 | 32.8 |
|  | Yes vs No |  | -0.1 | 0.5 | 0.8 | -0.7 |
| Does your French/English language teacher ask you questions about a story or book you read or heard? | No | 45.0 | 36.0 | 25.0 | 29.2 | 32.5 |
|  | Yes | 55.0 | 36.7 | 26.3 | 31.0 | 33.7 |
|  | Yes vs No |  | 0.7 | 1.3 | 1.8 | 1.1 |
| Do you have Arabic stories/books in your classroom? | No | 44.9 | 35.0 | 25.5 | 29.7 | 31.7 |
|  | Yes | 55.1 | 37.3 | 25.8 | 30.3 | 34.4 |
|  | Yes vs No |  | 2.3* | 0.3 | 0.6 | 2.7* |
| Do you have French/English stories in your classroom? | No | 71.0 | 36.0 | 25.3 | 29.4 | 32.3 |
|  | Yes | 29.0 | 36.2 | 26.1 | 31.4 | 34.5 |
|  | Yes vs No |  | 0.2 | 0.8 | 2.0 | 2.2* |
| Do you have a library (which means a room with books) in your school (outside of the classroom)? | No | 33.1 | 34.8 | 25.7 | 30.7 | 32.3 |
|  | Yes | 66.9 | 36.7 | 25.6 | 29.7 | 33.0 |
|  | Yes vs No |  | 1.8 | -0.1 | -1.0 | 0.7 |
| In this library, do you get to borrow Arabic books you like to read? | No | 60.6 | 36.9 | 25.9 | 30.1 | 33.0 |
|  | Yes | 39.4 | 36.3 | 25.5 | 29.0 | 32.8 |
|  | Yes vs No |  | -0.6 | -0.4 | -I.I | -0.3 |


| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math |
| In this library, do you get to borrow French/English books you like to read? | No | 71.4 | 37.2 | 25.5 | 30.0 | 33.1 |
|  | Yes | 28.6 | 35.7 | 26.3 | 28.9 | 32.4 |
|  | Yes vs No |  | -1.5 | 0.8 | -1.0 | -0.8 |
| Do you like learning math? | No | 1.9 | 34.5 | 26.5 | 31.8 | 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 |
|  | 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 |
| Do you like to solve math problems? | No | 6.7 | 32.7 | 23.5 | 28.0 | 28.8 |
|  | Yes, a lot | 82.6 | 36.8 | 26.0 | 30.3 | 33.7 |
|  | Yes, a little | 10.7 | 34.9 | 23.6 | 31.6 | 31.7 |
|  | 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 laptop/computer or Ipad/tablet at home? | No | 57.2 | 35.3 | 25.2 | 27.8 | 32.0 |
|  | Yes | 42.8 | 37.7 | 26.5 | 32.7 | 34.7 |
|  | Yes vs No |  | 2.4** | 1.3 | 4.9*** | 2.7*** |
| Do you have internet on the computer/laptop or Ipad/tablets at home? | No | 10.0 | 38.1 | 24.7 | 30.2 | 35.3 |
|  | Yes | 90.0 | 37.6 | 26.8 | 32.9 | 34.6 |
|  | Yes vs No |  | -0.5 | 2.1 | 2.7 | -0.7 |
| Does your parent/ guardian speak to your teachers or school principal? | No | 27.4 | 36.6 | 25.5 | 31.4 | 32.7 |
|  | Yes, often | 11.2 | 33.9 | 24.6 | 27.5 | 31.6 |
|  | Yes, sometimes | 61.3 | 36.6 | 25.8 | 30.0 | 33.6 |
|  | Yes, often vs No |  | -2.7 | -0.8 | -3.9 | -1.2 |
|  | Yes, sometimes vs No |  | 0.0 | 0.3 | -1.4 | 0.8 |
|  | Yes, sometimes vs Yes, often |  | 2.7 | 1.1 | 2.6 | 2.0 |
| Does someone at home help you to study your lessons? | 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 |
|  | Yes, often vs No |  | -4.8** | -0.4 | -3.4 | -2.8* |
|  | Yes, sometimes vs No |  | 0.2** | 3.0 | 0.2 | 0.6* |
|  | Yes, sometimes vs Yes, often |  | 5.0 | 3.3* | 3.6 | 3.4 |
| If yes, who provides this support? | 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) |  |  |  |  |  |
|  | Other vs My parent(s) |  |  |  |  |  |
|  | Siblings vs Another adult (teacher) |  | -0.3 | -0.7 | 4.0 | 2.4 |
|  | Friends vs Another adult (teacher) |  |  |  |  |  |
|  | Other vs Another adult (teacher) |  |  |  |  |  |
|  | Friends vs Siblings |  |  |  |  |  |
|  | Other vs Siblings |  |  |  |  |  |
|  | Other vs Friends |  |  |  |  |  |
| Do you have a quiet space where you can study at home? | No | 20.4 | 34.4 | 26.0 | 28.7 | 31.3 |
|  | Yes | 79.6 | 36.8 | 25.5 | 30.6 | 33.6 |
|  | Yes vs No |  | 2.4* | -0.4 | 1.9 | 2.3* |
| Did you miss going to school when it was closed in the last 3 years? | No | 7.6 | 31.3 | 23.0 | 31.6 | 31.5 |
|  | Yes, a lot | 84.3 | 37.0 | 25.9 | 30.2 | 33.4 |
|  | Yes, a little bit | 8.1 | 33.9 | 24.8 | 29.4 | 32.5 |
|  | Yes, a lot vs No |  | 5.6** | 2.9 | -1.4 | 1.9 |
|  | 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 |
| Do you feel happy these days? | No | 4.6 | 33.4 | 25.0 | 29.1 | 29.5 |
|  | 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 |


| Item | Options | Obs \% | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |
| From which country are you? | 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* |
|  | 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

| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math |
| Do you speak French at home? | No | 82.4 | 45.6 | 29.3 | 37.9 | 32.0 |
|  | Yes, always | 0.9 | 39.8 | 40.8 | 34.6 | 30.5 |
|  | Yes, sometimes | 16.6 | 47.9 | 34.1 | 38.8 | 33.1 |
|  | 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 |
| Do you speak English at home? | No | 61.6 | 44.0 | 30.1 | 34.5 | 31.3 |
|  | Yes, always | 1.9 | 51.0 | 38.9 | 54.2 | 36.9 |
|  | Yes, sometimes | 36.5 | 48.8 | 35.3 | 39.5 | 33.4 |
|  | Yes, always vs No |  | 7.0* | 8.8 | 19.8** | 5.6* |
|  | Yes, sometimes vs No |  | 4.8* | 5.2 | 5.0** | 2.1* |
|  | Yes, sometimes vs Yes, always |  | -2.2*** | -3.6*** | -14.8*** | $3.5 * * *$ |
| Do you like to read? | No | 6.5 | 41.4 | 34.8 | 32.5 | 33.2 |
|  | Yes, a lot | 46.0 | 46.3 | 30.9 | 38.7 | 31.5 |
|  | Yes, a little bit | 47.5 | 46.1 | 30.7 | 38.0 | 32.7 |
|  | 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 home? (Do not count magazines, newspapers, or your schoolbooks.) | No | 38.8 | 43.7 | 28.8 | 35.7 | 31.1 |
|  | Yes | 61.2 | 47.3 | 32.8 | 39.0 | 32.8 |
|  | Yes vs No |  | 3.7*** | 4.0*** | 3.2** | 1.7*** |
| In the last two weeks, did anyone read stories in Arabic to you at home? | No | 80.6 | 46.3 | 31.4 | 38.1 | 32.3 |
|  | Yes | 19.4 | 44.5 | 29.2 | 37.0 | 31.5 |
|  | Yes vs No |  | -1.8 | -2.2* | -1.1 | -0.8 |
| In the last two weeks, did anyone read stories in French to you at home? | No | 93.3 | 46.2 | 31.1 | 37.9 | 32.3 |
|  | Yes | 6.7 | 41.2 | 30.6 | 40.4 | 30.1 |
|  | Yes vs No |  | -5.0*** | -0.5 | 2.5 | -2.2* |
| In the last two weeks, did anyone read stories in English to you at home? | No | 88.8 | 46.0 | 30.8 | 37.8 | 32.1 |
|  | Yes | 11.2 | 45.0 | 34.0 | 38.4 | 32.6 |
|  | Yes vs No |  | -I.1 | 3.2 | 0.7 | 0.5 |
| In the last two weeks, did you read stories in Arabic at home? | No | 35.6 | 43.0 | 31.8 | 37.5 | 32.1 |
|  | Yes | 64.4 | 47.5 | 30.6 | 38.1 | 32.2 |
|  | Yes vs No |  | 4.5*** | -1.2 | 0.5 | 0.1 |
| In the last two weeks, did you read stories in French at home? | No | 83.8 | 45.9 | 29.7 | 38.0 | 32.3 |
|  | Yes | 16.2 | 46.2 | 34.0 | 34.3 | 31.6 |
|  | Yes vs No |  | 0.3 | 4.3*** | -3.7 | -0.7 |
| In the last two weeks, did you read stories in English at home? | No | 77.0 | 45.6 | 30.5 | 36.4 | 31.9 |
|  | Yes | 23.0 | 47.0 | 36.6 | 40.3 | 33.1 |
|  | Yes vs No |  | 1.4 | 6.1*** | 3.9*** | 1.1 |


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


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math |
| Do you have a laptop/computer or Ipad/tablet at home? | Yes vs No |  | 2.4* | 3.8*** | 4.7*** | 1.7** |
| Do you have internet on the computer/laptop or Ipad/tablets at home? | No | 9.7 | 48.1 | 30.2 | 38.2 | 30.7 |
|  | Yes | 90.3 | 47.2 | 33.9 | 40.6 | 33.4 |
|  | Yes vs No |  | -0.9 | 3.7 | 2.4 | 2.8 |
| Does your parent/ guardian speak to your teachers or school principal? | No | 24.8 | 46.9 | 30.1 | 38.9 | 32.1 |
|  | Yes, often | 13.1 | 44.0 | 31.1 | 36.6 | 31.4 |
|  | Yes, sometimes | 62.1 | 46.0 | 31.3 | 37.6 | 32.4 |
|  | Yes, often vs No |  | -2.9 | 1.0 | -2.3 | -0.7 |
|  | 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 |
| Does someone at home help you to study your lessons? | No | 28.3 | 48.4 | 32.1 | 39.4 | 32.9 |
|  | Yes, often | 38.1 | 42.6 | 29.8 | 34.2 | 31.0 |
|  | Yes, sometimes | 33.5 | 47.7 | 31.8 | 40.3 | 32.9 |
|  | 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 |
| If yes, who provides this support? | 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 |
|  | Siblings vs My parent(s) |  | 0.6 | -1.7 | -I.1 | 0.6 |
|  | 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 where you can study at home? | No | 20.2 | 45.5 | 29.4 | 36.0 | 31.8 |
|  | Yes | 79.8 | 46.0 | 31.4 | 38.3 | 32.3 |
|  | Yes vs No |  | 0.5 | 2.0* | 2.4 | 0.4 |
| Did you miss going to school when it was closed in the last 3 years? | No | 17.1 | 41.4 | 30.5 | 37.7 | 31.5 |
|  | Yes, a lot | 55.5 | 46.3 | 31.6 | 37.5 | 32.3 |
|  | Yes, a little bit | 27.4 | 48.1 | 30.3 | 38.8 | 32.4 |
|  | Yes, a lot vs No |  | 4.9*** | 1.1 | -0.3 | 0.8 |
|  | 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 |
| Do you feel happy these days? | No | 12.7 | 44.7 | 29.6 | 34.2 | 31.6 |
|  | Yes, a lot | 51.9 | 46.0 | 31.2 | 38.2 | 32.2 |
|  | Yes, a little bit | 35.4 | 46.3 | 31.5 | 38.3 | 32.3 |
|  | 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 |
| From which country are you? | 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 |
|  | 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


| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
|  | 4 weeks or more vs I to 2 weeks |  |  |  |  | -0.0*** | -I.0*** | . |
|  | 4 weeks or more vs 3 to 4 weeks |  |  |  |  | -0.9* | 0.7*** | . |
| What resources did you use during this revision period? | Learning recovery program resources on CRDP platform-Selected | 14.8 | 12.8 | 17.1 | 14.7 | 6.1 | 5.4 | 14.6 |
|  | Learning recovery program resources on CRDP platform-Not Selected | 85.2 | 87.2 | 82.9 | 85.3 | 7.2 | 5.8 | 9.9 |
|  | not selected vs selected |  |  |  |  | 1.1 | 0.4 | -4.7* |
|  | Resources shared by QITABI 2 during the learning recovery sessionSelected | 34.4 | 34.0 | 21.5 | 31.8 | 7.1 | 5.9 | 12.4 |
|  | Resources shared by QITABI 2 during the learning recovery sessionNot Selected | 65.6 | 66.0 | 78.5 | 68.2 | 7.0 | 5.6 | 9.4 |
|  | not selected vs selected |  |  |  |  | -0.1 | -0.3 | -3.0* |
|  | Textbook used in public schools-Selected | 49.7 | 48.4 | 36.8 | 46.9 | 6.6 | 5.2 | 9.6 |
|  | Textbook used in public schools-Not Selected | 50.3 | 51.6 | 63.2 | 53.1 | 7.4 | 6.3 | 11.3 |
|  | 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 internet-Not Selected | 62.3 | 68.6 | 39.2 | 59.7 | 6.0 | 5.2 | 10.7 |
|  | not selected vs selected |  |  |  |  | -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 |  |  |  |  | -0.6 | -0.5 | 0.2 |
|  | No answer/l don't knowSelected | 0.7 | 1.3 | 0.0 | 0.8 | 11.1 | 6.5 | . |
|  | No answer/l don't knowNot Selected | 99.3 | 98.7 | 100.0 | 99.2 | 7.0 | 5.7 | . |
|  | not selected vs selected |  |  |  |  | -4.1*** | -0.8 | . |
| During this year, how often did you teach students strategies for sounding out letters? | Every or almost every lesson | 84.6 | 92.6 | 79.5 | 86.0 | 7.1 | 5.7 | 10.9 |
|  | About half the lessons | 6.5 | 4.3 | 9.9 | 6.5 | 7.9 | 8.6 | 8.3 |
|  | Some lessons | 8.9 | 3.1 | 10.6 | 7.5 | 5.7 | 4.5 | 7.6 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 0.9 | 2.9 | -2.5 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -1.4 | -1.2 | -3.3 |
|  | Some lessons vs About half the lessons |  |  |  |  | -2.2 | -4.1 | -0.7* |
| During this year, how often did you teach your students strategies for decoding words? | Every or almost every lesson | 81.3 | 88.3 | 73.2 | 81.7 | 7.0 | 5.4 | 10.3 |
|  | About half the lessons | 7.2 | 5.1 | 7.4 | 6.6 | 8.2 | 8.5 | 11.9 |
|  | Some lessons | 10.1 | 6.7 | 15.0 | 10.0 | 6.5 | 6.6 | 12.6 |
|  | Never | 1.5 | 0.0 | 4.4 | 1.6 | 9.7 | 4.4 | . |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 1.2 | 3.1 | 1.6 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -0.5 | 1.3 | 2.4 |
|  | Never vs Every or almost every lesson |  |  |  |  | 2.7 | -0.9 | 0.8 |

QITABI 2 BASELINE REPORT | 56

| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
|  | Some lessons vs About half the lessons |  |  |  |  | -I. 7 | -1.9 | . |
|  | Never vs About half the lessons |  |  |  |  | 1.5 | -4.1 | . |
|  | Never vs Some lessons |  |  |  |  | 3.2 | -2.2 | . |
| During this year, how often did you teach your students new vocabulary systematically? | Every or almost every lesson | 81.5 | 76.6 | 89.0 | 81.5 | 7.1 | 5.9 | 11.1 |
|  | About half the lessons | 6.7 | 10.8 | 1.6 | 6.9 | 8.0 | 7.4 | 7.8 |
|  | Some lessons | 11.4 | 12.5 | 9.4 | 11.3 | 6.3 | 3.2 | 8.4 |
|  | Never | 0.4 | 0.0 | 0.0 | 0.2 | . | . | 8.1 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 0.9 | 1.5 | -3.3 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -0.8 | -2.7 | -2.6 |
|  | Never vs Every or almost every lesson |  |  |  |  | -1.6 | -4.2 | -3.0 |
|  | Some lessons vs About half the lessons |  |  |  |  | . | * | 0.7 |
|  | Never vs About half the lessons |  |  |  |  | . | * | 0.3 |
|  | Never vs Some lessons |  |  |  |  |  | * | -0.3*** |
| During this year, how often did you conduct formative tests to assess your students' reading skills? | Every or almost every lesson | 66.9 | 61.5 | 52.6 | 62.6 | 7.5 | 5.7 | 10.6 |
|  | 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 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -1.8 | -0.4 | 0.1 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -0.7 | -0.0 | -I.I |
|  | Never vs Every or almost 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 lessons |  |  |  |  | 0.6 | 7.2 | 6.8 |
|  | Never vs Some lessons |  |  |  |  | -0.6 | 6.8*** | 7.9*** |
| During this year, how often did you provide in class reading materials (e.g. leveled books) that match your students' reading levels? | Every or almost every 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 |
|  | Some lessons | 37.0 | 27.5 | 35.8 | 34.1 | 6.7 | 5.4 | 11.6 |
|  | Never | 22.1 | 30.8 | 29.2 | 25.9 | 7.4 | 4.8 | 10.2 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 1.1 | 1.9 | -2.8 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 0.3 | -0.7 | 1.2 |
|  | Never vs Every or almost every lesson |  |  |  |  | 1.0 | -1.3 | -0.3 |
|  | Some lessons vs About half the lessons |  |  |  |  | -0.8 | -2.6 | 3.9 |
|  | 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 answer comprehension questions during the sessions allotted to | Every or almost every lesson | 88.6 | 75.6 | 81.0 | 83.4 | 7.0 | 5.9 | 10.4 |
|  | 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 |
|  | Never | 1.3 | 3.2 | 1.1 | 1.8 | 5.8 | 1.2 | . |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 1.4 | -I. 7 | -I.I |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 0.1 | 1.2 | 2.1 |


| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Arabic <br> Teachers | French <br> Teachers | English Teachers | Total | Arabic ORF | French ORF | English ORF |
| teaching reading? | Never vs Every or almost every lesson |  |  |  |  | -1.2 | -4.6 | 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*** |  |
| During this year, how often did you give your students time to read books of their own choosing during the sessions allotted to teaching reading? | 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 |
|  | Some lessons | 32.0 | 14.5 | 23.9 | 25.5 | 5.6 | 6.6 | 10.6 |
|  | Never | 38.7 | 63.2 | 46.1 | 47.1 | 7.7 | 4.4 | 10.7 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 0.7 | 0.4 | 6.9 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -0.7 | -0.5 | 2.3 |
|  | Never vs Every or almost every lesson |  |  |  |  | 1.4 | -2.6 | 2.4 |
|  | Some lessons vs About half the lessons |  |  |  |  | -1.5 | -0.9 | -4.6 |
|  | Never vs About half the lessons |  |  |  |  | 0.7 | -3.0 | -4.5 |
|  | Never vs Some lessons |  |  |  |  | 2.1 | -2.1 | 0.1 |
| During this year, how often did you read aloud a story or part of a story (other than the textbook) to your students in the classroom? | 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 |
|  | Never | 19.0 | 55.9 | 24.8 | 30.7 | 6.4 | 4.6 | 9.2 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 1.3 | -2.0 | -2.5 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 0.3 | -3.5 | -0.9 |
|  | Never vs Every or almost every lesson |  |  |  |  | -0.8 | -3.6 | -2.4 |
|  | 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 |
| During this year, how often did you give individualized feedback to each of your students during the sessions allotted to teaching reading? | 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 |
|  | Never | 11.2 | 13.4 | 5.1 | 10.7 | 7.8 | 3.6 | 10.0 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -0.5 | -1.3 | 3.4 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -0.3 | -I.I | 0.5 |
|  | Never vs Every or almost every lesson |  |  |  |  | 0.6 | -3.0 | 0.2 |
|  | 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 your Grade 2 students who still do not master letter | More than 75\% of the students | 7.4 | 12.8 | 4.4 | 8.4 | 4.3 | 4.5 | 10.4 |
|  | Between 50\% and 75\% of the students | 17.1 | 19.5 | 18.7 | 18.1 | 5.2 | 3.4 | 8.9 |
|  | Between $25 \%$ and $49 \%$ of the students | 29.9 | 30.5 | 26.0 | 29.3 | 7.3 | 6.6 | 9.4 |


| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| sound knowledge? | Less than $25 \%$ of the students | 45.6 | 37.2 | 50.9 | 44.2 | 8.3 | 6.3 | 11.6 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  |  |  |  | 0.9 | -I.I | -1.5 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  |  |  |  | 3.0 | 2.2 | -0.9 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  |  |  |  | 3.9 | 1.9 | 1.2 |
|  | Between 25\% and $49 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  |  |  |  | 2.1 | 3.3 | 0.5 |
|  | Less than $25 \%$ of the students vs Between 50\% and $75 \%$ of the students |  |  |  |  | 3.0 | 3.0 | 2.7 |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  |  |  |  | 0.9** | -0.3 | 2.2 |
| What is the percentage of your Grade 2 students who are still not able to decode and read words they see for the first time? | 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 the students | 33.7 | 34.9 | 41.6 | 35.6 | 8.0 | 6.0 | 11.0 |
|  | Less than $25 \%$ of the students | 32.5 | 25.7 | 23.8 | 28.9 | 9.0 | 7.7 | 11.8 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  |  |  |  | 1.0 | 2.8** | -8.1 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  |  |  |  | 3.8 | 4.5** | -4.4 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  |  |  |  | 4.8 | 6.2** | -3.6 |
|  | Between 25\% and 49\% of the students vs Between $50 \%$ and $75 \%$ of the students |  |  |  |  | 2.8*** | 1.7*** | 3.7 |
|  | Less than $25 \%$ of the students vs Between 50\% and $75 \%$ of the students |  |  |  |  | 3.8*** | 3.4*** | 4.5 |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  |  |  |  | 1.0*** | 1.7*** | 0.8 |
| What do you usually do with students who show difficulties in reading? | Work on reading individually with them in the classroom-Selected. | 78.8 | 83.7 | 70.7 | 78.7 | 7.0 | 5.9 | 10.4 |
|  | Work on reading individually with them in the classroom-Not Selected. | 21.2 | 16.3 | 29.3 | 21.3 | 7.1 | 5.2 | 11.1 |
|  | not selected vs selected |  |  |  |  | 0.1 | -0.7 | 0.7 |
|  | Work on reading individually with them outside of the classroomSelected. | 5.7 | 7.3 | 8.5 | 6.7 | 7.9 | 9.5 | 15.6 |
|  | Work on reading individually with them outside of the classroomNot Selected. | 94.3 | 92.7 | 91.5 | 93.3 | 7.0 | 5.5 | 10.1 |
|  | not selected vs selected |  |  |  |  | $-1.0$ | -3.9 | -5.5 |



| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| the students who showed emotional or psychological difficulties (such as sadness, anxiety) in your class this year? | Between 50\% and 75\% of the students | 12.3 | 21.6 | 10.2 | 14.7 | 6.2 | 3.0 | 6.1 |
|  | Between 25\% and 49\% of the students | 23.0 | 19.4 | 26.6 | 22.5 | 6.5 | 4.6 | 9.9 |
|  | Less than $25 \%$ of the students | 60.2 | 52.1 | 61.4 | 58.0 | 7.7 | 6.7 | 11.6 |
|  | 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*** |
| What percentage of the Grade 2 curriculum have you covered this year so far? | 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 |
|  | Between 25\% and 49\% of the curriculum vs More than $75 \%$ of the curriculum |  |  |  |  | 4.4*** | -2.5 | -2.4 |
|  | Less than $25 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  |  |  |  | 3.8*** | -2.8 | -1.8 |
|  | Between 25\% and 49\% of the curriculum <br> 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 Grade 6? | No | 96.2 | 94.2 | 93.8 | 95.1 | 7.0 | 5.7 | 10.6 |
|  | Yes | 3.8 | 5.8 | 6.2 | 4.9 | 7.2 | 6.3 | 7.9 |
|  | Yes vs No |  |  |  |  | 0.2 | 0.7 | -2.8 |
| Are you equipped to help students with their social emotional needs? | No | 9.9 | 4.4 | 3.5 | 7.1 | 5.0 | 4.8 | 10.1 |
|  | Yes | 90.1 | 95.6 | 96.5 | 92.9 | 7.2 | 6.1 | 10.6 |
|  | Yes vs No |  |  |  |  | 2.3 | 1.3 | 0.6 |
| In the past four years, how many professional development | None | 15.5 | 16.4 | 15.7 | 15.8 | 8.2 | 6.3 | 12.1 |
|  | 1 to 2 trainings | 37.0 | 48.6 | 39.5 | 40.9 | 6.7 | 4.0 | 10.5 |
|  | 3 to 4 trainings | 24.7 | 18.7 | 34.4 | 24.8 | 7.5 | 7.3 | 9.3 |
|  | 5 to 6 trainings | 16.4 | 7.9 | 6.7 | 12.1 | 5.9 | 6.4 | 11.4 |


| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| trainings in reading or teaching reading (e.g., reading theory, instructional methods, second language learning, assessment methods in reading, etc.) have you followed in total? | More than 7 trainings | 6.3 | 8.4 | 3.7 | 6.4 | 6.6 | 4.7 | 10.6 |
|  | 1 to 2 trainings vs None |  |  |  |  | -1.5 | -2.2 | -1.5 |
|  | 3 to 4 trainings vs None |  |  |  |  | -0.7 | 1.0 | -2.8 |
|  | 5 to 6 trainings vs None |  |  |  |  | -2.2 | 0.1 | -0.6 |
|  | More than 7 trainings vs None |  |  |  |  | -1.6 | -1.6 | -1.4 |
|  | 3 to 4 trainings vs I to 2 trainings |  |  |  |  | 0.8 | 3.3 | -1.3 |
|  | 5 to 6 trainings vs 1 to 2 trainings |  |  |  |  | -0.8 | 2.4 | 0.9 |
|  | More than 7 trainings vs I to 2 trainings |  |  |  |  | -0.1 | 0.6 | 0.1 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  |  |  |  | -1.5 | -0.9 | 2.2 |
|  | More than 7 trainings vs 3 to 4 trainings |  |  |  |  | -0.9 | -2.6 | 1.4 |
|  | More than 7 trainings vs 5 to 6 trainings |  |  |  |  | 0.6 | -1.7 | -0.8 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 43.4 | 52.2 | 49.4 | 47.1 | 6.9 | 4.7 | 9.2 |
|  | I to 2 trainings | 46.8 | 39.7 | 27.4 | 41.0 | 6.9 | 6.3 | 11.5 |
|  | 3 to 4 trainings | 6.8 | 7.6 | 17.0 | 9.0 | 7.8 | 5.7 | 10.5 |
|  | 5 to 6 trainings | 1.1 | 0.4 | 2.9 | 1.3 | 6.3 | 20.5 | 10.6 |
|  | More than 7 trainings | 1.9 | 0.0 | 3.3 | 1.6 | 10.8 | 9.8 | 6.7 |
|  | 1 to 2 trainings vs None |  |  |  |  | -0.1 | 1.6 | 2.3 |
|  | 3 to 4 trainings vs None |  |  |  |  | 0.9 | 1.0 | 1.2 |
|  | 5 to 6 trainings vs None |  |  |  |  | -0.7 | 15.8 | 1.4 |
|  | More than 7 trainings vs None |  |  |  |  | 3.8 | 5.1 | -2.5 |
|  | 3 to 4 trainings vs 1 to 2 trainings |  |  |  |  | 1.0 | -0.7 | -I.I |
|  | 5 to 6 trainings vs 1 to 2 trainings |  |  |  |  | -0.6 | 14.2 | -0.9 |
|  | More than 7 trainings vs I to 2 trainings |  |  |  |  | 3.9 | 3.5 | -4.8 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  |  |  |  | -1.6 | 14.9* | 0.1 |
|  | More than 7 trainings vs 3 to 4 trainings |  |  |  |  | 2.9 | 4.1* | -3.7 |
|  | More than 7 trainings vs 5 to 6 trainings |  |  |  |  | 4.5 | -10.7*** | -3.9 |
| What were these training sessions about? | Use of Word-Selected | 26.9 | 15.6 | 15.7 | 21.5 | 7.3 | 6.4 | 11.3 |
|  | Use of Word-Not Selected | 73.1 | 84.4 | 84.3 | 78.5 | 7.0 | 5.5 | 10.2 |
|  | not selected vs selected |  |  |  |  | -0.3 | -0.9 | -1.1 |
|  | Use of PPT-Selected | 25.9 | 14.3 | 29.4 | 23.2 | 7.0 | 5.8 | 10.2 |
|  | Use of PPT-Not Selected | 74.1 | 85.7 | 70.6 | 76.8 | 7.1 | 5.7 | 10.7 |
|  | not selected vs selected |  |  |  |  | 0.1 | -0.1 | 0.5 |
|  | Use of online platforms (Zoom, Teams, etc.) Selected | 20.6 | 26.9 | 31.6 | 24.5 | 7.7 | 9.8 | 10.2 |
|  | Use of online platforms (Zoom, Teams, etc.) -Not Selected | 79.4 | 73.1 | 68.4 | 75.5 | 6.8 | 5.0 | 10.6 |
|  | not selected vs selected |  |  |  |  | -0.9 | -4.8* | 0.4 |
|  | 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 |
|  | 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 Selected | 82.9 | 83.5 | 78.5 | 82.2 | 7.0 | 5.4 | 10.7 |



| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Arabic |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
|  | SEL needs) vs Use of online platforms |  |  |  |  |  |  |  |
|  | Interactive teaching and learning activities vs Classroom management |  |  |  |  | 0.7 | 3.8 | -1.2 |
|  | Assessment strategies vs Classroom management |  |  |  |  | 2.1 | 3.3 | -8.8 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Classroom management |  |  |  |  | -1.1 | 5.4 | 1.0 |
|  | Assessment strategies vs Interactive teaching and learning activities |  |  |  |  | 1.5 | -0.5 | -7.7*** |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities |  |  |  |  | -1.8 | 1.5 | 2.1*** |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies |  |  |  |  | -3.3 | 2.0 | 9.8 |
| In the past 2 weeks, how often have you felt nervous or anxious? | Nearly every day | 31.5 | 33.4 | 17.9 | 29.4 | 6.2 | 4.9 | 9.4 |
|  | More than half the days | 16.1 | 17.5 | 8.7 | 15.1 | 8.7 | 4.0 | 9.7 |
|  | A few days | 40.2 | 36.2 | 44.0 | 39.8 | 6.8 | 5.8 | 11.8 |
|  | Not at all | 12.2 | 12.9 | 29.3 | 15.7 | 7.6 | 9.7 | 9.8 |
|  | More than half the days vs Nearly every day |  |  |  |  | 2.5 | -0.9 | 0.4 |
|  | A few days vs Nearly every day |  |  |  |  | 0.6 | 0.8 | 2.4 |
|  | Not at all vs Nearly every day |  |  |  |  | 1.4 | 4.8 | 0.5 |
|  | A few days vs More than half the days |  |  |  |  | -1.9 | 1.7 | 2.0 |
|  | Not at all vs More than half the days |  |  |  |  | -1.1 | 5.7 | 0.1 |
|  | Not at all vs A few days |  |  |  |  | 0.8 | 4.0 | -1.9 |
| In the past 2 weeks, how often have you felt that you are not able to stop or control worrying? | Nearly every day | 16.3 | 18.1 | 9.3 | 15.5 | 5.9 | 5.8 | 7.7 |
|  | More than half the days | 12.7 | 9.6 | 8.4 | 11.0 | 7.5 | 5.1 | 9.5 |
|  | A few days | 33.5 | 35.4 | 32.1 | 33.8 | 6.0 | 5.0 | 9.8 |
|  | Not at all | 37.4 | 36.9 | 50.2 | 39.7 | 8.2 | 6.5 | 12.7 |
|  | More than half the days vs Nearly every day |  |  |  |  | 1.6 | -0.7 | 1.8 |
|  | A few days vs Nearly every day |  |  |  |  | 0.1 | -0.8 | 2.0 |
|  | Not at all vs Nearly every day |  |  |  |  | 2.3 | 0.7 | 5.0 |
|  | A few days vs More than half the days |  |  |  |  | -1.5 | -0.1 | 0.2 |
|  | Not at all vs More than half the days |  |  |  |  | 0.6 | 1.4 | 3.2 |
|  | Not at all vs A few days |  |  |  |  | 2.1 | 1.5 | 3.0** |
| In the past 2 weeks, how often have you felt down, depressed, or hopeless? | Nearly every day | 16.3 | 18.4 | 6.2 | 15.0 | 5.8 | 4.5 | 7.3 |
|  | More than half the days | 5.8 | 11.6 | 9.6 | 8.2 | 7.6 | 5.7 | 4.9 |
|  | A few days | 33.2 | 23.0 | 27.6 | 29.2 | 7.8 | 5.4 | 10.4 |
|  | Not at all | 44.7 | 47.0 | 56.7 | 47.7 | 6.9 | 6.3 | 12.7 |
|  | More than half the days vs Nearly every day |  |  |  |  | 1.9 | 1.3 | -2.3 |
|  | A few days vs Nearly every day |  |  |  |  | 2.0 | 1.0 | 3.1 |
|  | Not at all vs Nearly every day |  |  |  |  | 1.2 | 1.8 | 5.5 |


| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | 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 half the days |  |  |  |  | -0.7 | 0.5 | 7.8 |
|  | Not at all vs A few days |  |  |  |  | -0.9 | 0.8 | 2.4*** |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | 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 |
|  | Not at all | 22.0 | 23.0 | 36.2 | 25.0 | 7.2 | 6.7 | 10.5 |
|  | More than half the days vs Nearly every day |  |  |  |  | 1.3 | -0.3 | 2.6 |
|  | A few days vs Nearly every day |  |  |  |  | 2.3 | -0.1 | 3.9 |
|  | Not at all vs Nearly every day |  |  |  |  | 1.6 | 1.2 | 2.7 |
|  | A few days vs More than half the days |  |  |  |  | 1.0 | 0.2 | 1.3 |
|  | 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 |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | 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 |
|  | Not at all | 30.9 | 18.8 | 29.4 | 27.1 | 7.4 | 6.9 | 12.2 |
|  | More than half the days vs Nearly every day |  |  |  |  | 1.5 | -0.1 | -0.0 |
|  | A few days vs Nearly every day |  |  |  |  | -0.4 | -0.7 | 4.8 |
|  | 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 half the days |  |  |  |  | -1.0 | 1.4 | 4.6** |
|  | Not at all vs A few days |  |  |  |  | 1.0 | 2.1 | -0.3 |
| Gender | Female | 97.6 | 100.0 | 98.4 | 98.5 | 7.1 | 5.7 | 10.4 |
|  | Male | 2.4 | 0.0 | 1.6 | 1.5 | 6.1 | 6.1 | 17.5 |
|  | Male vs Female |  |  |  |  | -1.0** | 0.4 | 7.1*** |
| How old are you? | Under 25 | 0.4 | 0.7 | 5.5 | 1.5 | 15.0 | 10.1 | 9.7 |
|  | 25-29 | 3.2 | 3.0 | 15.1 | 5.4 | 8.4 | 4.9 | 8.8 |
|  | 30-39 | 34.7 | 37.9 | 35.8 | 35.9 | 5.9 | 5.6 | 10.7 |
|  | 40-49 | 31.8 | 35.4 | 29.8 | 32.5 | 7.1 | 4.4 | 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 | -4.5 | 1.0 |
|  | 40-49 vs Under 25 |  |  |  |  | -7.9 | -5.7 | -0.8 |
|  | 50-59 vs Under 25 |  |  |  |  | -8.5 | -1.4 | 2.8 |
|  | 60 or more vs Under 25 |  |  |  |  | -3.5 | 0.7 | 2.4 |
|  | 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 |  |  |  |  | 1.2** | 4.3 | -1.8 |
|  | 50-59 vs 30-39 |  |  |  |  | 0.5** | . | 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 |  |  |  |  | 5.0 | . | -0.4 |
| What is the highest educational degree you have earned? | PhD | 0.8 | 0.0 | 0.0 | 0.4 | 6.2 | 6.0 | 15.2 |
|  | Master's degree | 10.8 | 13.4 | 11.6 | 11.7 | 6.6 | 5.9 | 11.2 |
|  | Bachelor's degree | 55.6 | 52.4 | 55.8 | 54.7 | 8.3 | 4.4 | 10.1 |
|  | Teaching Diploma | 11.7 | 5.8 | 15.1 | 10.6 | 16.8 | 8.5 | 9.2 |
|  | Technical Baccalaureate/Vocational | 1.4 | 1.2 | 0.0 | 1.1 | 8.9 | 5.2 | 23.0 |



| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Arabic Teachers | French Teachers | English Teachers | Total |  |  |  |
|  |  |  |  |  |  | Arabic ORF | French ORF | English ORF |
| When did you start teaching this year? | Oct-2I | 90.6 | 88.2 | 78.8 | 87.7 | 16.8 | 14.9 | 23.0 |
|  | Nov-21 | 6.6 | 8.1 | 18.8 | 9.3 | 15.9 | 9.1 | 34.4 |
|  | Dec-2I | 2.5 | 3.7 | 1.8 | 2.8 | 18.7 | 5.7 | 26.6 |
|  | No answer/l don't know | 0.2 | 0.0 | 0.6 | 0.2 | 28.4 | . | 23.2 |
|  | Nov-2I vs Oct-2I |  |  |  |  | -0.8 | -5.8** | 11.3 |
|  | Dec-2I vs Oct-21 |  |  |  |  | 1.9 | -9.2** | 3.6 |
|  | No answer/l don't know vs Oct-2I |  |  |  |  | 11.6 | -3.4** | 0.2 |
|  | Dec-2I vs Nov-2I |  |  |  |  | 2.7 | *** | -7.8* |
|  | No answer/l don't know vs Nov-2I |  |  |  |  | 12.5 | *** | -11.2* |
|  | No answer/I don't know vs Dec-2। |  |  |  |  | 9.7*** | . | -3.4 |
| How many months of inperson classes were provided so far during this 202I-2022 school year? | I-2 months | 4.9 | 5.1 | 7.7 | 5.5 | 16.3 | 8.8 | 42.1 |
|  | 3-4 months | 95.1 | 94.9 | 92.3 | 94.5 | 16.8 | 14.8 | 24.0 |
|  | 3-4 months vs I-2 months |  |  |  |  | 0.4 | 6.0* | -18.1*** |
| Do you teach Grade 2 and/or Grade 3? | Yes, Grade 3 only | 98.8 | 99.3 | 100.0 | 99.2 | 16.7 | 14.4 | 24.3 |
|  | Yes, Grades 2 and 3 | 1.2 | 0.7 | 0.0 | 0.8 | 16.7 | 4.9 | 7.4 |
|  | Yes, Grades 2 and 3 vs Yes, Grade 3 only |  |  |  |  | -0.0 | -9.6** | -16.9*** |
| Did you conduct diagnostic assessments at the beginning of the school year to determine your students' levels in reading or writing? | No | 9.7 | 11.9 | 16.7 | 11.7 | 14.7 | 18.3 | 21.8 |
|  | Yes | 90.3 | 88.1 | 83.3 | 88.3 | 17.0 | 13.6 | 24.0 |
|  | Yes vs No |  |  |  |  |  |  |  |
| What grade level do you estimate most of your students had at the beginning of the school year? | One grade below level | 57.2 | 46.2 | 48.5 | 52.2 | 18.3 | 16.8 | 23.7 |
|  | Two grade levels below | 42.8 | 53.8 | 51.5 | 47.8 | 14.8 | 10.0 | 22.7 |
|  | Two grade levels below vs One grade below level |  |  |  |  | $-3.4 * *$ | $-6.8 * * *$ | -1.0 |
| Did you start the school year by teaching prerequisites to your students? | No | 3.8 | 2.6 | 0.0 | 2.7 | 18.3 | 20.0 | 16.2 |
|  | Yes | 96.2 | 97.4 | 100.0 | 97.3 | 16.8 | 13.9 | 24.4 |
|  | Yes vs No |  |  |  |  | -1.5 | -6.1 ** | 8.2*** |
| If yes, for how many weeks? | Less than I week | 1.8 | 1.2 | 5.8 | 2.4 | 15.2 | 13.7 | 34.5 |
|  | 1 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 week |  |  |  |  | 1.2 | 1.7 | -9.4** |
|  | 4 weeks or more vs Less than I week |  |  |  |  | -2.8 | -2.7 | -14.1** |
|  | 3 to 4 weeks vs I to 2 weeks |  |  |  |  | -3.1 | 1.9 | -I.1*** |
|  | 4 weeks or more vs I to 2 weeks |  |  |  |  | -7.2 | -2.5 | -5.7*** |
|  | 4 weeks or more vs 3 to 4 weeks |  |  |  |  | -4.1 | -4.5 | -4.7*** |
| What resources did you use during this revision period? | Learning recovery program resources on CRDP platform-Selected | 11.9 | 20.4 | 18.8 | 15.8 | 16.7 | 12.8 | 26.3 |
|  | Learning recovery program resources on | 88.1 | 79.6 | 81.2 | 84.2 | 16.8 | 14.5 | 23.7 |



| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
|  | Never vs About half the lessons |  |  |  |  | 0.9 | -1.0 | -10.9 |
|  | Never vs Some lessons |  |  |  |  | 0.5 | -0.2 | -12.7 |
| During this year, how often did you teach your students new vocabulary systematically? | Every or almost every lesson | 80.0 | 81.3 | 84.0 | 81.1 | 17.1 | 15.2 | 23.7 |
|  | About half the lessons | 9.0 | 10.4 | 10.4 | 9.7 | 18.1 | 10.7 | 23.5 |
|  | Some lessons | 10.3 | 8.3 | 4.4 | 8.6 | 11.8 | 12.6 | 30.4 |
|  | Never | 0.7 | 0.0 | 1.2 | 0.6 | 21.8 | 7.5 |  |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 1.0 | -4.6 | -0.3 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -5.2 | -2.7 | 6.6 |
|  | Never vs Every or almost every lesson |  |  |  |  | 4.7 | -7.7 | 6.9 |
|  | 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*** |  |
| During this year, how often did you conduct formative tests to assess your students' reading skills? | Every or almost every lesson | 59.9 | 66.3 | 62.0 | 62.3 | 17.1 | 13.7 | 25.2 |
|  | 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 |  |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 0.8 | -1.8 | -0.6 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -1.9 | 2.4 | -4.8 |
|  | Never vs Every or almost every lesson |  |  |  |  | -3.6 | 3.4 | -4.3 |
|  | Some lessons vs About half the lessons |  |  |  |  | -2.8 | 4.3 |  |
|  | Never vs About half the lessons |  |  |  |  | -4.5 | 5.2 | . |
|  | Never vs Some lessons |  |  |  |  | -1.7 | 1.0 |  |
| During this year, how often did you provide in class reading materials (e.g. leveled books) that match your students' reading levels? | 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 |
|  | Never | 27.4 | 38.3 | 28.2 | 30.9 | 16.4 | 12.9 | 23.5 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -2.6 | -2.6 | 0.6 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 0.1 | -3.0 | -I.I |
|  | Never vs Every or almost every lesson |  |  |  |  | 0.1 | -2.9 | -1.4 |
|  | Some lessons vs About half the lessons |  |  |  |  | 2.7 | -0.4 | -I. 7 |
|  | Never vs About half the lessons |  |  |  |  | 2.7 | -0.3 | -2.0 |
|  | Never vs Some lessons |  |  |  |  | 0.0 | 0.1 | -0.3 |
| During this year, how often did you ask your students to answer comprehension questions during the sessions allotted to teaching reading? | Every or almost every lesson | 90.6 | 83.0 | 88.6 | 87.9 | 17.4 | 14.7 | 24.2 |
|  | About half the lessons | 4.8 | 7.3 | 5.6 | 5.7 | 14.2 | 10.2 | 20.2 |
|  | Some lessons | 4.6 | 9.3 | 4.6 | 6.0 | 12.3 | 13.3 | 23.1 |
|  | Never | 0.0 | 0.4 | 1.2 | 0.3 | 15.4 |  |  |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -3.2 | -4.5 | -4.1 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -5.1 | -1.3 | -I.I |
|  | Never vs Every or almost every lesson |  |  |  |  | -1.9 | 3.2 | 2.9 |


| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Arabic <br> Teachers | French Teachers | English Teachers | Total | Arabic ORF | French ORF | English ORF |
|  | Some lessons vs About half the lessons |  |  |  |  | -1.9 | . |  |
|  | Never vs About half the lessons |  |  |  |  | 1.3 | . |  |
|  | Never vs Some lessons |  |  |  |  | 3.1 |  |  |
| During this year, how often did you give your students time to read books of their own choosing during the sessions allotted to teaching reading? | Every or almost every lesson | 19.6 | 16.0 | 13.7 | 17.4 | 14.7 | 16.3 | 21.6 |
|  | About half the lessons | 6.1 | 3.0 | 4.2 | 4.8 | 13.5 | 10.8 | 31.1 |
|  | Some lessons | 38.8 | 22.2 | 28.4 | 31.8 | 20.0 | 14.1 | 24.7 |
|  | Never | 35.5 | 58.8 | 53.8 | 46.0 | 15.8 | 13.0 | 22.1 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -I.2 | -5.5 | 9.5 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 5.3 | -2.2 | 3.2 |
|  | Never vs Every or almost every lesson |  |  |  |  | 1.1 | -3.3 | 0.5 |
|  | Some lessons vs About half the lessons |  |  |  |  | 6.5* | 3.3 | -6.4 |
|  | Never vs About half the lessons |  |  |  |  | 2.3* | 2.2 | -9.0 |
|  | Never vs Some lessons |  |  |  |  | -4.2 | -I.1 | -2.6 |
| During this year, how often did you read aloud a story or part of a story (other than the textbook) to your students in the classroom? | Every or almost every lesson | 20.0 | 7.0 | 5.0 | 13.3 | 20.1 | 15.9 | 28.2 |
|  | 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 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | -2.0 | 3.3 | -1.3 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | -2.6 | -2.0 | -7.1 |
|  | Never vs Every or almost every lesson |  |  |  |  | -5.3 | -3.8 | -9.3 |
|  | Some lessons vs About half the lessons |  |  |  |  | -0.6 | -5.3 | -5.8 |
|  | Never vs About half the lessons |  |  |  |  | -3.3 | -7.0 | -8.0 |
|  | Never vs Some lessons |  |  |  |  | -2.7 | -1.8 | -2.3* |
| During this year, how often did you give individualized feedback to each of your students during the sessions allotted to teaching reading? | Every or almost every 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 |
|  | Some lessons | 32.8 | 33.1 | 38.8 | 34.0 | 16.8 | 16.6 | 21.0 |
|  | Never | 8.6 | 14.6 | 1.8 | 9.2 | 16.4 | 12.4 | 20.4 |
|  | About half the lessons vs Every or almost every lesson |  |  |  |  | 2.7 | 0.2 | 2.8 |
|  | Some lessons vs Every or almost every lesson |  |  |  |  | 0.8 | 3.8 | -3.9 |
|  | Never vs Every or almost every lesson |  |  |  |  | 0.4 | -0.4 | -4.5 |
|  | Some lessons vs About half the lessons |  |  |  |  | -2.0 | 3.6 | -6.7 |
|  | Never vs About half the lessons |  |  |  |  | -2.4 | -0.6 | -7.3 |
|  | Never vs Some lessons |  |  |  |  | -0.4 | -4.2 | -0.6 |
| What is the percentage of your Grade 3 students who still do not master letter sound knowledge? | More than 75\% of the students | 4.4 | 5.5 | 6.2 | 5.1 | 12.7 | 14.5 | 23.9 |
|  | Between 50\% and 75\% of the students | 12.4 | 16.3 | 16.1 | 14.3 | 15.8 | 8.5 | 25.3 |
|  | Between 25\% and 49\% of the students | 41.0 | 41.8 | 40.7 | 41.2 | 14.6 | 14.2 | 26.4 |
|  | Less than $25 \%$ of the students | 42.1 | 36.3 | 37.0 | 39.4 | 20.0 | 16.7 | 21.5 |


| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Total |  |  |  |
|  |  | Teachers | Teachers | Teachers |  | Arabic ORF | French ORF | 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\% of the students |  |  |  |  | 7.2 | 2.1 | -2.4 |
|  | Between 25\% and 49\% of the students vs Between $50 \%$ and $75 \%$ of the students |  |  |  |  | -I.I | 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 |
| What is the percentage of your Grade 3 students who are still not able to decode and read words they see for the first time? | 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 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  |  |  |  | 1.5 | 4.3 | 7.8 |
|  | Between 25\% and 49\% of the students vs More than $75 \%$ of the students |  |  |  |  | 3.6 | 3.1 | 6.0 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  |  |  |  | 8.7 | 7.7 | 11.0 |
|  | 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 |
| What do you usually do with students who show difficulties in reading? | 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 |
|  | not selected vs selected |  |  |  |  | 1.6 | -0.6 | -0.0 |
|  | Work on reading individually with them outside of the classroomSelected. | 5.6 | 8.2 | 3.7 | 6.1 | 19.2 | 10.5 | 14.6 |
|  | Work on reading individually with them outside of the classroomNot 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 timeSelected. | 20.5 | 24.7 | 27.9 | 23.1 | 17.0 | 12.6 | 31.1 |



QITABI 2 BASELINE REPORT | 72

| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| difficulties (such as sadness, anxiety) in your class this year? | Less than $25 \%$ of the students | 67.4 | 53.8 | 53.4 | 60.7 | 18.1 | 14.3 | 24.7 |
|  | Between $50 \%$ and $75 \%$ of the students vs More than $75 \%$ of the students |  |  |  |  | 4.0 | 7.8 | 4.0 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  |  |  |  | 5.0 | 6.4 | 22.8 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  |  |  |  | 8.4 | 7.0 | 16.1 |
|  | Between 25\% and 49\% of the students vs Between $50 \%$ and $75 \%$ of the students |  |  |  |  | 1.0 | -1.4* | 18.8*** |
|  | Less than $25 \%$ of the students vs Between 50\% and $75 \%$ of the students |  |  |  |  | 4.4 | -0.9* | 12.1*** |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  |  |  |  | 3.4* | 0.5*** | -6.7*** |
| What percentage of the Grade 3 curriculum have you covered this year so far? | 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 the curriculum | 38.7 | 12.5 | 23.4 | 27.8 | 18.4 | 15.8 | 25.9 |
|  | Between 25\% and 49\% of the curriculum | 52.8 | 70.2 | 56.6 | 58.8 | 17.3 | 13.1 | 22.8 |
|  | Less than $25 \%$ of the curriculum | 6.2 | 16.2 | 20.0 | 11.8 | 13.3 | 7.8 | 24.1 |
|  | Between 50\% and 75\% of the curriculum vs More than $75 \%$ of the curriculum |  |  |  |  | 15.7*** | -4.6 | 4.4 |
|  | Between $25 \%$ and $49 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  |  |  |  | 14.6*** | -7.2 | 1.3 |
|  | Less than $25 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  |  |  |  | 10.6*** | -12.5 | 2.5 |
|  | Between $25 \%$ and $49 \%$ of the curriculum <br> vs Between $50 \%$ and $75 \%$ of the curriculum |  |  |  |  | -I.1*** | -2.7 | -3.1 |
|  | Less than $25 \%$ of the curriculum vs Between $50 \%$ and $75 \%$ of the curriculum |  |  |  |  | -5.1*** | -8.0 | -1.8 |
|  | Less than $25 \%$ of the curriculum vs Between 25\% and $49 \%$ of the curriculum |  |  |  |  | -4.0*** | -5.3* | 1.3 |
| Do you teach Grade 6? | No | 87.6 | 89.8 | 91.1 | 88.9 | 16.6 | 14.2 | 24.0 |
|  | 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 equipped to help students with their social emotional needs? | No | 10.5 | 5.1 | 4.9 | 7.8 | 23.3 | 14.2 | 21.0 |
|  | Yes | 89.5 | 94.9 | 95.1 | 92.2 | 16.4 | 14.0 | 23.6 |
|  | Yes vs No |  |  |  |  | -6.9*** | -0.2 | 2.5 |
| In the past four years, how many professional development trainings in reading or teaching reading (e.g., reading | None | 15.3 | 16.5 | 22.8 | 17.0 | 15.6 | 15.5 | 21.6 |
|  | 1 to 2 trainings | 34.4 | 37.7 | 34.3 | 35.4 | 15.4 | 13.9 | 26.3 |
|  | 3 to 4 trainings | 35.4 | 32.3 | 24.3 | 32.4 | 18.4 | 14.7 | 26.1 |
|  | 5 to 6 trainings | 6.0 | 7.1 | 11.2 | 7.3 | 19.1 | 15.7 | 14.9 |
|  | More than 7 trainings | 8.9 | 6.4 | 7.5 | 7.9 | 16.9 | 9.0 | 18.7 |
|  | 1 to 2 trainings vs None |  |  |  |  | -0.2 | -1.6 | 4.8 |
|  | 3 to 4 trainings vs None |  |  |  |  | 2.8 | -0.7 | 4.6 |
|  | 5 to 6 trainings vs None |  |  |  |  | 3.5 | 0.2 | -6.7 |


| Item | Options | Obs (\%) |  |  |  | Student Performance <br> Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| theory, instructional methods, second language learning, assessment methods in reading, etc.) have you followed in total? | More than 7 trainings vs None |  |  |  |  | 1.3 | -6.4 | -2.9 |
|  | 3 to 4 trainings vs I to 2 trainings |  |  |  |  | 3.0 | 0.8 | -0.2 |
|  | 5 to 6 trainings vs 1 to 2 trainings |  |  |  |  | 3.6 | 1.8 | -11.5 |
|  | More than 7 trainings vs I to 2 trainings |  |  |  |  | 1.4 | -4.9 | -7.7 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  |  |  |  | 0.7 | 0.9 | -11. 2 |
|  | More than 7 trainings vs 3 to 4 trainings |  |  |  |  | -1.5 | -5.7 | -7.4 |
|  | More than 7 trainings vs 5 to 6 trainings |  |  |  |  | -2.2 | -6.6 | 3.8 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 45.4 | 53.3 | 31.7 | 45.3 | 15.7 | 13.2 | 23.2 |
|  | 1 to 2 trainings | 39.9 | 35.6 | 31.1 | 36.9 | 16.8 | 16.6 | 24.6 |
|  | 3 to 4 trainings | 10.1 | 4.2 | 27.4 | 11.4 | 20.9 | 12.8 | 26.8 |
|  | 5 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 |
|  | I to 2 trainings vs None |  |  |  |  | 1.0 | 3.3 | 1.4 |
|  | 3 to 4 trainings vs None |  |  |  |  | 5.2 | -0.4 | 3.5 |
|  | 5 to 6 trainings vs None |  |  |  |  | 0.4 | -9.3 | -1.6 |
|  | More than 7 trainings vs None |  |  |  |  | -0.6 | 5.4 | -15.4 |
|  | 3 to 4 trainings vs I to 2 trainings |  |  |  |  | 4.1 | -3.7 | 2.1 |
|  | 5 to 6 trainings vs I to 2 trainings |  |  |  |  | -0.6 | -12.6 | -3.0 |
|  | More than 7 trainings vs I to 2 trainings |  |  |  |  | -1.7 | 2.0 | -16.8 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  |  |  |  | -4.7 | -8.9** | -5.2 |
|  | More than 7 trainings vs 3 to 4 trainings |  |  |  |  | -5.8 | 5.8** | -19.0 |
|  | More than 7 trainings vs 5 to 6 trainings |  |  |  |  | -1.1 | 14.6*** | -13.8*** |
| What were these training sessions about? | 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 |  |  |  |  | -0.7 | 1.8 | 0.8 |
|  | Use of PPT-Selected | 26.7 | 18.0 | 44.9 | 27.4 | 17.5 | 13.7 | 25.9 |
|  | Use of PPT-Not Selected | 73.3 | 82.0 | 55.1 | 72.6 | 16.4 | 14.4 | 22.7 |
|  | not selected vs selected |  |  |  |  | -I.I | 0.8 | -3.2 |
|  | Use of online platforms (Zoom, Teams, etc.) Selected | 23.7 | 24.5 | 48.8 | 28.6 | 18.2 | 17.6 | 27.1 |
|  | Use of online platforms (Zoom, Teams, etc.) -Not Selected | 76.3 | 75.5 | 51.2 | 71.4 | 16.0 | 13.6 | 22.7 |
|  | 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 |
|  | 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 |
|  | not selected vs selected |  |  |  |  | -1.8 | -3.1 | -1.2 |
|  | Assessment practices for online learning-Selected | 7.7 | 7.9 | 30.8 | 12.0 | 18.6 | 14.6 | 23.3 |


| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Arabic Teachers | French Teachers | English Teachers | Total |  |  |  |
|  |  |  |  |  |  | Arabic ORF | French ORF | English ORF |
|  | Assessment practices for online learning-Not Selected | 92.3 | 92.1 | 69.2 | 88.0 | 16.4 | 14.3 | 24.2 |
|  | not selected vs selected |  |  |  |  | -2.2 | -0.3 | 0.9 |
|  | Other-Selected | 2.9 | 3.3 | 6.9 | 3.8 | 16.2 | 12.9 | 23.1 |
|  | Other-Not Selected | 97.1 | 96.7 | 93.1 | 96.2 | 16.8 | 14.4 | 24.1 |
|  | not selected vs selected |  |  |  |  | 0.5 | 1.5 | 1.0 |
| In what relates to ICT (use of the computer), how do you consider yourself? | Beginner | 41.4 | 36.7 | 18.3 | 35.7 | 15.3 | 11.9 | 27.1 |
|  | Intermediate | 45.3 | 45.9 | 48.4 | 46.1 | 16.6 | 16.3 | 22.8 |
|  | Advanced | 13.3 | 17.4 | 33.3 | 18.2 | 18.4 | 16.1 | 23.3 |
|  | Intermediate vs Beginner |  |  |  |  | 1.3 | 4.4 | -4.3 |
|  | Advanced vs Beginner |  |  |  |  | 3.1 | 4.2 | -3.8 |
|  | Advanced vs Intermediate |  |  |  |  | 1.8 | -0.2 | 0.5 |
| Do you have a classroom library? | No | 36.3 | 69.7 | 76.0 | 54.0 | 16.7 | 9.8 | 23.1 |
|  | Yes | 63.7 | 30.3 | 24.0 | 46.0 | 16.9 | 16.7 | 24.7 |
|  | Yes vs No |  |  |  |  | 0.2 | 6.9*** | 1.6 |
| Did you participate in the QITABI 2 learning recovery session in November 2021? | No | 27.8 | 39.7 | 35.5 | 32.9 | 16.9 | 14.8 | 24.1 |
|  | Yes | 72.2 | 60.3 | 64.5 | 67.1 | 16.6 | 13.8 | 24.0 |
|  | Yes vs No |  |  |  |  | -0.3 | -1.0 | -0.1 |
| What training sessions do you MOST need to develop your skills in teaching language in primary classes? | 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 learning activities | 14.9 | 20.0 | 17.6 | 17.0 | 19.1 | 12.2 | 24.2 |
|  | Assessment strategies | 6.7 | 1.9 | 7.5 | 5.4 | 21.0 | 5.8 | 26.6 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) | 14.1 | 16.1 | 16.1 | 15.1 | 14.2 | 14.9 | 26.4 |
|  | Use of online platforms vs Effective strategies for reading instructions |  |  |  |  | -1.6 | 2.8 | -3.1 |
|  | Classroom management vs Effective strategies for reading instructions |  |  |  |  | -3.0 | 5.0 | -1.7 |
|  | Interactive teaching and learning activities vs Effective strategies for reading instructions |  |  |  |  | 1.9 | -1.6 | -0.7 |
|  | Assessment strategies vs Effective strategies for reading instructions |  |  |  |  | 3.8 | -8.0 | 1.7 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading instructions |  |  |  |  | -3.1 | 1.1 | 1.5 |
|  | Classroom management vs Use of online platforms |  |  |  |  | -1.4 | 2.1 | 1.5 |
|  | Interactive teaching and learning activities vs Use of online platforms |  |  |  |  | 3.5 | -4.5 | 2.4 |
|  | Assessment strategies vs Use of online platforms |  |  |  |  | 5.4 | -10.9 | 4.8 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Use of online platforms |  |  |  |  | -1.5 | -1.8 | 4.6 |



[^1]| Item | Options | Obs (\%) |  |  |  | Student Performance Percent Correct |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | French | English |  |  |  |  |
|  |  | Teachers | Teachers | Teachers | Total | Arabic ORF | French ORF | English ORF |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | 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 | 20.7 | 16.4 | 18.3 | 19.0 | 13.0 | 12.3 | 29.3 |
|  | A few days | 36.2 | 36.8 | 48.2 | 38.6 | 18.4 | 14.7 | 19.8 |
|  | Not at all | 19.4 | 15.9 | 15.5 | 17.6 | 16.1 | 15.2 | 25.3 |
|  | More than half the days vs Nearly every day |  |  |  |  | -3.9 | -2.5 | 8.0 |
|  | A few days vs Nearly every day |  |  |  |  | 1.5 | -0.0 | -1.6 |
|  | Not at all vs Nearly every day |  |  |  |  | -0.8 | 0.4 | 4.0 |
|  | A few days vs More than half the days |  |  |  |  | 5.4 | 2.5 | -9.6 |
|  | 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 |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | 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 | 29.9 | 43.7 | 34.2 | 34.9 | 15.8 | 14.8 | 24.2 |
|  | Not at all | 30.1 | 20.9 | 26.8 | 26.7 | 17.2 | 10.3 | 24.9 |
|  | More than half the days vs Nearly every day |  |  |  |  | 0.8 | -6.5* | 12.2 |
|  | A few days vs Nearly every day |  |  |  |  | -1.6 | -3.1* | 7.5 |
|  | Not at all vs Nearly every day |  |  |  |  | -0.1 | -7.5* | 8.2 |
|  | A few days vs More than half the days |  |  |  |  | -2.4 | 3.4 | -4.7 |
|  | Not at all vs More than half the days |  |  |  |  | -1.0 | -1.0 | -4.0 |
|  | Not at all vs A few days |  |  |  |  | 1.4 | -4.4** | 0.7* |
| Gender | Female | 97.4 | 100.0 | 100.0 | 98.7 | . | 14.5 | 24.2 |
|  | Male | 2.6 | 0.0 | 0.0 | 1.3 | . | 8.7 | 9.9 |
|  | Male vs Female |  |  |  |  |  | -5.8* | -14.3*** |
| How old are you? | Under 25 | 1.0 | 0.7 | 1.7 | 1.0 | 12.8 | 25.2 | 25.7 |
|  | 25-29 | 2.4 | 3.6 | 10.6 | 4.3 | 18.0 | 15.1 | 22.5 |
|  | 30-39 | 27.8 | 41.1 | 36.9 | 33.5 | 16.4 | 11.9 | 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 |  |  |  |  | 3.6 | -13.3* | -6.1 |
|  | 40-49 vs Under 25 |  |  |  |  | 2.0 | -11.0* | -1.9 |
|  | $50-59$ vs Under 25 |  |  |  |  | 6.7 | -8.5* | 1.3 |
|  | 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 |  |  |  |  | 1.6 | 2.4** | 4.6 |
|  | 60 or more vs 25-29 |  |  |  |  | 3.6 | 4.8** | 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 | . | 3.3 |
|  | 60 or more vs 40-49 |  |  |  |  | 6.8 | . | 5.2 |
|  | 60 or more vs 50-59 |  |  |  |  | 2.1 | . | 2.0 |
| What is the highest educational degree you have earned? | PhD |  |  |  |  |  |  |  |
|  | Master's degree | 10.1 | 19.8 | 19.0 | 14.7 | 16.7 | 14.9 | 21.1 |
|  | Bachelor's degree | 54.5 | 40.8 | 56.4 | 50.6 | 16.4 | 12.9 | 20.6 |
|  | Teaching Diploma | 15.2 | 20.4 | 11.0 | 16.0 | 14.0 | 19.3 | 26.5 |
|  | Technical Baccalaureate/Vocational | 0.4 | 2.3 | 0.0 | 0.9 | 23.1 | 23.5 | 31.4 |
|  | Diploma from CRDP/Teachers Centers | 6.1 | 7.4 | 0.0 | 5.4 | 22.3 | 11.5 | 30.8 |
|  | High schools | 13.0 | 9.3 | 10.1 | 11.3 |  |  |  |



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

| Item | Options | Obs <br> (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Addition | Subtraction | Word Problem |
| When did you start teaching this year? | 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 |
|  | No answer/l don't know | 0.5 | 8.6 | 5.3 | 1.1 |
|  | Nov-21 vs Oct-21 |  | -0.0 | -0.2 | -0.1 |
|  | Dec-2I vs Oct-21 |  | -2.2 | -1.2 | -0.0 |
|  | No answer/l don't know vs Oct-21 |  | 2.1 | 1.6 | -0.0 |


| Item | Options | Obs <br> (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Addition | Subtraction | Word Problem |
|  | Dec-2I vs Nov-21 |  | -2.1 | -1.0 | 0.1 |
|  | No answer/l don't know vs Nov-21 |  | 2.1 | 1.7 | 0.1 |
|  | No answer/I don't know vs Dec-2I |  | 4.2*** | 2.7*** | -0.0 |
| How many months of in-person classes were provided so far during this 2021-2022 school year? | $\mathrm{l}-2$ months | 6.7 | 6.1 | 3.4 | 0.8 |
|  | 3-4 months | 93.3 | 6.5 | 3.7 | 1.2 |
|  | 3-4 months vs I-2 months |  | 0.4 | 0.4 | 0.4 |
| Do you teach Grade 2 and/or Grade 3? | Yes, Grade 2 only | 52.7 | 6.3 | 3.5 | 1.1 |
|  | Yes, Grades 2 and 3 | 47.3 | 6.6 | 4.0 | 1.2 |
|  | Yes, Grades 2 and 3 vs Yes, Grade 2 only |  | 0.3 | 0.5* | 0.0 |
| Did you conduct diagnostic assessments at the beginning of the school year to determine your students' levels in math? | No | 13.6 | 7.0 | 4.1 | 1.4 |
|  | Yes | 86.4 | 6.4 | 3.7 | 1.1 |
|  | Yes vs No |  | -0.5 | -0.5 | -0.3 |
| What grade level do you estimate most of your students had at the beginning of the school year? | One grade below level | 67.7 | 6.6 | 3.8 | 1.2 |
|  | Two grade levels below | 32.3 | 6.1 | 3.4 | 1.1 |
|  | Two grade levels below vs One grade below level |  | -0.5 | -0.5 | -0.1 |
| Did you start the school year by teaching prerequisites to your students? | No | 2.5 | 6.9 | 3.6 | 1.6 |
|  | Yes | 97.5 | 6.5 | 3.8 | 1.2 |
|  | Yes vs No |  | -0.4 | 0.1 | -0.4 |
| If yes, for how many weeks? | Less than I week | 5.0 | 5.6 | 2.7 | 1.2 |
|  | 1 to 2 weeks | 41.1 | 6.8 | 4.2 | 1.2 |
|  | 3 to 4 weeks | 40.3 | 6.3 | 3.4 | 1.1 |
|  | 4 weeks or more | 13.6 | 6.6 | 3.8 | 1.1 |
|  | 1 to 2 weeks vs Less than I week |  | 1.2 | 1.5 | -0.0 |
|  | 3 to 4 weeks vs Less than I week |  | 0.7 | 0.7 | -0.1 |
|  | 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 |
| What resources did you use during this revision period? | 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 |
|  | Textbook used in public schools-Not Selected | 36.0 | 6.4 | 3.6 | 1.2 |
|  | not selected vs selected |  | -0.1 | -0.1 | 0.1 |
|  | Other textbooks-Selected | 22.9 | 6.5 | 3.9 | 1.1 |
|  | Other textbooks-Not Selected | 77.1 | 6.5 | 3.6 | 1.2 |
|  | not selected vs selected |  | -0.0 | -0.3 | 0.0 |
|  | Resources from the internet-Selected | 37.9 | 6.9 | 4.1 | 1.2 |
|  | 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 | 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/l 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*** |
| How often did you use manipulatives this year (such as base ten blocks, cubes, etc.)? | 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 |
|  | Never | 6.6 | 7.3 | 4.3 | 1.1 |
|  | About half the lessons vs Every or almost every lesson |  | -I.1** | -0.6 | -0.4** |
|  | Some lessons vs Every or almost every lesson |  | -0.5** | -0.3 | -0.4** |
|  | Never vs Every or almost every lesson |  | 0.5** | 0.4 | -0.3** |


| Item | Options | $\begin{aligned} & \text { Obs } \\ & (\%) \end{aligned}$ | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Addition | 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 |
| How often did you ask students to work in groups ( 2 or more students) in the classroom? | Every day | 5.3 | 5.2 | 2.9 | 0.6 |
|  | 3 to 4 times per week | 7.8 | 7.2 | 4.2 | 1.2 |
|  | I to 2 times per week | 54.9 | 6.3 | 3.6 | 1.2 |
|  | Never | 32.0 | 6.8 | 3.8 | 1.2 |
|  | 3 to 4 times per week vs Every day |  | 2.0** | 1.3 | 0.6* |
|  | I to 2 times per week vs Every day |  | 1.1** | 0.7 | 0.6* |
|  | 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*** |
| How often did you conduct formative tests to assess your students' comprehension of math? | 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 |
|  | Some lessons | 22.5 | 6.9 | 4.1 | 1.2 |
|  | About half the lessons vs Every or almost every lesson |  | -I.I** | -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 |  | 1.4 | 0.9 | 0.2 |
| During this year, how often did you give individualized feedback to each of your students during the sessions allotted to teaching math? | Every or almost every lesson | 52.2 | 6.6 | 3.8 | 1.1 |
|  | About half the lessons | 9.6 | 6.0 | 3.4 | 1.0 |
|  | Some lessons | 31.1 | 6.7 | 3.7 | 1.2 |
|  | Never | 7.1 | 5.5 | 2.8 | 1.0 |
|  | About half the lessons vs Every or almost every lesson |  | -0.6 | -0.4 | -0.1 |
|  | Some lessons vs Every or almost every lesson |  | 0.2 | -0.1 | 0.1 |
|  | Never vs Every or almost every lesson |  | -1.0 | -I.I | -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 |
| What is the percentage of the students who find difficulties in problem solving? | 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* |
|  | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | 1.4 | 1.4 | 0.4* |
|  | 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 students |  | 0.8 | 0.9 | -0.1* |
|  | Less than $25 \%$ of the students vs Between $25 \%$ and $49 \%$ of the students |  | 0.7** | 0.7*** | 0.1** |
| What do you usually do with students who show difficulties in learning math? | Work with them in the classroomSelected. | 86.8 | 6.4 | 3.7 | 1.1 |
|  | Work with them in the classroom-Not Selected. | 13.2 | 6.8 | 4.0 | 1.3 |
|  | not selected vs selected |  | 0.4 | 0.3 | 0.2 |
|  | Work with them outside of the classroom-Selected. | 7.4 | 5.8 | 3.0 | 1.1 |
|  | 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 |
|  | Wait to see if performance improves over time-Not Selected. | 74.8 | 6.6 | 3.8 | 1.1 |



| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Addition | Subtraction | Word Problem |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  | -0.9 | -0.8 | 0.2 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | -I.I | -0.4 | 0.2 |
|  | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | -0.7 | -0.3 | 0.3 |
|  | Between $25 \%$ and $49 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | -0.2 | 0.3 | -0.1 |
|  | Less than $25 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | 0.2 | 0.4 | 0.1 |
|  | Less than $25 \%$ of the students vs Between $25 \%$ and $49 \%$ of the students |  | 0.3 | 0.1 | 0.1 |
| What percentage of the Grade 2 curriculum have you covered this year so far? | More than 75\% of the curriculum | 4.0 | 7.1 | 5.3 | 1.3 |
|  | Between $50 \%$ and $75 \%$ of the curriculum | 29.3 | 6.7 | 4.3 | 1.4 |
|  | Between $25 \%$ and 49\% of the curriculum | 57.4 | 6.5 | 3.5 | 1.1 |
|  | Less than $25 \%$ of the curriculum | 9.2 | 5.3 | 2.4 | 0.8 |
|  | Between $50 \%$ and $75 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | -0.4 | -1.0 | 0.1 |
|  | Between $25 \%$ and $49 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | -0.7 | -1.8 | -0.2 |
|  | Less than $25 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | -1.9 | -2.8 | -0.5 |
|  | Between $25 \%$ and $49 \%$ of the curriculum vs Between $50 \%$ and $75 \%$ of the curriculum |  | -0.3 | -0.8*** | -0.3 |
|  | Less than $25 \%$ of the curriculum vs Between $50 \%$ and $75 \%$ of the curriculum |  | -I. 4 | -1.9*** | -0.6 |
|  | Less than $25 \%$ of the curriculum vs Between $25 \%$ and $49 \%$ of the curriculum |  | -1.2* | -1.0*** | -0.3 |
| Do you teach Grade 6? | No | 98.4 | 6.5 | 3.7 | 1.1 |
|  | Yes | 1.6 | 6.0 | 3.3 | 1.8 |
|  | Yes vs No |  | -0.4 | -0.5 | 0.7 |
| Are you equipped to help students with their social emotional needs? | No | 9.9 | 6.8 | 4.3 | 1.4 |
|  | Yes | 90.1 | 6.3 | 3.5 | 1.1 |
|  | Yes vs No |  | -0.5 | -0.8 | -0.4 |
| In the past four years, how many professional development trainings in math education have you followed in total? | None | 24.2 | 6.7 | 3.9 | 1.3 |
|  | 1 to 2 trainings | 43.2 | 6.5 | 3.8 | 1.1 |
|  | 3 to 4 trainings | 22.2 | 6.3 | 3.4 | 1.1 |
|  | 5 to 6 trainings | 8.2 | 6.1 | 3.7 | 1.1 |
|  | More than 7 trainings | 2.2 | 6.0 | 3.5 | 1.0 |
|  | I to 2 trainings vs None |  | -0.2 | -0.1 | -0.2 |
|  | 3 to 4 trainings vs None |  | -0.5 | -0.4 | -0.2 |
|  | 5 to 6 trainings vs None |  | -0.6 | -0.2 | -0.2 |
|  | More than 7 trainings vs None |  | -0.7 | -0.3 | -0.3 |
|  | 3 to 4 trainings vs 1 to 2 trainings |  | -0.2 | -0.3 | 0.0 |
|  | 5 to 6 trainings vs I to 2 trainings |  | -0.4 | -0.1 | 0.0 |
|  | More than 7 trainings vs I to 2 trainings |  | -0.5 | -0.2 | -0.1 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | -0.2 | 0.2 | -0.0 |
|  | More than 7 trainings vs 3 to 4 trainings |  | -0.3 | 0.1 | -0.1 |
|  | More than 7 trainings vs 5 to 6 trainings |  | -0.1 | -0.2 | -0.1 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 45.4 | 6.2 | 3.4 | 1.1 |
|  | 1 to 2 trainings | 35.9 | 6.5 | 3.7 | 1.1 |
|  | 3 to 4 trainings | 14.6 | 7.2 | 4.4 | 1.4 |
|  | 5 to 6 trainings | 0.7 | 5.3 | 3.1 | 0.3 |
|  | More than 7 trainings | 3.4 | 7.0 | 4.8 | 1.8 |
|  | I to 2 trainings vs None |  | 0.3 | 0.3 | 0.0 |
|  | 3 to 4 trainings vs None |  | 1.0 | 0.9 | 0.4 |
|  | 5 to 6 trainings vs None |  | -0.9 | -0.3 | -0.7 |
|  | More than 7 trainings vs None |  | 0.8 | 1.3 | 0.7 |
|  | 3 to 4 trainings vs I to 2 trainings |  | 0.7* | 0.7 | 0.3 |


| Item | Options | Obs(\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Addition | Subtraction | Word Problem |
|  | 5 to 6 trainings vs I to 2 trainings |  | -I.1* | -0.6 | -0.8 |
|  | More than 7 trainings vs I 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 |  | 1.7 | 1.7 | 1.4 |
| What were these training sessions about? | Use of Word-Selected | 20.3 | 7.1 | 4.3 | 1.2 |
|  | Use of Word-Not Selected | 79.7 | 6.3 | 3.6 | 1.1 |
|  | not selected vs selected |  | -0.7*** | -0.7** | -0.1 |
|  | Use of PPT-Selected | 23.3 | 6.9 | 4.2 | 1.2 |
|  | Use of PPT-Not Selected | 76.7 | 6.3 | 3.5 | 1.1 |
|  | not selected vs selected |  | -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 learningSelected | 12.2 | 7.1 | 4.4 | 1.3 |
|  | Use of WhatsApp for online learningNot Selected | 87.8 | 6.4 | 3.6 | 1.1 |
|  | not selected vs selected |  | -0.8* | -0.8* | -0.1 |
|  | Teaching practices for online learningSelected | 20.4 | 6.5 | 4.0 | 1.1 |
|  | Teaching practices for online learningNot Selected | 79.6 | 6.4 | 3.6 | 1.2 |
|  | not selected vs selected |  | -0.1 | -0.3 | 0.0 |
|  | Assessment practices for online learningSelected | 13.6 | 7.4 | 4.5 | 1.4 |
|  | Assessment practices for online learningNot 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 |  | -0.1 | -0.1 | -0.2 |
| In what relates to ICT (use of the computer), how do you consider yourself? | Beginner | 33.4 | 5.8 | 3.2 | 1.1 |
|  | Intermediate | 41.4 | 6.6 | 3.8 | 1.2 |
|  | Advanced | 25.2 | 7.0 | 4.2 | 1.2 |
|  | Intermediate vs Beginner |  | 0.8* | 0.7* | 0.1 |
|  | 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 learning recovery session in November 2021? | No | 38.0 | 6.4 | 3.6 | 1.1 |
|  | Yes | 62.0 | 6.5 | 3.8 | 1.2 |
|  | Yes vs No |  | 0.1 | 0.2 | 0.1 |
| What training sessions do you MOST need to develop your skills in teaching math in primary classes? | 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 |  |  |  |
|  | Use of online platforms vs Effective strategies for reading instructions |  | 0.2 | -0.1 | 0.0 |
|  | 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 instructions |  | -0.4 | -0.7 | -0.5 |


| Item | Options | Obs(\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |
| In the past 2 weeks, how often have you felt nervous or anxious? | Nearly every day | 25.3 | 6.2 | 3.5 | 0.9 |
|  | More than half the days | 12.2 | 6.4 | 3.3 | 1.1 |
|  | A few days | 45.8 | 6.6 | 3.9 | 1.3 |
|  | Not at all | 16.7 | 6.5 | 4.0 | 1.2 |
|  | More than half the days vs Nearly every day |  | 0.2 | -0.2 | 0.2 |
|  | A few days vs Nearly every day |  | 0.4 | 0.4 | 0.3 |
|  | Not at all vs Nearly every day |  | 0.3 | 0.5 | 0.2 |
|  | A few days vs More than half the days |  | 0.2 | 0.6 | 0.2* |
|  | Not at all vs More than half the days |  | 0.2 | 0.7 | 0.1* |
|  | Not at all vs A few days |  | -0.0 | 0.1 | -0.1 |
| In the past 2 weeks, how often have you felt that you are not able to stop or control worrying? | Nearly every day | 12.6 | 6.2 | 3.4 | 1.0 |
|  | More than half the days | 9.8 | 6.5 | 3.5 | 1.2 |
|  | A few days | 31.2 | 6.3 | 3.5 | 1.1 |
|  | Not at all | 46.4 | 6.7 | 3.9 | 1.2 |
|  | More than half the days vs Nearly every day |  | 0.3 | 0.2 | 0.2 |
|  | A few days vs Nearly every day |  | 0.1 | 0.2 | 0.2 |
|  | Not at all vs Nearly every day |  | 0.5 | 0.6 | 0.3 |
|  | A few days vs More than half the days |  | -0.2 | 0.0 | -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 |
| In the past 2 weeks, how often have you felt down, depressed, or hopeless? | Nearly every day | 10.2 | 6.2 | 2.7 | 0.9 |
|  | More than half the days | 9.0 | 6.3 | 3.8 | 1.2 |
|  | A few days | 32.0 | 6.3 | 3.5 | 1.1 |
|  | Not at all | 48.7 | 6.6 | 4.0 | 1.2 |
|  | More than half the days vs Nearly every day |  | 0.1 | 1.1 | 0.3 |
|  | 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 |  | -0.0 | -0.3 | -0.1 |
|  | Not at all vs More than half the days |  | 0.3 | 0.2 | 0.0 |
|  | Not at all vs A few days |  | 0.3 | 0.6** | 0.1 |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | Nearly every day | 25.1 | 6.5 | 3.6 | 1.0 |
|  | More than half the days | 16.7 | 5.8 | 3.4 | 1.2 |
|  | A few days | 35.1 | 6.5 | 3.7 | 1.2 |
|  | Not at all | 23.1 | 6.8 | 4.0 | 1.2 |
|  | More than half the days vs Nearly every day |  | -0.6 | -0.2 | 0.2 |
|  | A few days vs Nearly every day |  | 0.0 | 0.1 | 0.1 |
|  | Not at all vs Nearly every day |  | 0.3 | 0.4 | 0.2 |

QITABI 2 BASELINE REPORT | 84

| Item | Options | Obs <br> (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |  | 0.3 | 0.4 | 0.0 |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | Nearly every day | 28.0 | 6.1 | 3.5 | 0.9 |
|  | More than half the days | 11.4 | 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 |
|  | More than half the days vs Nearly every day |  | 0.1 | -0.0 | 0.3 |
|  | A few days vs Nearly every day |  | 0.4 | 0.3 | 0.3 |
|  | 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* |
| Gender | Female | 92.6 | 6.5 | 3.7 | 1.2 |
|  | Male | 7.4 | 5.6 | 3.3 | 0.9 |
|  | Male vs Female |  | -0.9 | -0.4 | -0.3 |
| How old are you? | Under 25 | 1.2 | 7.3 | 3.7 | 1.1 |
|  | 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 |  | -0.9 | -0.2 | -0.2 |
|  | 40-49 vs Under 25 |  | -0.9 | -0.2 | 0.1 |
|  | 50-59 vs Under 25 |  | -1.8 | -0.7 | -0.1 |
|  | 60 or more vs Under 25 |  | 0.0 | 1.1 | 0.4 |
|  | $30-39$ vs 25-29 |  | -I.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 |  | 0.0 | 0.0 | 0.4 |
|  | 50-59 vs 30-39 |  | -0.9 | -0.5 | 0.1 |
|  | 60 or more vs 30-39 |  | 0.9 | 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 |
| What is the highest educational degree you have earned? | 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 | 9.7 | 6.6 | 4.6 | 1.3 |
|  | Technical Baccalaureate/Vocational | 2.4 | 6.7 | 4.2 | 0.8 |
|  | Diploma from CRDP/Teachers Centers | 7.6 | 7.2 | 4.6 | 1.7 |
|  | High schools | 14.1 |  |  |  |
|  | 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*** |
|  | 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 vs Master's degree |  | -0.4 | 0.6*** | 0.3*** |
|  | Teaching Diploma vs Bachelor's degree |  | -0.2 | 0.3*** | -0.2*** |
|  | Technical Baccalaureate/Vocational vs Bachelor's degree |  | 0.3 | 0.7*** | 0.7*** |
|  | Diploma from CRDP/Teachers Centers vs Bachelor's degree |  | -1.4 | -0.9*** | 0.0*** |
|  | Technical Baccalaureate/Vocational vs Teaching Diploma |  | -0.5 | -0.0 | 1.5*** |


| Item | Options | $\begin{aligned} & \text { Obs } \\ & (\%) \end{aligned}$ | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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, MA, Teaching Diploma, early childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)? | No | 61.0 | 6.3 | 3.7 | 1.1 |
|  | Yes | 39.0 | 6.7 | 3.8 | 1.2 |
|  | Yes vs No |  | 0.4 | 0.1 | 0.1 |
| Do you have a degree in Arabic/ English/ French language and/or literature (BA or MA)? | No | 81.3 | 6.4 | 3.6 | 1.2 |
|  | Yes, BS (without MS) | 16.0 | 6.7 | 3.7 | 1.0 |
|  | Yes, MS | 2.7 | 7.8 | 5.2 | 1.4 |
|  | Yes, BS (without MS) vs No |  | 0.3 | 0.1 | -0.2 |
|  | 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

| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| When did you start teaching this year? | 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/l don't know | 0.2 | 42.7 |  | 21.5 |
|  | Nov-2I vs Oct-21 |  | -0.8 | 3.0 | 7.5 |
|  | Dec-2I vs Oct-21 |  | 1.5 | -4.4 | -0.6 |
|  | No answer/l don't know vs Oct-21 |  | 6.4 | -7.3 | -7.5 |
|  | Dec-2I vs Nov-2I |  | 2.3 | . | -8.1 |
|  | No answer/l don't know vs Nov-2। |  | 7.2 | . | -15.0 |
|  | No answer/l don't know vs Dec-2। |  | 4.9*** | . | -6.9*** |
| How many months of in-person classes were provided so far during this 202I-2022 school year? | I-2 months | 5.5 | 33.3 | 20.9 | 31.2 |
|  | 3-4 months | 94.5 | 36.5 | 26.5 | 29.6 |
|  | 3-4 months vs I-2 months |  | 3.2 | 5.6*** | -1.6 |
| Do you teach Grade 2 and/or Grade 3? | Yes, Grade 3 only | 99.2 | 36.3 | 26.1 | 29.9 |
|  | Yes, Grades 2 and 3 | 0.8 | 31.2 | 26.2 | 12.5 |
|  | Yes, Grades 2 and 3 vs Yes, Grade 3 only |  | -5.1*** | 0.1 | -17.4*** |
| Did you conduct diagnostic assessments at the beginning of the school year to determine your students' levels in reading or writing? | No | 11.7 | 31.8 | 28.1 | 24.6 |
|  | Yes | 88.3 | 37.0 | 25.6 | 30.0 |
|  | Yes vs No |  | 5.2** | -2.5 | 5.4* |
| What grade level do you estimate most of your students had at the beginning of the school year? | One grade below level | 52.2 | 38.9 | 27.4 | 30.5 |
|  | Two grade levels below | 47.8 | 33.4 | 23.8 | 28.4 |
|  | Two grade levels below vs One grade below level |  | -5.5*** | -3.6*** | -2.1 |
| Did you start the school year by teaching prerequisites to your students? | No | 2.7 | 34.3 | 31.4 | 28.5 |
|  | Yes | 97.3 | 36.3 | 25.7 | 29.7 |
|  | Yes vs No |  | 2.0 | -5.8 | 1.2 |
| If yes, for how many weeks? | Less than I week | 2.4 | 40.8 | 27.0 | 47.2 |
|  | 1 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 |
|  | I to 2 weeks vs Less than I week |  | -1.3 | -I.I | -16.3*** |
|  | 3 to 4 weeks vs Less than I week |  | -4.9 | -I. 2 | -17.4*** |
|  | 4 weeks or more vs Less than I week |  | -10.7 | -I. 7 | -20.5*** |
|  | 3 to 4 weeks vs I to 2 weeks |  | -3.6 | -0.2 | -I.2*** |

QITABI 2 BASELINE REPORT |

| Item | Options | Obs (\%) | Student Performance (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*** |
| What resources did you use during this revision period? | Learning recovery program resources on CRDP platform-Selected | 15.8 | 35.2 | 26.9 | 32.5 |
|  | Learning recovery program resources on CRDP platform-Not Selected | 84.2 | 36.5 | 26.0 | 29.1 |
|  | not selected vs selected |  | 1.4 | -1.0 | -3.4 |
|  | Resources shared by QITABI 2 during the learning recovery session-Selected | 29.9 | 34.6 | 26.4 | 29.2 |
|  | Resources shared by QITABI 2 during the learning recovery session-Not Selected | 70.1 | 37.0 | 26.0 | 29.8 |
|  | not selected vs selected |  | 2.3 | -0.4 | 0.5 |
|  | Textbook used in public schools-Selected | 51.6 | 35.5 | 26.0 | 29.5 |
|  | Textbook used in public schools-Not Selected | 48.4 | 36.9 | 26.2 | 29.8 |
|  | not selected vs selected |  | 1.4 | 0.2 | 0.4 |
|  | Other textbooksSelected | 26.6 | 35.1 | 23.2 | 29.2 |
|  | 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 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/l don't knowSelected | 0.8 | 34.4 | . | . |
|  | No answer/l don't knowNot Selected | 99.2 | 36.3 | . | . |
|  | not selected vs selected |  | 1.9 |  | . |
| During this year, how often did you teach students strategies for sounding out letters? | 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 lesson |  | 0.8 | -1.2 | 1.8 |
|  | Some lessons vs Every or almost every lesson |  | -I. 4 | 0.3 | 0.9 |
|  | 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 lessons |  | 5.1 | 17.0 | 1.5 |
|  | Never vs Some lessons |  | 7.2*** | 15.5*** | 2.4* |
| During this year, how often did you teach your students strategies for decoding words? | Every or almost every lesson | 67.7 | 36.3 | 25.0 | 29.2 |
|  | About half the lessons | 10.0 | 37.1 | 26.6 | 30.4 |
|  | Some lessons | 19.4 | 36.2 | 28.2 | 29.7 |
|  | Never | 2.8 | 37.3 | 27.4 | 27.5 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | About half the lessons vs 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 |
| During this year, how often did you teach your students new vocabulary systematically? | 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 | 8.6 | 29.6 | 25.9 | 35.5 |
|  | Never | 0.6 | 47.3 | 18.8 | . |
|  | About half the lessons vs Every or almost every lesson |  | 4.0 | 1.9 | 1.4 |
|  | 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*** | . |
| During this year, how often did you conduct formative tests to assess your students' reading skills? | 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 | 2.5 | 39.6 | 33.3 |  |
|  | About half the lessons vs Every or almost every lesson |  | 0.8 | -0.6 | -0.2 |
|  | Some lessons vs Every or almost every lesson |  | -0.8 | 0.1 | -4.9 |
|  | 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 | . |
| During this year, how often did you provide in class reading materials (e.g. leveled books) that match your students' reading levels? | Every or almost every lesson | 29.3 | 36.1 | 25.5 | 30.4 |
|  | About half the lessons | 6.6 | 33.1 | 27.3 | 29.8 |
|  | Some lessons | 33.2 | 35.2 | 25.8 | 29.4 |
|  | Never | 30.9 | 37.1 | 25.5 | 29.9 |
|  | About half the lessons vs Every or almost every lesson |  | -3.0 | 1.7 | -0.6 |
|  | 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 comprehension questions during the | Every or almost every lesson | 87.9 | 36.8 | 26.1 | 29.6 |
|  | About half the lessons | 5.7 | 33.2 | 27.3 | 28.5 |
|  | Some lessons | 6.0 | 33.6 | 24.2 | 30.5 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| sessions allotted to teaching reading? | Never | 0.3 | 38.0 | . | . |
|  | About half the lessons vs Every or almost every lesson |  | -3.6 | 1.2 | -1.1 |
|  | 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 half the lessons |  | 0.4 | . | . |
|  | Never vs About half the lessons |  | 4.8 | . | . |
|  | Never vs Some lessons |  | 4.4 |  |  |
| During this year, how often did you give your students time to read books of their own choosing during the sessions allotted to teaching reading? | Every or almost every lesson | 17.4 | 35.4 | 25.1 | 30.8 |
|  | About half the lessons | 4.8 | 33.5 | 27.6 | 29.9 |
|  | Some lessons | 31.8 | 39.2 | 25.9 | 28.3 |
|  | Never | 46.0 | 35.4 | 26.0 | 30.1 |
|  | About half the lessons vs Every or almost every lesson |  | -2.0 | 2.4 | -0.9 |
|  | Some lessons vs Every or almost every lesson |  | 3.7 | 0.8 | -2.5 |
|  | Never vs Every or almost every lesson |  | -0.1 | 0.9 | -0.7 |
|  | Some lessons vs About half the lessons |  | 5.7 | -1.6 | -1.6 |
|  | Never vs About half the lessons |  | 1.9 | -1.6 | 0.2 |
|  | Never vs Some lessons |  | -3.8 | 0.1 | 1.8 |
| During this year, how often did you read aloud a story or part of a story (other than the textbook) to your students in the classroom? | 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 | 31.1 | 35.6 | 24.5 | 28.2 |
|  | About half the lessons vs Every or almost every lesson |  | 2.0 | 0.9 | -5.6 |
|  | Some lessons vs Every or almost every lesson |  | 0.7 | 0.4 | -5.4 |
|  | 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 lessons |  | -2.4 | -2.7 | 0.4 |
|  | Never vs Some lessons |  | -1.0 | -2.2 | 0.2 |
| During this year, how often did you give individualized feedback to each of your students during the sessions allotted to teaching reading? | Every or almost every 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 lesson |  | 1.3 | -1.2 | 5.2 |
|  | Some lessons vs Every or almost every lesson |  | -0.7 | 1.4 | 0.1 |
|  | Never vs Every or almost every lesson |  | 2.4 | -1.9 | -3.0 |
|  | Some lessons vs About half the lessons |  | -2.0 | 2.6 | -5.2 |
|  | Never vs About half the lessons |  | 1.1 | -0.7 | -8.2 |
|  | Never vs Some lessons |  | 3.2 | -3.3 | -3.0 |
| What is the percentage of your Grade 3 students who still do not master letter sound knowledge? | More than 75\% of the students | 5.1 | 33.0 | 24.2 | 33.9 |
|  | Between 50\% and 75\% of the students | 14.3 | 36.7 | 23.5 | 28.8 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | Between $25 \%$ and $49 \%$ of 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 <br> 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 |
| What is the percentage of your Grade 3 students who are still not able to decode and read words they see for the first time? | 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 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 5.8 | 0.2 | -1.3 |
|  | 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 |
| What do you usually do with students who show difficulties in reading? | 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 |
|  | not selected vs selected |  | 4.4* | 0.1 | -I. 7 |
|  | 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 |



| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| What is the percentage of the students who showed emotional or psychological difficulties (such as sadness, anxiety) in your class this year? | 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 students | 60.7 | 37.6 | 25.8 | 30.5 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  | 7.2 | -5.0* | -0.9 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 6.5 | -2.5* | 10.4 |
|  | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | 10.2 | -I.9* | 7.4 |
|  | Between 25\% and 49\% of the students <br> vs Between $50 \%$ and $75 \%$ of the students |  | -0.6 | 2.5 | 11.3 |
|  | Less than $25 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | 3.1 | 3.1 | 8.3 |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  | 3.7** | 0.5 | -3.1 |
| What percentage of the Grade 3 curriculum have you covered this year so far? | More than 75\% of the curriculum | 1.5 | 27.8 | 28.8 | 30.1 |
|  | Between 50\% and 75\% of the curriculum | 27.8 | 38.9 | 26.1 | 29.8 |
|  | Between $25 \%$ and $49 \%$ of the curriculum | 58.8 | 36.6 | 25.7 | 29.5 |
|  | Less than $25 \%$ of the curriculum | 11.8 | 32.5 | 25.4 | 29.2 |
|  | Between 50\% and 75\% of the curriculum vs More than 75\% of the curriculum |  | 11.1*** | -2.7 | -0.3 |
|  | Between 25\% and 49\% of the curriculum vs More than $75 \%$ of the curriculum |  | 8.8*** | -3.1 | -0.5 |
|  | Less than $25 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | 4.7*** | -3.4 | -0.9 |
|  | Between 25\% and 49\% of the curriculum <br> vs Between $50 \%$ and $75 \%$ of the curriculum |  | -2.3*** | -0.4 | -0.2 |
|  | Less than $25 \%$ of the curriculum vs Between $50 \%$ and $75 \%$ of the curriculum |  | -6.4*** | -0.7 | -0.6 |
|  | Less than $25 \%$ of the curriculum vs Between $25 \%$ and $49 \%$ of the curriculum |  | -4.1* | -0.3 | -0.4 |
| Are you equipped to help students with their social emotional needs? | No | 7.8 | 43.9 | 26.0 | 28.5 |
|  | Yes | 92.2 | 36.0 | 25.9 | 30.1 |
|  | Yes vs No |  | -7.9* | -0.1 | 1.5 |
| In the past four years, how many professional development trainings in reading or teaching reading (e.g., reading theory, instructional methods, second language learning, | None | 17.0 | 35.9 | 27.7 | 28.0 |
|  | I to 2 trainings | 35.4 | 34.5 | 25.5 | 30.2 |
|  | 3 to 4 trainings | 32.4 | 37.2 | 26.3 | 30.5 |
|  | 5 to 6 trainings | 7.3 | 39.4 | 26.0 | 25.5 |
|  | More than 7 trainings | 7.9 | 38.8 | 23.2 | 28.6 |
|  | 1 to 2 trainings vs None |  | -1.4 | -2.2 | 2.2 |

QITABI 2 BASELINE REPORT | 92

| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| assessment methods in reading, etc.) have you followed in total? | 3 to 4 trainings vs None |  | 1.3 | -1.4 | 2.5 |
|  | 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 I to 2 trainings |  | 4.9 | 0.5 | -4.8 |
|  | More than 7 trainings vs 1 to 2 trainings |  | 4.3 | -2.3 | -I. 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 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 45.3 | 35.5 | 25.0 | 28.7 |
|  | 1 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 |
|  | 1 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 |
|  | More than 7 trainings vs None |  | -0.1 | 3.3 | -0.1 |
|  | 3 to 4 trainings vs I to 2 trainings |  | 4.4 | -1.4 | 2.8 |
|  | 5 to 6 trainings vs I to 2 trainings |  | 1.8 | -6.8 | 0.5 |
|  | More than 7 trainings vs 1 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 |
| What were these training sessions about? | 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 |  | -3.0 | -I.I | -1.0 |
|  | Use of online platforms (Zoom, Teams, etc.) Selected | 28.6 | 37.7 | 28.3 | 32.7 |
|  | Use of online platforms (Zoom, Teams, etc.) Not Selected | 71.4 | 35.6 | 25.6 | 28.2 |
|  | not selected vs selected |  | -2.1 | -2.7* | -4.6* |
|  | 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 |




| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | More than half the days vs Nearly every day |  | -3.5 | -2.3 | 4.8 |
|  | A few days vs Nearly every day |  | 1.6 | 0.3 | 0.3 |
|  | Not at all vs Nearly every day |  | 1.1 | 1.1 | 1.5 |
|  | 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 |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | 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 | 26.7 | 36.2 | 25.1 | 30.0 |
|  | More than half the days vs Nearly every day |  | 0.7 | -2.9 | 7.0 |
|  | A few days vs Nearly every day |  | -1.2 | 1.9 | 5.1 |
|  | Not at all vs Nearly every day |  | -0.7 | -1.3 | 5.1 |
|  | A few days vs More than half the days |  | -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*** |
| How old are you? | Under 25 | 1.0 | 38.8 | 29.6 | 24.3 |
|  | 25-29 | 4.3 | 35.8 | 26.7 | 26.9 |
|  | 30-39 | 33.5 | 35.1 | 25.5 | 25.8 |
|  | 40-49 | 37.3 | 35.8 | 24.9 | 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 |
|  | 60 or more vs Under 25 |  | 1.7 | -1.2* | 11.7 |
|  | $30-39$ vs $25-29$ |  | -0.8** | -1.9*** | -1.1 |
|  | 40-49 vs 25-29 |  | 0.0** | 1.3*** | 3.6 |
|  | 50-59 vs 25-29 |  | 2.0** | -0.6*** | 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 |  | 2.6 | . | 6.3 |
| What is the highest educational degree you have earned? | PhD |  | 36.0 | 27.4 | 28.1 |
|  | Master's degree | 14.7 | 35.9 | 25.4 | 26.8 |
|  | Bachelor's degree | 50.6 | 33.8 | 29.9 | 31.7 |
|  | Teaching Diploma | 16.0 | 42.9 | 30.1 | 27.2 |
|  | Technical Baccalaureate/Vocational | 0.9 | 38.9 | 22.2 | 38.8 |
|  | Diploma from CRDP/Teachers Centers | 5.4 | -0.1 | -1.9 | -1.2 |
|  | High schools | 11.3 | -2.1 | 2.6 | 3.7 |
|  | Other | 1.0 | 6.9 | 2.7 | -0.9 |
|  | Bachelor's degree vs Master's degree |  | 2.9 | -5.2 | 10.7 |
|  | Teaching Diploma vs Master's degree |  | 4.3 | 4.5 | 3.6 |
|  | Technical Baccalaureate/Vocational vs Master's degree |  | 4.7 | 4.7 | 9.1 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 <br> 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 (BA, MA, Teaching Diploma, early childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)? | No | 58.3 | 36.4 | 25.6 | 32.6 |
|  | Yes | 41.7 | 36.5 | 26.3 | 27.7 |
|  | Yes vs No |  | 34.7 | 27.2 | 27.8 |
| Do you have a degree in Arabicl English/ French language and/or literature (BA or MA)? | No | 42.7 | 0.1 | 0.7 | -4.9 |
|  | Yes, BS (without MS) | 47.3 | -1.7 | 1.6 | -4.8 |
|  | Yes, MS | 10.0 | -1.8 | 0.9 | 0.1 |
|  | Yes, BS (without MS) vs No |  | 35.9 | 25.6 | 30.0 |
|  | 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

| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
| When did you start teaching this year? | Oct-21 | 89.5 | 33.5 |
|  | Nov-21 | 8.1 | 31.8 |
|  | Dec-21 | 2.4 | 40.9 |
|  | Nov-21 vs Oct-21 |  | -1.7 |
|  | Dec-2I vs Oct-21 |  | 7.4 |
|  | Dec-2I vs Nov-21 |  | 9.1 |
| How many months of in-person classes were provided so far during this 2021-2022 school year? | I-2 months | 7.3 | 31.4 |
|  | 3-4 months | 92.7 | 33.7 |
|  | 3-4 months vs I-2 months |  | 2.2 |
| Do you teach Grade 2 and/or Grade 3? | Yes, Grade 3 only | 54.7 | 33.2 |
|  | Yes, Grades 2 and 3 | 45.3 | 33.8 |
|  | Yes, Grades 2 and 3 vs Yes, Grade 3 only |  | 0.6 |
| Did you conduct diagnostic assessments at the beginning of the school year to determine your students' levels in math? | No | 20.0 | 32.1 |
|  | Yes | 80.0 | 33.8 |
|  | Yes vs No |  | 1.7 |
| What grade level do you estimate most of your students had at the beginning of the school year? | One grade below level | 61.2 | 33.9 |
|  | Two grade levels below | 38.8 | 32.5 |
|  | Two grade levels below vs One grade below level |  | -1.5 |
| Did you start the school year by teaching prerequisites to your students? | No | 1.1 | 34.7 |
|  | Yes | 98.9 | 33.6 |
|  | Yes vs No |  | -I.I |
| If yes, for how many weeks? | Less than I week | 3.7 | 33.0 |
|  | 1 to 2 weeks | 44.3 | 34.2 |
|  | 3 to 4 weeks | 40.8 | 32.6 |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
|  | 4 weeks or more | 11.3 | 34.0 |
|  | I to 2 weeks vs Less than I week |  | 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 |
| What resources did you use during this revision period? | Learning recovery program resources on CRDP platformSelected | 13.7 | 33.8 |
|  | Learning recovery program resources on CRDP platformNot 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 |
|  | 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 internetSelected | 35.4 | 35.2 |
|  | Resources from the internetNot 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/l don't knowSelected | 0.5 | 55.0 |
|  | No answer/I don't know-Not Selected | 99.5 | 33.4 |
|  | not selected vs selected |  | -21.6*** |
| How often did you use manipulatives this year (such as base ten blocks, cubes, etc.)? | 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 |
|  | Some lessons vs Every or almost every lesson |  | -0.2 |
|  | 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 |
| How often did you ask students to work in groups (2 or more students) in the classroom? | Every day | 7.1 | 30.3 |
|  | 3 to 4 times per week | 7.9 | 34.0 |
|  | 1 to 2 times per week | 58.2 | 33.8 |
|  | Never | 26.8 | 34.1 |



| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
|  | not selected vs selected |  | -0.6 |
|  | Wait to see if performance improves over time-Selected. | 23.9 | 32.7 |
|  | Wait to see if performance improves over time-Not Selected. | 76.1 | 33.8 |
|  | not selected vs selected |  | 1.1 |
|  | 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 professionalSelected. | 5.0 | 35.6 |
|  | Have students work with a specialized professional-Not Selected. | 95.0 | 33.4 |
|  | not selected vs selected |  | -2.2 |
|  | Recommend that students enroll in a special math program-Selected. | 6.5 | 33.5 |
|  | Recommend that students enroll in a special math program-Not Selected. | 93.5 | 33.5 |
|  | 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 knowSelected | 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 students | 27.1 | 33.2 |
|  | 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 the students |  | 1.7 |
| What is the percentage of the students who have | Between $25 \%$ and $49 \%$ of the students vs More than 75\% of the students |  | 1.7 |
| math in your class this year? | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | 4.6 |
|  | 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 the students |  | 2.9 |
|  | Less than $25 \%$ of the students vs Between $25 \%$ and $49 \%$ of the students |  | 2.9** |
| What language(s) do you use in the classroom to teach math? | French almost exclusively | 9.8 | 30.2 |
|  | English almost exclusively | 7.9 | 37.6 |
|  | Arabic almost exclusively | 9.5 | 37.2 |
|  | French and Arabic | 46.6 | 31.8 |
|  | English and Arabic | 26.1 | 35.3 |
|  | English almost exclusively vs French almost exclusively |  | 7.4** |
|  | Arabic almost exclusively vs French almost exclusively |  | 7.0** |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
|  | French and Arabic vs French almost exclusively |  | 1.6** |
|  | English and Arabic vs French almost exclusively |  | 5.1** |
|  | Arabic almost exclusively vs English almost exclusively |  | -0.4** |
|  | French and Arabic vs English almost exclusively |  | -5.8** |
|  | English and Arabic vs English 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 and Arabic |  | 3.5* |
|  | 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 |
| What is the percentage of the students who showed | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 1.8 |
| anxiety) in your class this year? | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | 1.2 |
|  | 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 the students |  | -0.5 |
| What percentage of the Grade 3 curriculum have you covered this year so far? | 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 curriculum | 60.2 | 32.9 |
|  | Less than 25\% of the curriculum | 9.3 | 30.7 |
|  | Between $50 \%$ and $75 \%$ of the curriculum vs More than 75\% of the curriculum |  | -9.2*** |
|  | 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\% of the curriculum |  | -12.9*** |
|  | Between 25\% and 49\% of the curriculum vs Between 50\% and $75 \%$ of the curriculum |  | -1.5*** |
|  | Less than 25\% of the curriculum vs Between 50\% and $75 \%$ of the curriculum |  | -3.7*** |
|  | 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 emotional needs? | No | 9.3 | 33.6 |
|  | Yes | 90.7 | 33.4 |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
|  | Yes vs No |  | -0.2 |
| In the past four years, how many professional development trainings in math education have you followed in total? | 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 |
|  | 1 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 |
|  | 3 to 4 trainings vs 1 to 2 trainings |  | -1.2 |
|  | 5 to 6 trainings vs 1 to 2 trainings |  | 0.4 |
|  | More than 7 trainings vs I to 2 trainings |  | 0.6 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | 1.6 |
|  | More than 7 trainings vs 3 to 4 trainings |  | 1.8 |
|  | More than 7 trainings vs 5 to 6 trainings |  | 0.2 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 41.1 | 32.8 |
|  | 1 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 |
|  | More than 7 trainings vs None |  | 5.2 |
|  | 3 to 4 trainings vs 1 to 2 trainings |  | -0.3 |
|  | 5 to 6 trainings vs I to 2 trainings |  | -1.9 |
|  | More than 7 trainings vs I to 2 trainings |  | 4.2 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | -I. 7 |
|  | More than 7 trainings vs 3 to 4 trainings |  | 4.4 |
|  | More than 7 trainings vs 5 to 6 trainings |  | 6.1*** |
| What were these training sessions about? | 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 (Zoom, Teams, etc.) -Selected | 35.5 | 34.6 |
|  | Use of online platforms (Zoom, Teams, etc.) -Not Selected | 64.5 | 32.9 |
|  | not selected vs selected |  | -1.6* |
|  | Use of WhatsApp for online learning-Selected | 11.4 | 35.3 |
|  | Use of WhatsApp for online learning-Not Selected | 88.6 | 33.3 |
|  | not selected vs selected |  | -2.0 |
|  | Teaching practices for online learning-Selected | 24.5 | 34.8 |
|  | Teaching practices for online learning-Not Selected | 75.5 | 33.1 |
|  | not selected vs selected |  | -1.7* |



| Item | 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 |
| In the past 2 weeks, how often have you felt nervous or anxious? | 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 |
|  | More than half the days vs Nearly every day |  | -0.5 |
|  | A few days vs Nearly every day |  | 1.5 |
|  | Not at all vs Nearly every day |  | 2.0 |
|  | A few days vs More than half the days |  | 2.0 |
|  | Not at all vs More than half the days |  | 2.5 |
|  | Not at all vs A few days |  | 0.5 |
| In the past 2 weeks, how often have you felt that you are not able to stop or control worrying? | 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 |
|  | More than half the days vs Nearly every day |  | -2.5 |
|  | A few days vs Nearly every day |  | -1.6 |
|  | 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 |
| In the past 2 weeks, how often have you felt down, depressed, or hopeless? | 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 |
|  | More than half the days vs Nearly every day |  | -3.7 |
|  | A few days vs Nearly every day |  | -1.6 |
|  | Not at all vs Nearly every day |  | -0.7 |
|  | A few days vs More than half the days |  | 2.1 |
|  | Not at all vs More than half the days |  | 3.0 |
|  | Not at all vs A few days |  | 0.9 |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | 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* |
|  | A few days vs Nearly every day |  | -0.9* |
|  | 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 |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
| In the past $\mathbf{2}$ weeks, how often have you had worries that something awful will happen to someone in the family? | A few days | 38.6 | 33.9 |
|  | Not at all | 18.7 | 34.0 |
|  | More than half the days vs Nearly every day |  | -2.0 |
|  | A few days vs Nearly every day |  | 0.2 |
|  | Not at all vs Nearly every day |  | 0.3 |
|  | A few days vs More than half the days |  | 2.2 |
|  | Not at all vs More than half the days |  | 2.3 |
|  | Not at all vs A few days |  | 0.1 |
| Gender | Female | 88.3 | 33.5 |
|  | Male | 11.7 | 33.5 |
|  | Male vs Female |  | 0.0 |
| How old are you? | Under 25 | 0.8 | 44.1 |
|  | 25-29 | 11.5 | 34.6 |
|  | 30-39 | 36.8 | 32.2 |
|  | 40-49 | 27.8 | 33.9 |
|  | 50-59 | 14.5 | 34.6 |
|  | 60 or more | 8.6 | 33.6 |
|  | 25-29 vs Under 25 |  | -9.4 |
|  | 30-39 vs Under 25 |  | -11.9 |
|  | 40-49 vs Under 25 |  | -10.2 |
|  | $50-59$ vs Under 25 |  | -9.5 |
|  | 60 or more vs Under 25 |  | -10.5 |
|  | 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 |  | -1.0 |
|  | 40-49 vs 30-39 |  | 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 |  | -0.3 |
|  | 60 or more vs 50-59 |  | -1.0 |
| What is the highest educational degree you have earned? | PhD | 1.0 | 35.3 |
|  | Master's degree | 18.7 | 34.3 |
|  | Bachelor's degree | 51.0 | 32.5 |
|  | Teaching Diploma | 10.3 | 34.9 |
|  | Technical Baccalaureate/Vocational | 0.9 | 30.1 |
|  | Diploma from CRDP/Teachers Centers | 5.8 | 35.6 |
|  | High schools | 11.8 |  |
|  | Other | 0.5 |  |
|  | Master's degree vs PhD |  | $-1.0$ |
|  | Bachelor's degree vs PhD |  | -2.7 |
|  | Teaching Diploma vs PhD |  | -0.4 |
|  | Technical <br> Baccalaureate/Vocational vs PhD |  | -5.1 |
|  | Diploma from CRDP/Teachers Centers vs PhD |  | 0.4 |
|  | Bachelor's degree vs Master's degree |  | -1.3 |
|  | Teaching Diploma vs Master's degree |  | 10.5 |
|  | Technical Baccalaureate/Vocational vs Master's degree |  | -1.7 |
|  | Diploma from CRDP/Teachers Centers vs Master's degree |  | 0.6 |
|  | Teaching Diploma vs Bachelor's degree |  | -4.1 |
|  | Technical Baccalaureate/Vocational vs Bachelor's degree |  | 1.4 |


| Item | 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 <br> Centers vs Technical <br> Baccalaureate/Vocational |  | -2.4 |
| Do you have a degree in education (BA, MA, Teaching Diploma, early childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)? | No | 61.4 | 32.5 |
|  | Yes | 38.6 | 35.1 |
|  | Yes vs No |  | 2.5** |
| Do you have a degree in Arabic/ English/ French language and/or literature (BA or MA)? | No | 75.1 | 33.8 |
|  | Yes, BS (without MS) | 21.2 | 32.4 |
|  | Yes, MS | 3.8 | 33.5 |
|  | Yes, BS (without MS) vs No |  | -1.4 |
|  | 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

| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| When did you start teaching this year? | 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/l don't know | 0.8 | 54.5 | . |  |
|  | Nov-21 vs Oct-21 |  | 2.0 | -0.6 | -2.7 |
|  | Dec-2I 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-2I vs Nov-2। |  | 9.2*** | .*** |  |
|  | No answer/I don't know vs Nov-21 |  | 6.8*** | .*** |  |
|  | No answer/I don't know vs Dec-2I |  | -2.3*** | .*** | ** |
| How many months of in-person classes were provided so far during this 202l-2022 school year? | 1-2 months | 6.4 | 44.1 | 28.2 | 37.2 |
|  | 3-4 months | 93.6 | 46.0 | 31.9 | 38.5 |
|  | 3-4 months vs I-2 months |  | 1.9 | 3.7 | 1.3 |
| Do you teach Grade 2 and/or Grade 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 |  |
|  | 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 only |  | . | -4.6*** | . |
| Did you conduct diagnostic assessments at the beginning of the school year to determine your students' levels in reading or writing? | No | 13.0 | 46.5 | 28.6 | 38.7 |
|  | Yes | 87.0 | 45.9 | 31.6 | 38.2 |
|  | Yes vs No |  | -0.6 | 2.9 | -0.5 |
| What grade level do you estimate most of your grade 6 students had at the beginning of the school year? | 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 |
|  | Other | 5.5 | 49.7 | 33.9 | 45.9 |
|  | Grade 4 level vs Grade 5 level |  | -2.8 | 0.4 | -3.4 |
|  | Grade 3 level vs Grade 5 level |  | -5.4 | -0.6 | -3.4 |
|  | 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 teaching prerequisites to your students? | No | 2.2 | 48.1 | 27.8 |  |
|  | Yes | 97.8 | 45.9 | 31.8 |  |
|  | 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 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | 1 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 |
|  | 1 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 week |  | -1.5 | 0.2 | -2.5 |
|  | 3 to 4 weeks vs I to 2 weeks |  | -0.1 | -1.0 | -3.2 |
|  | 4 weeks or more vs I to 2 weeks |  | -2.0 | -3.3 | 1.2 |
|  | 4 weeks or more vs 3 to 4 weeks |  | -1.9 | -2.2 | 4.4 |
| What resources did you use during this revision period? | Learning recovery program resources on CRDP platformSelected | 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 sessionSelected | 22.8 | 45.1 | 34.0 | 39.4 |
|  | Resources shared by QITABI 2 during the learning recovery sessionNot Selected | 77.2 | 46.3 | 31.1 | 38.0 |
|  | not selected vs selected |  | 1.3 | -3.0 | -1.5 |
|  | Textbook used in public schoolsSelected | 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 |  | 0.8 | -I.I | -0.0 |
|  | Resources from the internet-Selected | 46.1 | 46.4 | 31.8 | 39.7 |
|  | Resources from the internet-Not Selected | 53.9 | 45.6 | 31.6 | 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 |  | -1.7 | -3.1 | 0.3 |
| What percentage of the Grade 6 curriculum have you covered this year so far? | 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 |
|  | Between $25 \%$ and $49 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | -2.7 | -3.5 | -3.6 |
|  | 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 |  | -I.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* |
| During this year, how often did you teach Grade 6 students new vocabulary systematically? | Every or almost every lesson | 83.0 | 46.1 | 32.4 | 39.1 |
|  | About half the lessons | 8.1 | 43.8 | 27.4 | 31.0 |
|  | Some lessons | 8.9 | 47.7 | 30.5 | 38.7 |
|  | About half the lessons vs Every or almost every lesson |  | -2.3 | -4.9** | -8.2*** |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | Some lessons vs Every or almost every lesson |  | 1.6 | -1.8** | -0.5*** |
|  | Some lessons vs About half the lessons |  | 3.9 | 3.1 | 7.7 |
| During this year, how often did you conduct formative tests to assess Grade 6 students' reading skills? | 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 | 16.5 | 48.0 | 34.0 | 36.2 |
|  | Never | 1.6 | 40.4 | 28.9 | 39.9 |
|  | About half the lessons vs Every or almost every lesson |  | -0.3 | -1.3 | -1.6 |
|  | Some lessons vs Every or almost every lesson |  | 2.0 | 2.6 | -2.8 |
|  | Never vs Every or almost every lesson |  | -5.6 | -2.6 | 0.9 |
|  | Some lessons vs About half the lessons |  | 2.4 | 3.8 | -1.2 |
|  | Never vs About half the lessons |  | -5.3 | -1.3 | 2.5 |
|  | Never vs Some lessons |  | -7.6 | -5.1** | 3.7 |
| During this year, how often did you provide in class reading materials (e.g. leveled books) that match the Grade 6 students' reading levels? | 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 almost every lesson |  | -0.3 | -0.5 | 7.0 |
|  | Some lessons vs Every or almost every lesson |  | 0.3 | 1.0 | 3.4 |
|  | Never vs Every or almost every lesson |  | -2.9 | 1.0 | 2.4 |
|  | Some lessons vs About half the lessons |  | 0.6 | 1.5 | -3.5 |
|  | Never vs About half the lessons |  | -2.6 | 1.4 | -4.5 |
|  | Never vs Some lessons |  | -3.2 | -0.0 | -1.0 |
| During this year, how often did you ask your Grade 6 students to answer comprehension questions during sessions allocated to teaching reading? | Every or almost every lesson | 89.3 | 46.3 | 31.5 | 38.4 |
|  | About half the lessons | 5.5 | 42.3 | 30.0 | 35.6 |
|  | Some lessons | 4.6 | 42.5 | 37.5 | 39.6 |
|  | Never | 0.6 | 54.2 | 31.7 |  |
|  | About half the lessons vs Every or almost every lesson |  | -4.0 | -1.6 | -2.8 |
|  | Some lessons vs Every or almost every lesson |  | -3.8 | 6.0 | 1.2 |
|  | Never vs Every or almost every lesson |  | 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 |  |
| During this year, how often did you give Grade 6 students time to read books of their own choosing during sessions allocated to teaching reading? | Every or almost every lesson | 16.4 | 46.6 | 32.1 | 37.7 |
|  | About half the lessons | 6.4 | 48.9 | 41.3 | 37.1 |
|  | Some lessons | 36.0 | 45.9 | 30.5 | 38.6 |
|  | Never | 41.3 | 45.5 | 31.1 | 38.5 |
|  | About half the lessons vs Every or almost every lesson |  | 2.3 | 9.2 | -0.6 |
|  | Some lessons vs Every or almost every lesson |  | -0.7 | -1.6 | 1.0 |
|  | Never vs Every or almost every lesson |  | -I.I | -I.I | 0.8 |
|  | Some lessons vs About half the lessons |  | -3.0 | -10.8 | 1.6 |
|  | Never vs About half the lessons |  | -3.4 | -10.2 | 1.4 |
|  | Never vs Some lessons |  | -0.5 | 0.6 | -0.2 |
| During this year, how often did you read aloud a story or part of a story (other than the textbook) to the Grade 6 students in the classroom? | Every or almost every lesson | 10.2 | 47.0 | 31.1 | 34.9 |
|  | About half the lessons | 9.1 | 45.9 | 32.6 | 40.5 |
|  | Some lessons | 48.5 | 46.0 | 33.6 | 38.9 |
|  | Never | 32.2 | 45.7 | 29.0 | 36.3 |
|  | About half the lessons vs Every or almost every lesson |  | -I.I | 1.5 | 5.6 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | Some lessons vs Every or almost every lesson |  | -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 |
| During this year, how often did your grade 6 students do independent reading of a story (other than the textbook) in the classroom? | 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 |
|  | About half the lessons vs Every or almost every lesson |  | -0.4 | -0.0 | 4.6 |
|  | Some lessons vs Every or almost every lesson |  | -1.2 | -3.1 | 4.5 |
|  | 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 |  | 0.5 | -2.1* | -2.2 |
| During this year, how often did you give individualized feedback to each Grade 6 student during reading sessions? | Every or almost every lesson | 42.4 | 46.5 | 31.1 | 38.2 |
|  | About half the lessons | 13.8 | 46.3 | 36.5 | 41.3 |
|  | Some lessons | 33.9 | 45.8 | 31.6 | 37.9 |
|  | Never | 9.8 | 44.9 | 30.6 | 34.6 |
|  | About half the lessons vs Every or almost every lesson |  | -0.2 | 5.4 | 3.1 |
|  | Some lessons vs Every or almost every lesson |  | -0.7 | 0.5 | -0.3 |
|  | Never vs Every or almost every lesson |  | -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 |
| What do you usually do with the Grade 6 students who show difficulties in reading? | Work on reading individually with them in the classroom-Selected. | 77.5 | 46.3 | 31.6 | 38.4 |
|  | Work on reading individually with them in the classroom-Not Selected. | 22.5 | 45.0 | 31.9 | 38.1 |
|  | not selected vs selected |  | -1.3 | 0.3 | -0.3 |
|  | Work on reading individually with them outside of the classroomSelected. | 9.5 | 45.0 | 33.0 | 44.5 |
|  | Work on reading individually with them outside of the classroom-Not Selected. | 90.5 | 46.2 | 31.6 | 37.5 |
|  | not selected vs selected |  | 1.2 | -1.4 | -7.0 |
|  | Wait to see if performance improves over time-Selected. | 30.8 | 45.5 | 31.4 | 36.6 |
|  | Wait to see if performance improves over time-Not Selected. | 69.2 | 46.3 | 31.8 | 38.8 |
|  | not selected vs selected |  | 0.7 | 0.4 | 2.2 |
|  | Ask parents to help with readingSelected. | 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 specialist) -Selected. | 5.2 | 49.8 | 29.9 | 38.8 |
|  | Have students work with a specialized professional. (e.g., reading specialist) -Not Selected. | 94.8 | 45.8 | 31.7 | 38.3 |
|  | 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 |


| Item | Options | Obs (\%) | Student Performance (Percent 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 | 1.2 | 38.9 | 29.2 |  |
|  | No answer/l don't know-Not Selected | 98.8 | 46.0 | 31.7 |  |
|  | not selected vs selected |  | 7.2 | 2.5* |  |
| What is the percentage of the Grade 6 students who have difficulties understanding the language of instruction in your class this year? | 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 | 47.1 | 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 |  | 2.4 | 0.9 | 6.1 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 4.6 | 2.3 | 4.5 |
|  | 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 |
| What is the percentage of the Grade 6 students who showed emotional or psychological difficulties (such as sadness, anxiety) in your class this year? | 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 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 7.3 | 2.6 | -4.0 |
|  | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | 5.4 | -I.I | -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 with their social emotional needs? | No | 5.9 | 44.7 | 26.4 | 31.3 |
|  | Yes | 94.1 | 45.9 | 32.3 | 38.5 |
|  | Yes vs No |  | 1.2 | 5.8*** | 7.2*** |
| In the past four years, how many professional development trainings in reading or teaching reading (e.g., reading theory, instructional methods, second language learning, assessment methods in reading, etc.) have you followed in total? | None | 18.4 | 44.8 | 31.5 | 39.3 |
|  | 1 to 2 trainings | 41.9 | 45.9 | 30.5 | 37.3 |
|  | 3 to 4 trainings | 24.4 | 47.3 | 33.6 | 39.4 |
|  | 5 to 6 trainings | 8.9 | 46.1 | 31.9 | 34.6 |
|  | More than 7 trainings | 6.4 | 46.4 | 30.9 | 43.9 |
|  | 1 to 2 trainings vs None |  | 1.1 | -1.0 | -2.0 |
|  | 3 to 4 trainings vs None |  | 2.4 | 2.1 | 0.1 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | 5 to 6 trainings vs None |  | 1.3 | 0.3 | -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 I to 2 trainings |  | 0.2 | 1.4 | -2.7 |
|  | More than 7 trainings vs I to 2 trainings |  | 0.5 | 0.4 | 6.6 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | -I.1 | -1.8 | -4.8 |
|  | More than 7 trainings vs 3 to 4 trainings |  | -0.9 | -2.7 | 4.5 |
|  | More than 7 trainings vs 5 to 6 trainings |  | 0.3 | -1.0 | 9.3 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 43.8 | 44.3 | 30.8 | 35.2 |
|  | 1 to 2 trainings | 41.0 | 46.6 | 32.4 | 38.8 |
|  | 3 to 4 trainings | 9.5 | 49.2 | 38.8 | 43.8 |
|  | 5 to 6 trainings | 2.1 | 48.8 | 25.0 | 44.0 |
|  | More than 7 trainings | 3.6 | 47.6 | 31.2 | 40.9 |
|  | 1 to 2 trainings vs None |  | 2.3 | 1.6 | 3.6 |
|  | 3 to 4 trainings vs None |  | 4.8 | 8.0 | 8.6 |
|  | 5 to 6 trainings vs None |  | 4.4 | -5.9 | 8.8 |
|  | More than 7 trainings vs None |  | 3.3 | 0.4 | 5.7 |
|  | 3 to 4 trainings vs I to 2 trainings |  | 2.5* | 6.4 | 5.0 |
|  | 5 to 6 trainings vs I to 2 trainings |  | 2.1* | -7.4 | 5.2 |
|  | More than 7 trainings vs I 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 |  | -I. 2 | 6.2 | -3.1 |
| What were these training sessions about? | 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 |  | -2.5* | 0.8 | -3.9 |
|  | Use of PPT-Selected | 24.7 | 47.5 | 31.2 | 40.8 |
|  | Use of PPT-Not Selected | 75.3 | 45.5 | 31.8 | 37.2 |
|  | not selected vs selected |  | -2.0 | 0.5 | -3.6 |
|  | Use of online platforms (Zoom, Teams, etc.) -Selected | 31.6 | 48.1 | 33.4 | 41.6 |
|  | Use of online platforms (Zoom, Teams, etc.) -Not Selected | 68.4 | 44.9 | 31.1 | 36.5 |
|  | not selected vs selected |  | -3.1** | -2.2 | -5.1* |
|  | Use of WhatsApp for online learningSelected | 14.0 | 47.3 | 31.4 | 39.1 |
|  | Use of WhatsApp for online learningNot Selected | 86.0 | 45.8 | 31.7 | 38.2 |
|  | 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 |  | -2.8 | -1.0 | 0.7 |
| In what relates to ICT (use of the computer), how do you consider yourself? | Beginner | 28.8 | 44.6 | 32.5 | 35.5 |
|  | Intermediate | 48.8 | 45.4 | 31.2 | 39.7 |
|  | Advanced | 22.4 | 48.0 | 31.5 | 37.5 |
|  | Intermediate vs Beginner |  | 0.8 | -1.3 | 4.2 |
|  | Advanced vs Beginner |  | 3.5 | -1.0 | 2.0 |
|  | Advanced vs Intermediate |  | 2.7** | 0.3 | -2.2 |
| Do you have a classroom library? | No | 61.0 | 45.3 | 30.5 | 35.2 |
|  | Yes | 39.0 | 48.0 | 32.6 | 40.7 |
|  | Yes vs No |  | 2.7* | 2.1 | 5.5*** |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| Did you participate in the QITABI 2 learning recovery session in November 2021? | No | 37.5 | 46.2 | 30.9 | 34.8 |
|  | Yes | 62.5 | 45.9 | 31.9 | 40.2 |
|  | Yes vs No |  | -0.3 | 1.0 | 5.4** |
| What training sessions do you MOST need to develop your skills in teaching language in primary classes? | Effective strategies for reading 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 | -I.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 |
|  | Classroom management vs Use of online platforms |  | 3.7 | 0.8 | 1.5 |
|  | 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 |
| In the past 2 weeks, how often have you felt nervous or anxious? | 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 |
|  | Not at all | 12.9 | 47.8 | 33.7 | 39.5 |
|  | More than half the days vs Nearly every day |  | -0.3 | 1.7 | 8.6* |
|  | A few days vs Nearly every day |  | 3.3 | -0.1 | 3.7* |
|  | Not at all vs Nearly every day |  | 3.6 | 2.6 | 5.0* |
|  | A few days vs More than half the days |  | 3.6* | -1.8 | -4.9 |
|  | Not at all vs More than half the days |  | 3.9* | 0.9 | -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 |

[^2]| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
| In the past 2 weeks, how often have you felt that you are not able to stop or control worrying? | More than half the days | 9.4 | 42.8 | 29.1 | 38.2 |
|  | A few days | 35.6 | 46.2 | 32.5 | 40.1 |
|  | Not at all | 40.5 | 46.8 | 32.3 | 38.5 |
|  | More than half the days vs Nearly every day |  | -2.7 | -0.6 | 5.5 |
|  | A few days vs Nearly every day |  | 0.6 | 2.8 | 7.4 |
|  | 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 |
| In the past 2 weeks, how often have you felt down, depressed, or hopeless? | 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 |
|  | More than half the days vs Nearly every day |  | -0.3 | 3.8 | 7.6 |
|  | A few days vs Nearly every day |  | 0.3 | 0.5 | 5.8 |
|  | 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 |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | 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 |
|  | More than half the days vs Nearly every day |  | 0.5 | 2.8 | 5.5 |
|  | A few days vs Nearly every day |  | -0.1 | 1.0 | 6.9 |
|  | 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 |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | Nearly every day | 29.4 | 45.3 | 31.1 | 35.4 |
|  | More than half the days | 12.4 | 45.1 | 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 |
|  | More than half the days vs Nearly every day |  | -0.2 | -1.0 | 3.1 |
|  | A few days vs Nearly every day |  | 0.9 | 2.2 | 3.0 |
|  | Not at all vs Nearly every day |  | 2.0 | -0.7 | 5.5 |
|  | A few days vs More than half the days |  | 1.1 | 3.2 | -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 |
| Gender | Female | 96.0 | 46.1 | 31.5 | 38.5 |
|  | Male | 4.0 | 35.8 | 33.5 | 34.6 |
|  | Male vs Female |  | $10.3^{* * *}$ | 2.0 | -3.9 |
| How old are you? | 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 | . |  |
|  | 25-29 vs Under 25 |  | 2.7 | 1.0 | -0.9 |
|  | $30-39$ vs Under 25 |  | -0.1 | 3.8 | -1.3 |
|  | 40-49 vs Under 25 |  | 0.2 | 7.0 | 1.0 |
|  | $50-59$ vs Under 25 |  | 1.8 | 2.8 | 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 |


| Item | Options | Obs (\%) | Student Performance (Percent Correct) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English |
|  | 40-49 vs 30-39 |  | 0.3 |  | I.I |
|  | 50-59 vs 30-39 |  | 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 |  |  |
| What is the highest educational degree you have earned? | 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 Centers | 5.0 | 44.1 | 41.1 | 41.3 |
|  | 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 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*** |
|  | Teaching Diploma vs Master's degree |  | -0.6 | -5.9 | 0.8*** |
|  | Technical Baccalaureate/Vocational vs Master's degree |  | -2.0 | -1.3 | 4.9*** |
|  | Diploma from CRDP/Teachers Centers vs Master's degree |  | 0.1 | 0.8 | 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 Centers vs Bachelor's degree |  | -1.4 | 2.9 | 2.5*** |
|  | Technical Baccalaureate/Vocational vs Teaching Diploma |  | 0.7 | -7.1 | 4.1 |
|  | Diploma from CRDP/Teachers Centers vs Teaching Diploma |  | -2.1 | 2.1 | 4.0 |
|  | Diploma from CRDP/Teachers <br> Centers vs Technical <br> Baccalaureate/Vocational |  | 2.1 | 2.9 | -0.1** |
| Do you have a degree in education (BA, MA, Teaching Diploma, early childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)? | No | 57.5 | 45.6 | 30.6 | 38.7 |
|  | Yes | 42.5 | 46.6 | 33.0 | 37.9 |
|  | Yes vs No |  | 1.0 | 2.5 | -0.8 |
| Do you have a degree in Arabicl English/ French language and/or literature (BA or MA)? | No | 27.2 | 45.3 | 35.3 | 39.5 |
|  | Yes, BS (without MS) | 60.2 | 46.3 | 30.5 | 38.2 |
|  | Yes, MS | 12.6 | 46.9 | 31.9 | 35.8 |
|  | 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

| Item | Options | Obs (\%) | Math score <br> (Percent <br> Correct) |
| :--- | :--- | :---: | :---: |
|  |  | 92.7 | 32.8 |
|  | Oct-2I | 6.8 | 33.9 |
|  | Nov-2I | 0.3 |  |
|  | Dec-2I | 0.1 |  |
|  | No answer/I don't know |  | I.I |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
| How many months of in-person classes were provided so far during this 202I-2022 school year? | I-2 months | 3.2 | 30.3 |
|  | 3-4 months | 96.8 | 33.0 |
|  | 3-4 months vs I-2 months |  | 2.7** |
| Did you conduct diagnostic assessments at the beginning of the school year to determine Grade 6 students' levels in math? | No | 21.5 | 32.3 |
|  | Yes | 78.5 | 33.0 |
|  | Yes vs No |  | 0.7 |
| What grade level do you estimate most of your students had at the beginning of the school year? | 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 |
|  | Grade 4 level vs Grade 5 level |  | -0.4 |
|  | 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 prerequisites to your students? | No | 3.7 | 30.4 |
|  | Yes | 96.3 | 32.9 |
|  | Yes vs No |  | 2.5 |
| If yes, for how many weeks? | Less than I week | 9.9 | 34.5 |
|  | 1 to 2 weeks | 51.2 | 33.0 |
|  | 3 to 4 weeks | 28.9 | 32.2 |
|  | 4 weeks or more | 10.0 | 32.1 |
|  | 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 I to 2 weeks |  | -0.9 |
|  | 4 weeks or more vs 3 to 4 weeks |  | -0.1 |
| What resources did you use during this revision period? | 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 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 |
|  | Textbook used in public schools-Not 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 |
| What percentage of the Grade 6 curriculum have you covered this year so far? | 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 |
|  | Between $25 \%$ and $49 \%$ of the curriculum vs More than $75 \%$ of the curriculum |  | -5.0 |
|  | 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 |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
|  | Less than $25 \%$ of the curriculum vs Between $25 \%$ and $49 \%$ of the curriculum |  | -0.6 |
| During this year, how often did you show Grade 6 students, a variety of problem-solving strategies? | 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 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 |  | -4.2 |
|  | Some lessons vs About half the lessons |  | 0.9 |
|  | Never vs About half the lessons |  | -2.7 |
|  | Never vs Some lessons |  | -3.7* |
| During this year, how often did you conduct formative tests to assess Grade 6 students' comprehension of math? | 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 | 30.1 |
|  | About half the lessons vs Every or almost every lesson |  | 0.8 |
|  | Some lessons vs Every or almost every lesson |  | 0.7 |
|  | Never vs Every or almost every lesson |  | -2.7 |
|  | Some lessons vs About half the lessons |  | -0.0 |
|  | Never vs About half the lessons |  | -3.4 |
|  | Never vs Some lessons |  | -3.4*** |
| During this year, how often did you give individualized feedback to each Grade 6 student during math sessions? | 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 |  | 1.9 |
|  | Never vs Every or almost every lesson |  | 0.2 |
|  | Some lessons vs About half the lessons |  | 1.3 |
|  | Never vs About half the lessons |  | -0.4 |
|  | Never vs Some lessons |  | -1.7 |
| What do you usually do with the Grade 6 students who show difficulties in learning math? | Work with them in the classroomselected | 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 |  | 0.4 |
|  | Work with them outside of the classroom- selected | 11.2 | 30.8 |
|  | Work with them outside of the classroom- not selected | 88.8 | 33.1 |
|  | Work with them outside of the classroom- not selected vs Work with them outside of the classroom- selected |  | 2.4* |
|  | Wait to see if performance improves over time- selected | 32.6 | 32.5 |
|  | Wait to see if performance improves over time- not selected | 67.4 | 33.0 |
|  | Wait to see if performance improves over time- not selected vs Wait to see if performance improves over time- selected |  | 0.5 |
|  | 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 |
|  | Have students work with a specialized professional- selected | 3.4 | 33.2 |


| Item | 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 |
| What is the percentage of the Grade 6 students who have difficulties understanding the math language of instruction in your class this year? | More than $75 \%$ of the students | 22.3 | 32.0 |
|  | Between $50 \%$ and $75 \%$ of the students | 24.7 | 32.6 |
|  | Between $25 \%$ and 49\% of the students | 30.3 | 32.2 |
|  | Less than $25 \%$ of the students | 22.7 | 34.8 |
|  | Between $50 \%$ and $75 \%$ of the students vs More than $75 \%$ of the students |  | 0.6 |
|  | Between $25 \%$ and $49 \%$ of the students vs More than $75 \%$ of the students |  | 0.2 |
|  | 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* |
| What language(s) do you use in the classroom to teach math in Grade 6? | 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 |  | 5.5 |
|  | French and Arabic vs French almost exclusively |  | -1.0 |
|  | 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 |  | 2.3 |
| What is the percentage of the Grade 6 students who showed emotional or psychological difficulties (such as sadness, anxiety) in your class this year? | More than $75 \%$ of the students | 3.0 | 30.2 |
|  | Between $50 \%$ and $75 \%$ of the students | 12.7 | 35.0 |
|  | Between $25 \%$ and 49\% of the students | 23.8 | 31.5 |
|  | Less than $25 \%$ of the students | 60.5 | 32.7 |
|  | Between $50 \%$ and $75 \%$ of the students vs More than $75 \%$ of the students |  | 4.9** |
|  | 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** |


| Item | 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 | 11.1 | 34.5 |
|  | Yes | 88.9 | 32.6 |
|  | Yes vs No |  | -1.8 |
| In the past four years, how many professional development trainings in math education have you followed in total? | None | 15.1 | 32.1 |
|  | 1 to 2 trainings | 42.8 | 33.2 |
|  | 3 to 4 trainings | 31.0 | 33.4 |
|  | 5 to 6 trainings | 6.3 | 32.0 |
|  | More than 7 trainings | 4.7 | 30.2 |
|  | I to 2 trainings vs None |  | 1.1 |
|  | 3 to 4 trainings vs None |  | 1.4 |
|  | 5 to 6 trainings vs None |  | -0.1 |
|  | More than 7 trainings vs None |  | -1.8 |
|  | 3 to 4 trainings vs I to 2 trainings |  | 0.3 |
|  | 5 to 6 trainings vs I to 2 trainings |  | -1.2 |
|  | More than 7 trainings vs I to 2 trainings |  | -2.9 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | -1.5 |
|  | More than 7 trainings vs 3 to 4 trainings |  | -3.2 |
|  | More than 7 trainings vs 5 to 6 trainings |  | -1.7 |
| In the past 4 years, how many professional development trainings in ICT (use of the computer) have you followed in total? | None | 30.4 | 32.4 |
|  | I to 2 trainings | 41.5 | 33.0 |
|  | 3 to 4 trainings | 19.6 | 33.0 |
|  | 5 to 6 trainings | 5.6 | 35.1 |
|  | More than 7 trainings | 2.9 | 30.4 |
|  | I to 2 trainings vs None |  | 0.6 |
|  | 3 to 4 trainings vs None |  | 0.6 |
|  | 5 to 6 trainings vs None |  | 2.7 |
|  | More than 7 trainings vs None |  | -2.0 |
|  | 3 to 4 trainings vs I to 2 trainings |  | -0.0 |
|  | 5 to 6 trainings vs I to 2 trainings |  | 2.1 |
|  | More than 7 trainings vs I to 2 trainings |  | -2.6 |
|  | 5 to 6 trainings vs 3 to 4 trainings |  | 2.1 |
|  | More than 7 trainings vs 3 to 4 trainings |  | -2.6 |
|  | More than 7 trainings vs 5 to 6 trainings |  | -4.7 |
| What were these training sessions about? | Use of Word-Selected | 29.9 | 32.5 |
|  | Use of Word-Not Selected | 70.1 | 33.0 |
|  | not selected vs selected |  | 0.6 |
|  | Use of PPT-Selected | 32.7 | 32.9 |
|  | Use of PPT-Not Selected | 67.3 | 32.9 |
|  | not selected vs selected |  | -0.0 |
|  | Use of online platforms (Zoom, Teams, etc.) -Selected | 38.6 | 33.3 |
|  | Use of online platforms (Zoom, Teams, etc.) -Not Selected | 61.4 | 32.6 |
|  | not selected vs selected |  | -0.7 |
|  | Use of WhatsApp for online learningSelected | 12.1 | 33.9 |
|  | Use of WhatsApp for online learning-Not Selected | 87.9 | 32.7 |
|  | not selected vs selected |  | -1.1 |
|  | Teaching practices for online learningSelected | 29.4 | 33.4 |
|  | Teaching practices for online learning-Not Selected | 70.6 | 32.6 |
|  | not selected vs selected |  | -0.8 |
|  | Assessment practices for online learningSelected | 15.9 | 33.4 |
|  | Assessment practices for online learningNot Selected | 84.1 | 32.8 |
|  | not selected vs selected |  | -0.6 |
|  | Other-Selected | 10.9 | 33.2 |


| Item | 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 |  | -1.3 |
|  | Advanced vs Intermediate |  | -0.0 |
|  | No | 44.6 | 32.6 |
| recovery session in November 2021? | Yes | 55.4 | 33.0 |
|  | Yes vs No |  | 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 strategies for reading instructions |  | -0.4 |
|  | Classroom management vs Effective strategies for reading instructions |  | -I.I |
|  | Interactive teaching and learning activities vs Effective strategies for reading instructions |  | 1.8 |
|  | Assessment strategies vs Effective strategies for reading instructions |  | -3.4 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Effective strategies for reading instructions |  | -1.9 |
| What training sessions do you MOST need to 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 Use of online platforms |  | 2.2 |
|  | Interactive teaching and learning activities vs Classroom management |  | -3.0 |
|  | Assessment strategies vs Classroom management |  | -1.5 |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Classroom management |  | 2.0 |
|  | Assessment strategies vs Interactive teaching and learning activities |  | 3.2*** |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Interactive teaching and learning activities |  | 2.9*** |
|  | Training on how to enhance students' SEL skills (respond to students' SEL needs) vs Assessment strategies |  | -2.3 |
| In the past $\mathbf{2}$ weeks, how often have you felt nervous or anxious? | 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 |
|  | More than half the days vs Nearly every day |  | -0.5 |
|  | 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 |


| Item | Options | Obs (\%) | Math score (Percent Correct) |
| :---: | :---: | :---: | :---: |
| In the past 2 weeks, how often have you felt that you are not able to stop or control worrying? | 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 |
|  | More than half the days vs Nearly every day |  | 1.3 |
|  | 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 |
| In the past $\mathbf{2}$ weeks, how often have you felt down, depressed, or hopeless? | 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 |
|  | More than half the days vs Nearly every day |  | 0.2 |
|  | 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 |
| In the past 2 weeks, how often have you had very little interest or pleasure in doing things you typically enjoy? | 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 |
|  | More than half the days vs Nearly every day |  | 1.1 |
|  | 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* |
| In the past 2 weeks, how often have you had worries that something awful will happen to someone in the family? | Nearly every day | 24.2 | 31.3 |
|  | More than half the days | 12.8 | 32.3 |
|  | A few days | 39.3 | 34.0 |
|  | Not at all | 23.7 | 32.8 |
|  | More than half the days vs Nearly every day |  | 1.0 |
|  | A few days vs Nearly every day |  | 2.8 |
|  | 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, Teaching Diploma, early childhood education, special education, educational psychology or certificate from CRDP Teachers Centers)? | No | 66.5 | 32.5 |
|  | Yes | 33.5 | 33.4 |
|  | Yes vs No |  | 0.9 |
| Do you have a degree in Math (BS or MS)? | No | 62.0 | 33.2 |
|  | Yes, BS (without MS) | 26.4 | 32.4 |
|  | Yes, MS | 11.5 | 32.0 |
|  | Yes, BS (without MS) vs No |  | -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

| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English ORF |
| teaching sessions to Grades I students during the 2020-202I school year? | Yes vs No |  | 1.9* | 1.7 | 0.8 | -5.9** | -2.4 | -6.6 |
| What subjects were taught online for Grade I students in 2020-2021? | Arabic language-Selected | 93.9 | 7.6 | 5.9 | 12.6 | 17.5 | 13.6 | 23.6 |
|  | Arabic language- Not selected |  | 6.3 | 5.5 | 11.8 | 21.6 | 17.2 | 30.2 |
|  | not selected vs selected |  | -1.3 | -0.5 | -0.8 | 4.1* | 3.6 | 6.6 |
|  | English/French LanguageSelected | 92.5 | 7.6 | 6.0 | 12.6 | 17.6 | 13.7 | 23.6 |
|  | English/French LanguageNot 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 |
|  | Math- Not Selected |  | 5.8 | 4.8 | 11.8 | 21.1 | 15.5 | 30.2 |
|  | not selected vs selected |  | -1.8* | -1.2 | -0.8 | 3.6* | 1.8 | 6.6 |
|  | Sciences-Selected | 92.2 | 7.6 | 6.0 | 12.6 | 17.5 | 13.6 | 23.4 |
|  | Sciences- Not Selected |  | 6.4 | 4.9 | 11.6 | 21.3 | 17.1 | 30.4 |
|  | not selected vs selected |  | -1.2 | -1.0 | -1.0 | 3.9** | 3.6 | 7.0** |
|  | Sports-Selected | 32.1 | 8.4 | 7.5 | 15.5 | 17.9 | 15.6 | 27.3 |
|  | Sports- Not Selected |  | 7.1 | 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 |  | 7.1 | 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 Selected |  | 6.9 | 4.8 | 12.7 | 19.7 | 14.8 | 25.2 |
|  | 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 |  | 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 |  |  |  |  |  |  |  |
| How often were the online sessions provided to students in grade 1 in 2020202I? | One day to two days weekly | 6.6 | 7.0 | 5.0 | 13.7 | 13.6 | 12.6 | 16.1 |
|  | Three to four days weekly | 11.2 | 7.7 | 6.0 | 12.6 | 19.4 | 13.0 | 29.1 |
|  | Five days per week | 82.1 | 7.6 | 6.0 | 12.5 | 17.6 | 13.9 | 22.8 |
|  | Three to four times weekly vs One to two times weekly |  | 0.7 | 0.9 | -1.2 | 5.8 | 0.4 | 13.0*** |
|  | Five times per week vs One to two times weekly |  | 0.6 | 1.0 | -I. 2 | 4.0 | 1.3 | 6.8*** |
|  | Five times per week vs Three to four times weekly |  | -0.1 | 0.1 | -0.0 | -1.9 | 0.9 | -6.3** |
| What was the duration of each of these online sessions? | 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 | 29.6 | 8.5 | 5.9 | 14.6 | 17.7 | 12.6 | 28.3 |
|  | More than 40 minutes | 47.9 | 8.0 | 7.3 | 11.7 | 18.9 | 17.5 | 21.7 |
|  | Between 10 to 20 minutes vs 10 minutes |  | -0.8 | 1.1 | -14.6* | 0.6 | -1.5 | -12.7 |
|  | Between 21 to 30 minutes vs 10 minutes |  | 1.3 | 3.1 | -13.7* | 5.0 | 2.2 | -7.5 |
|  | Between 31 to 40 minutes vs 10 minutes |  | 3.5 | 3.9 | -8.9* | 5.8 | 3.5 | -I. 7 |
|  | 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 minutes |  | 2.1 | 2.0* | 0.9** | 4.4 | 3.7 | 5.2 |
|  | Between 31 to 40 minutes vs Between 10 to 20 minutes |  | 4.3 | 2.8* | 5.7** | 5.2 | 5.0 | 11.0 |
|  | More than 40 minutes vs Between 10 to 20 minutes |  | 3.8 | 4.2* | 2.8** | 6.3 | 10.0 | 4.4 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English ORF |
|  | Between 3I to 40 minutes vs Between 21 to 30 minutes |  | 2.2 | 0.8*** | 4.8 | 0.8 | 1.3 | 5.8 |
|  | More than 40 minutes vs Between 21 to 30 minutes |  | 1.7 | $2.2 * * *$ | 1.9 | 1.9 | 6.3 | -0.8 |
|  | More than 40 minutes vs Between 31 to 40 minutes |  | -0.5 | 1.4*** | -2.9* | 1.1 | 4.9 | -6.5** |
| What was the approximate percentage of Grade I students who participated in online classes in 2020-202I? | More than 75\% of the students | 15.8 | 10.3 | 9.9 | 17.5 | 22.7 | 23.5 | 29.0 |
|  | Between 50\% and 75\% of the students | 32.4 | 9.4 | 8.4 | 12.6 | 19.5 | 16.0 | 24.9 |
|  | Between 25\% and 49\% of the students | 37.6 | 5.9 | 4.6 | 9.8 | 15.1 | 11.8 | 18.2 |
|  | Less than $25 \%$ of the students | 14.2 | 4.5 | 3.6 | 6.1 | 13.6 | 9.7 | 16.6 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  | -0.8 | - 1.4 | -4.9 | -3.2 | -7.5 | -4.1 |
|  | Between 25\% and 49\% of the students vs More than $75 \%$ of the students |  | -4.3 | -5.3 | -7.7 | -7.5 | -11.7 | -10.9 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  | -5.8 | -6.3 | -11.4 | -9.1 | -13.9 | -12.4 |
|  | Between 25\% and 49\% of the students vs Between $50 \%$ and $75 \%$ of the students |  | -3.5*** | $-3.9 * *$ | $-2.8{ }^{* * *}$ | -4.4*** | -4.2*** | -6.7*** |
|  | Less than $25 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | -4.9*** | -4.9** | $-6.5^{* * *}$ | $-5.9 * * *$ | -6.4*** | -8.3*** |
|  | Less than $25 \%$ of the students vs Between $25 \%$ and $49 \%$ of the students |  | -1.4*** | -1.0** | $-3.7 * * *$ | $-1.5 * * *$ | $-2.2 * * *$ | -1.6 |
| Did your school provide online teaching sessions to Grades 2 students during the 2020-202I school year? | No | 4.4 | 5.9 | 4.2 | 11.8 | 23.5 | 17.4 | 30.2 |
|  | Yes | 95.6 | 7.6 | 5.9 | 12.6 | 17.5 | 13.6 | 23.6 |
|  | Yes vs No |  | 1.7 | 1.7 | 0.8 | $-5.9 * *$ | -3.7 | -6.6 |
| What subjects were taught online for Grade 2 students in 2020-202I? | Arabic language-Selected | 94.9 | 7.6 | 5.9 | 12.6 | 17.5 | 13.6 | 23.6 |
|  | Arabic language- Not selected |  | 6.2 | 5.3 | 11.8 | 22.2 | 17.1 | 30.2 |
|  | not selected vs selected |  | -1. 4 | -0.6 | -0.8 | 4.7* | 3.4 | 6.6 |
|  | English/French LanguageSelected | 93.2 | 7.6 | 5.9 | 12.6 | 17.5 | 13.6 | 23.6 |
|  | English/French LanguageNot Selected |  | 6.6 | 5.1 | 11.8 | 20.9 | 16.4 | 30.2 |
|  | not selected vs selected |  | -1.0 | -0.8 | -0.8 | 3.4 | 2.8 | 6.6 |
|  | Math-Selected | 94.9 | 7.6 | 5.9 | 12.6 | 17.5 | 13.6 | 23.6 |
|  | Math- Not Selected |  | 6.2 | 5.3 | 11.8 | 22.2 | 17.1 | 30.2 |
|  | not selected vs selected |  | -1.4 | -0.6 | -0.8 | 4.7* | 3.4 | 6.6 |
|  | Sciences-Selected | 92.6 | 7.5 | 5.9 | 12.6 | 17.4 | 13.4 | 23.3 |
|  | Sciences- Not Selected |  | 7.1 | 6.1 | 12.0 | 22.3 | 19.3 | 31.7 |
|  | not selected vs selected |  | -0.4 | 0.2 | -0.6 | 4.9*** | 5.9** | 8.4** |
|  | Sports-Selected | 33.1 | 8.2 | 7.5 | I 5.1 | 17.9 | 15.4 | 26.9 |
|  | Sports- Not Selected |  | 7.1 | 5.0 | 11.4 | 17.7 | 12.9 | 22.7 |
|  | not selected vs selected |  | -I.I | -2.5** | -3.7* | -0.2 | -2.5 | -4.2 |
|  | Art/Music-Selected | 43.5 | 8.0 | 6.8 | 13.9 | 17.7 | 15.1 | 25.5 |
|  | Art/Music- Not Selected |  | 7.1 | 5.1 | 11.7 | 17.8 | 12.7 | 23.0 |
|  | not selected vs selected |  | -1.0 | -1.7* | -2.2 | 0.1 | -2.4 | -2.5 |
|  | History/Geography-Selected | 86 | 7.6 | 6.0 | 12.5 | 17.5 | 13.7 | 23.5 |
|  | History/Geography- Not Selected |  | 7.0 | 5.1 | 12.6 | 19.7 | 14.7 | 26.5 |
|  | not selected vs selected |  | -0.6 | -0.9 | 0.0 | 2.3 | 1.0 | 3.0 |
|  | Other-Selected | 24.2 | 6.9 | 6.2 | 10.3 | 17.2 | 13.9 | 21.2 |

[^3]| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English 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 |
|  | No answer/Don't know |  |  |  |  |  |  |  |
| How often were the online sessions provided to students in grade 2 in 20202021? | One to two days weekly | 5.8 | 6.4 | 5.1 | 10.9 | 16.6 | 12.8 | 24.5 |
|  | Three to four days weekly | 10.3 | 7.5 | 6.0 | 12.7 | 18.0 | 13.0 | 26.9 |
|  | Five days per week | 83.9 | 7.6 | 6.0 | 12.6 | 17.5 | 13.8 | 23.1 |
|  | Three to four times weekly vs One to two times weekly |  | 1.1 | 0.9 | 1.8 | 1.5 | 0.2 | 2.3 |
|  | Five times per week vs One to two times weekly |  | 1.2 | 0.9 | 1.7 | 1.0 | 1.1 | -1.4 |
|  | Five times per week vs Three to four times weekly |  | 0.1 | 0.0 | -0.1 | -0.5 | 0.8 | -3.8 |
| What was the duration of each of these online sessions? | 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 vs 10 minutes |  | -0.8 | 1.2 | -15.5 | 0.9 | -1.6 | -11.8 |
|  | Between 21 to 30 minutes vs 10 minutes |  | 1.1 | 3.1 | -13.7 | 4.6 | 1.9 | -7.5 |
|  | 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 minutes |  | 3.0 | 5.3 | -11.8 | 6.8 | 8.3 | -8.4 |
|  | Between 21 to 30 minutes vs Between 10 to 20 minutes |  | 1.9 | 1.9* | 1.7** | 3.7 | 3.5 | 4.3 |
|  | Between 31 to 40 minutes <br> vs Between 10 to 20 minutes |  | 4.2 | 2.4* | 6.6** | 4.6 | 4.7 | 10.2 |
|  | More than 40 minutes vs Between 10 to 20 minutes |  | 3.8 | 4.1* | 3.6** | 5.9 | 10.0 | 3.4 |
|  | Between 31 to 40 minutes vs Between 21 to 30 minutes |  | 2.3 | 0.5** | 4.9 | 0.9 | 1.2 | 6.0 |
|  | More than 40 minutes vs Between 21 to 30 minutes |  | 1.9 | 2.2** | 1.9 | 2.2 | 6.4 | -0.9 |
|  | More than 40 minutes vs Between 31 to 40 minutes |  | -0.4 | 1.7*** | -3.0* | 1.3 | 5.3 | -6.9** |
| What is the approximate percentage of Grade 2 students who participated in online classes in 2020-2021? | More than 75\% of the students | 14.4 | 10.7 | 12.5 | 16.9 | 23.6 | 25.0 | 29.3 |
|  | 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 students | 14.3 | 4.8 | 3.3 | 8.6 | 13.6 | 8.7 | 18.2 |
|  | Between 50\% and 75\% of the students vs More than $75 \%$ of the students |  | -1.6 | -5.0 | -3.8 | -4.2* | -9.8** | -4.2 |
|  | Between 25\% and $49 \%$ of the students vs More than $75 \%$ of the students |  | -5.0 | -7.9 | -8.0 | -8.9* | -12.6** | -II. 4 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  | -5.9 | -9.2 | -8.3 | -10.0* | -16.3** | -11.0 |
|  | Between $25 \%$ and $49 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | -3.4*** | -2.8*** | -4.2** | -4.7*** | -2.7*** | -7.2*** |
|  | Less than $25 \%$ of the students vs Between $50 \%$ and $75 \%$ of the students |  | -4.3*** | -4.1*** | -4.5** | -5.9*** | -6.4*** | -6.8*** |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  | -0.9*** | -1.3*** | -0.3* | -1.2*** | -3.7*** | 0.4 |
|  | No | 3.5 | 6.6 | 6.3 | 11.8 | 24.2 | 18.1 | 30.2 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English ORF |
| Did your school provide online teaching sessions to Grades 5 students during the 2020-202I school year? | Yes | 96.5 | 7.5 | 5.9 | 12.6 | 17.6 | 13.7 | 23.6 |
|  | Yes vs No |  | 0.9 | -0.4 | 0.8 | -6.6** | -4.4 | -6.6 |
| What subjects were taught online for Grade 5 students in 2020-2021? | Arabic language-Selected | 95.8 | 7.5 | 5.9 | 12.6 | 17.6 | 13.7 | 23.6 |
|  | Arabic language- Not selected |  | 6.8 | 6.8 | 11.8 | 22.5 | 17.3 | 30.2 |
|  | not selected vs selected |  | -0.7 | 1.0 | -0.8 | 4.9* | 3.6 | 6.6 |
|  | English/French LanguageSelected | 94.1 | 7.5 | 5.9 | 12.6 | 17.6 | 13.6 | 23.6 |
|  | English/French LanguageNot 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 |
|  | Math- Not Selected |  | 6.6 | 6.0 | 11.8 | 21.5 | 16.2 | 30.2 |
|  | not selected vs selected |  | -1.0 | 0.1 | -0.8 | 3.9 | 2.5 | 6.6 |
|  | Sciences-Selected | 93.2 | 7.5 | 5.9 | 12.6 | 17.5 | 13.6 | 23.3 |
|  | Sciences- Not Selected |  | 7.0 | 6.3 | 12.0 | 20.9 | 17.1 | 31.3 |
|  | not selected vs selected |  | -0.6 | 0.4 | -0.6 | 3.4* | 3.5 | 8.0** |
|  | Sports-Selected | 35.2 | 8.1 | 7.1 | 14.9 | 18.0 | 15.3 | 26.8 |
|  | Sports- Not Selected |  | 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 the online sessions provided to students in grade 5 in 20202021? | One to two days weekly | 5.6 | 6.4 | 4.8 | 13.7 | 13.9 | 12.5 | 16.1 |
|  | Three to four days weekly | 10.6 | 7.5 | 6.0 | 12.1 | 19.6 | 14.2 | 28.3 |
|  | Five days per week | 83.8 | 7.6 | 6.0 | 12.6 | 17.5 | 13.8 | 23.1 |
|  | Three to four times weekly vs One to two times weekly |  | 1.1 | 1.2 | -1.6 | 5.8 | 1.6 | 12.3** |
|  | Five times per week vs One to two times weekly |  | 1.2 | 1.1 | -I.I | 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** |
| What was the duration of each of these online sessions? | 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 |
|  | Between 10 to 20 minutes vs 10 minutes |  | -I. 7 | -0.3 | -15.5 | 0.7 | -2.6 | -11.8 |
|  | Between 21 to 30 minutes vs 10 minutes |  | 1.0 | 3.2 | -13.7 | 4.3 | 1.5 | -7.5 |
|  | 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 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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*** |
| What is the approximate percentage of Grade 5 students who participated in online classes in 2020-202I? | 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 |
|  | 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 |
|  | Between 25\% and 49\% of the students vs More than $75 \%$ of the students |  | -3.9 | -7.2*** | -5.0 | -6.9*** | -11.8*** | -7.1 |
|  | Less than $25 \%$ of the students vs More than $75 \%$ of the students |  | -6.3 | -9.3*** | -II. 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 |  | -4.1*** | -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 start teaching this year? | October 2021 | 95 | 7.6 | 6.0 | 12.7 | 17.9 | 14.0 | 24.3 |
|  | November 2021 | 5 | 6.6 | 4.6 | 9.9 | 15.6 | 10.6 | 19.0 |
|  | November 2021 vs October 2021 |  | -0.9 | -1.4 | -2.8* | -2.3 | -3.3 | -5.3* |
| How many months of inperson classes were provided so far? | I-2 months | 3.5 | 4.7 | 3.4 | 6.8 | 19.3 | 10.5 | 39.3 |
|  | 3-4 months | 96.5 | 7.6 | 6.0 | 12.7 | 17.8 | 14.0 | 23.6 |
|  | 3-4 months vs I-2 months |  | 2.9* | 2.6* | 5.9*** | -1.5 | 3.5 | -15.7*** |
| Does your school have a school library? | No | 17.5 | 7.5 | 4.7 | 13.2 | 16.5 | 11.7 | 23.2 |
|  | Yes | 82.5 | 7.5 | 6.1 | 12.4 | 18.1 | 14.3 | 24.2 |
|  | Yes vs No |  | 0.0 | 1.5 | -0.8 | 1.6 | 2.6 | 1.0 |
| Can students borrow books (or newspapers or magazines) from the library to take home? | No | 25.8 | 6.4 | 4.2 | 11.3 | 16.0 | 11.6 | 21.4 |
|  | Yes | 74.2 | 7.9 | 6.9 | 12.8 | 18.8 | 15.1 | 25.2 |
|  | Yes vs No |  | 1.5* | 2.6*** | 1.5 | 2.7* | 3.5* | 3.8 |
| Do you have at least one book for every student in your library? | No | 21.2 | 7.3 | 5.8 | 12.3 | 18.7 | 11.7 | 27.1 |
|  | Yes | 78.8 | 7.6 | 6.2 | 12.4 | 17.9 | 15.0 | 23.5 |
|  | Yes vs No |  | 0.3 | 0.4 | 0.1 | -0.8 | 3.2* | -3.6 |
| What access do the students have to computers (including tablets) at school? | Each student has a computer | 0.6 | 7.3 | 2.0 | 16.8 | 17.9 | 20.0 | 22.0 |
|  | The class has computers that students can share | 12.6 | 8.3 | 7.7 | 11.9 | 19.3 | 17.2 | 23.2 |
|  | The school has computers that the class can use sometimes | 14.9 | 7.8 | 6.7 | 13.5 | 18.2 | 15.5 | 24.1 |
|  | 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 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 | -I.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 students with disabilities in your school? | No | 69.5 | 7.5 | 6.1 | 12.5 | 18.2 | 14.1 | 24.3 |
|  | Yes | 30.5 | 7.5 | 5.4 | 12.5 | 16.8 | 13.1 | 23.4 |
|  | Yes vs No |  | 0.0 | -0.7 | -0.0 | -1.3 | -1.0 | -0.8 |
| Do you have resource staff/ specialized team to support students with disabilities in your school? | No | 76.9 | 6.8 | 5.1 | 11.2 | 15.9 | 12.5 | 22.3 |
|  | Yes | 23.1 | 9.8 | 7.1 | 15.2 | 19.8 | 16.2 | 25.9 |
|  | Yes vs No |  | 3.0 | 2.1 | 3.9 | 3.9 | 3.7 | 3.7 |
| Who are the specialists who support students with disabilities? | Special educator-Selected | 3 | 9.4 | 10.5 | 11.2 | 18.9 | 18.5 | 24.7 |
|  | Special educator-Not Selected |  | 7.4 | 5.8 | 12.6 | 17.7 | 13.7 | 24.0 |
|  | not selected vs selected |  | -2.0 | -4.8 | 1.4 | -1.2 | -4.8 | -0.8 |
|  | Student aid/ paraprofessional-Selected | 1.2 | 11.8 | 13.3 | 16.8 | 17.5 | 22.1 | 22.0 |
|  | Student aid/ paraprofessional-Not Selected |  | 7.4 | 5.8 | 12.5 | 17.8 | 13.7 | 24.0 |
|  | not selected vs selected |  | -4.4 | -7.5 | -4.3*** | 0.2 | -8.5 | 2.0* |
|  | 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 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English ORF |
|  | not selected vs selected |  | -0.1 | . | 1.7 | -4.0 |  | -0.9 |
|  | Psychologist-Selected | 2.8 | 13.1 | 10.9 | 15.9 | 27.1 | 25.4 | 30.1 |
|  | 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 pathologistSelected | 0.8 | 6.9 | 2.3 | 9.9 | 23.4 | 21.4 | 26.7 |
|  | Speech language pathologistNot 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 | 0.2 | 6.7 | 2.3 | . | 25.0 | 21.4 | . |
|  | Physical therapist-Not 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 |  | -0.1 | 3.0*** | -4.4 | 3.2 | 4.5 | -4.1 |
| How many hours of electricity do you have at your school each day, when the school is open? | None | 16.5 | 6.6 | 4.9 | 11.5 | 16.8 | 12.9 | 23.5 |
|  | Less than I hour | 20.4 | 6.2 | 3.9 | 11.1 | 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 |  | -0.5 | -1.0 | -0.5 | -1.8 | -3.1 | -2.3 |
|  | Between I to 3 hours vs None |  | 1.1 | 1.6 | 1.8 | 2.6 | 1.6 | 2.4 |
|  | Between 3 to 6 hours vs None |  | 1.8 | 1.8 | 0.9 | 2.2 | 2.3 | 1.0 |
|  | 6 hours or more vs None |  | 1.8 | 3.2 | 1.7 | 1.9 | 4.6 | 0.2 |
|  | Between I to 3 hours vs Less than I hour |  | 1.6 | 2.6 | 2.3 | 4.4 | 4.7 | 4.7 |
|  | Between 3 to 6 hours vs Less than I 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 I to 3 hours |  | 0.7 | 0.2 | -0.9 | -0.4 | 0.7 | -I. 4 |
|  | 6 hours or more vs Between 1 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 |
| What is the source of your electricity? | 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 |
|  | Private generator (or another personnel source) vs Public source (government) only |  | -2.5 | -0.3 | -4.7** | -2.1 | 0.6 | -7.3* |
|  | Public source (government) and with a generator or another private source vs Public source (government) only |  | -2.0 | -I. 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 |
| Do you have running water in your school? | 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 |
|  | Yes, rarely | 5.3 | 6.5 | 1.4 | 12.0 | 14.2 | 6.7 | 22.8 |
|  | No | 4.8 | 7.8 | 6.9 | 11.4 | 18.1 | 18.8 | 20.0 |
|  | Yes, sometimes vs Yes, always |  | -0.2 | -0.9 | 1.5 | -0.8 | -1.2 | 2.8 |
|  | Yes, rarely vs Yes, always |  | -I.I | -4.8 | -0.4 | -3.9 | -7.5 | -1.0 |


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English 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 |
| What do you do in case of water shortage at school? | We buy water from a private water supplier. | 73.1 | 7.7 | 5.8 | 12.6 | 17.7 | 13.7 | 23.9 |
|  | We just use what we have, we can't afford buying water. | 15.0 | 5.3 | 4.7 | 9.4 | 15.6 | 12.4 | 19.8 |
|  | Other | 11.9 | 8.8 | 7.8 | 14.5 | 21.2 | 16.2 | 28.7 |
|  | We just use what we have, we can't afford buying water. vs We buy water from a private water supplier. |  | -2.4*** | -I.I | -3.1 | -2.0 | -1.3 | -4.1 |
|  | Other vs We buy water from a private water supplier. |  | 1.1*** | 2.0 | 2.0 | 3.5 | 2.5 | 4.8 |
|  | Other vs We just use what we have, we can't afford buying water. |  | 3.5 | 3.1 | 5.1 | 5.6 | 3.7 | 8.8 |
| On cold days, were you able to provide heating to classrooms? | No, it wasn't necessary | 9.2 | 6.4 | 1.9 | 10.9 | 15.8 | 8.8 | 23.7 |
|  | No, we don't have heating in 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 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, there hasn't been a need |  | 2.3 | 5.6*** | 5.7 | 5.1 | 8.2 | 5.8 |
|  | Yes, between 4 to 6 hours vs No, there hasn't been a need |  | 1.6 | 5.2*** | 1.6 | 2.1 | 2.5 | 0.9 |
|  | Yes, all day vs No, there hasn't been a need |  | 1.9 | 4.3*** | 1.9 | 2.8 | 6.1 | -0.9 |
|  | Yes, for I to 3 hours vs No, we don't have heating in classrooms |  | 1.9 | 1.9*** | 5.0 | 4.1 | 3.3 | 7.1 |
|  | Yes, between 4 to 6 hours vs No, we don't have heating in classrooms |  | 1.1 | 1.5*** | 0.9 | 1.0 | -2.4 | 2.2 |
|  | Yes, all day vs No, we don't have heating in classrooms |  | 1.5 | 0.6*** | 1.3 | 1.8 | 1.1 | 0.4 |
|  | Yes, between 4 to 6 hours vs Yes, for I to 3 hours |  | -0.8 | -0.4* | -4.1 | -3.1 | -5.7 | -4.9 |
|  | Yes, all day vs Yes, for I to 3 hours |  | -0.4 | -1.3* | -3.7 | -2.3 | -2.2 | -6.7 |
|  | Yes, all day vs Yes, between 4 to 6 hours |  | 0.3 | -0.9*** | 0.3 | 0.8 | 3.5 | -1.8 |
| Did your school benefit from any support program to help children and their families this year? | No-Selected | 34.6 | 7.7 | 5.7 | 12.5 | 17.6 | 13.0 | 24.9 |
|  | No-Not Selected |  | 7.4 | 6.0 | 12.5 | 17.9 | 14.2 | 23.5 |
|  | not selected vs selected |  | -0.3 | 0.3 | -0.0 | 0.3 | 1.2 | -1.4 |
|  | Yes, food boxes to familiesSelected | 21.3 | 8.2 | 5.7 | 14.8 | 18.8 | 14.5 | 26.3 |
|  | Yes, food boxes to familiesNot Selected |  | 7.3 | 6.0 | 11.9 | 17.5 | 13.6 | 23.4 |
|  | not selected vs selected |  | -0.9 | 0.3 | -2.8 | -1.3 | -0.9 | -2.9 |
|  | Yes, meal portions to students-Selected | 14.4 | 8.4 | 8.4 | 12.4 | 19.4 | 18.7 | 25.3 |
|  | Yes, meal portions to students-Not Selected |  | 7.4 | 5.4 | 12.5 | 17.5 | 12.9 | 23.8 |
|  | not selected vs selected |  | -1.0 | -3.0* | 0.2 | -1.9 | -5.8** | -1.5 |
|  | Yes, transportation allowances to familiesSelected | 0.2 | 1.2 | 2.0 | . | 17.5 | 20.0 | . |


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


| Item | Options | Obs (\%) | Grade 2 |  |  | Grade 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic ORF | French ORF | English ORF | Arabic ORF | French ORF | English ORF |
| By the end of this school year, how many years will you have been a principal altogether? | I | 14.0 |  |  |  |  |  |  |
|  | 2 | 6.9 |  |  |  |  |  |  |
|  | 3 | 10.7 |  |  |  |  |  |  |
|  | 4 | 9.1 |  |  |  |  |  |  |
|  | 5 | 7.0 |  |  |  |  |  |  |
|  | 6 | 5.5 |  |  |  |  |  |  |
|  | 7 | 8.6 |  |  |  |  |  |  |
|  | 8 | 5.4 |  |  |  |  |  |  |
|  | 9 | 1.7 |  |  |  |  |  |  |
|  | 10 | 5.2 |  |  |  |  |  |  |
|  | 11 | 1.4 |  |  |  |  |  |  |
|  | 12 | 2.5 |  |  |  |  |  |  |
|  | 13 | 0.4 |  |  |  |  |  |  |
|  | 14 | 0.8 |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |
|  | 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 | 0.8 |  |  |  |  |  |  |
|  | 42 | 0.8 |  |  |  |  |  |  |
|  | 43 | 0.3 |  |  |  |  |  |  |
| What is the highest level of formal education you have completed? | 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 Baccalaureate/Vocational | 1.0 | 10.8 | 2.3 | 12.4 | 18.1 | 10.7 | 26.6 |
|  | Diploma from CRDP <br> 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 |
|  | Bachelor's degree vs PhD |  | 2.4 | 2.3 | -2.4 | 3.3 | 4.1 | -0.6 |
|  | Teaching Diploma vs PhD |  | 0.1 | 2.0 | -6.1 | 1.7 | 2.9 | -5.1 |
|  | Technical <br> Baccalaureate/Vocational vs PhD |  | 5.3 | -0.9 | -3.5 | 3.3 | 1.0 | 1.4 |
|  | Diploma from CRDP <br> 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 Master's degree |  | 3.3 | 9.1 | -7.5 | 15.6 | 18.4 | 14.3 |
|  | Technical Baccalaureate/Vocational vs Master's degree |  | 0.2 | -1.5 | 1.8 | -1.4 | -1.6 | -1.8 |
|  | Diploma from CRDP Teachers Centers vs Master's degree |  | -2.1 | -1.8 | -1.9 | -3.0 | -2.8 | -6.3 |



Exhibit 86: School Principal Questionnaire and Student CBA Scores

| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
| Did your school provide online teaching sessions to Grades I students during the 20202021 school year? | No | 4.7 | 42.5 | 27.5 | 31.5 | 38.2 | 49.7 | 37.2 | 40.0 | 36.6 |
|  | Yes | 95.3 | 36.5 | 26.2 | 30.2 | 33.5 | 45.6 | 31.6 | 38.0 | 32.6 |
|  | Yes vs No |  | -5.9** | -1.3 | -1.3 | -4.7** | -4.1* | -5.6 | -2.0 | -3.9** |
| What subjects were taught online for Grade I students in 2020-2021? | Arabic languageSelected | 93.9 | 36.6 | 26.3 | 30.2 | 33.5 | 45.6 | 31.6 | 38.0 | 32.6 |
|  | Arabic languageNot 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 | 3.1** |
|  | English/French LanguageSelected | 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 |
|  | Math-Selected | 94.1 | 36.6 | 26.3 | 30.2 | 33.5 | 45.6 | 31.7 | 38.0 | 32.7 |
|  | Math- Not Selected |  | 40.1 | 25.4 | 31.5 | 36.1 | 49.0 | 34.7 | 40.0 | 35.4 |
|  | 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 | 33.1 | 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/MusicSelected | 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 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | not selected vs selected |  | -I. 7 | -0.7 | -3.9* | -1.0 | -1.9* | -I. 7 | -2.9 | -0.5 |
|  | 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 |  |  |  |  |  |  |  |  |
| How often were the online sessions provided to students in grade I in 2020-2021? | 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 |
|  | Five days per week | 82.1 | 36.6 | 26.6 | 29.6 | 33.6 | 46.1 | 31.9 | 37.8 | 32.8 |
|  | 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 | -I.1** | 0.1** |
| What was the duration of each of these online sessions? | 10 minutes | 2.7 | 32.8 | 18.4 | 40.0 | 31.3 | 42.4 | 30.0 | 46.3 | 31.5 |
|  | Between 10 to <br> 20 minutes | 6.3 | 29.5 | 24.2 | 27.9 | 26.2 | 43.3 | 29.2 | 31.1 | 29.1 |
|  | Between 2I to <br> 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.I | 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 |
|  | Between 3I to 40 minutes vs 10 minutes |  | 4.5 | 7.6* | -7.8 | 2.3 | 3.5 | 0.0 | -7.0 | 1.9 |
|  | 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 3I 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 3I 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 |


| Item | Answer Choices | Obs (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | More than 40 minutes vs Between 3I to 40 minutes |  | 1.0 | 2.1*** | -3.1 | 1.2 | 0.8 | 3.4 | -I.I | 0.1 |
| What was the approximate percentage of Grade I students who participated in online classes in 2020-202I? | 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 |
|  | 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 |
|  | 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 provide online teaching sessions to Grades 2 students during the 20202021 school year? | No | 4.4 | 41.0 | 25.5 | 31.5 | 37.1 | 50.3 | 37.0 | 41.9 | 35.6 |
|  | Yes | 95.6 | 36.6 | 26.3 | 30.2 | 33.5 | 45.6 | 31.6 | 37.9 | 32.7 |
|  | Yes vs No |  | -4.4 | 0.7 | -1. 3 | -3.6 | -4.7** | -5.4 | -3.9 | -2.9* |
| What subjects were taught online for Grade 2 students in 2020-2021? | Arabic languageSelected | 94.9 | 36.6 | 26.3 | 30.2 | 33.5 | 45.6 | 31.6 | 37.9 | 32.7 |
|  | Arabic languageNot 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* |
|  | English/French <br> Language- <br> Selected | 93.2 | 36.6 | 26.3 | 30.2 | 33.4 | 45.6 | 31.7 | 37.9 | 32.7 |
|  | 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 | -I. 0 | 1.3 | 2.7 | 4.8** | 4.7 | 3.9 | 2.5* |



| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | Between 10 to 20 minutes |  |  |  |  |  |  |  |  |  |
|  | More than 40 minutes vs Between 10 to 20 minutes |  | 7.1 | 3.4*** | -0.6 | 7.6 | 2.6 | 2.7 | 4.9 | 4.4 |
|  | Between 3I to 40 minutes vs Between 21 to 30 minutes |  | 4.0 | I.1*** | 2.0 | 1.6 | 2.3 | -I. 7 | 4.8 | 2.6 |
|  | More than 40 minutes vs Between 21 to 30 minutes |  | 5.2 | 3.2*** | -1.0 | 2.8 | 3.3 | 2.0 | 4.4 | 2.8 |
|  | More than 40 minutes vs Between 31 to 40 minutes |  | 1.2 | 2.1*** | -3.0 | 1.2 | 1.0 | 3.7 | -0.4 | 0.2 |
| What is the approximate percentage of Grade 2 students who participated in online classes in 2020-2021? | 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 students | 35.7 | 37.7 | 28.0 | 30.7 | 35.2 | 47.2 | 34.4 | 37.9 | 33.7 |
|  | Between 25\% and $49 \%$ of the students | 35.5 | 35.2 | 25.9 | 26.8 | 32.1 | 44.6 | 29.2 | 34.6 | 31.6 |
|  | Less than $25 \%$ of the students | 14.3 | 31.3 | 23.2 | 24.8 | 28.9 | 42.0 | 29.5 | 34.4 | 30.6 |
|  | Between 50\% and $75 \%$ of the students vs More than 75\% of the students |  | -5.2* | -1.6 | -4.7 | -2.1 | -0.4 | -3.4 | -6.0 | -1.2 |
|  | Between 25\% and $49 \%$ of the students vs More than 75\% of the students |  | -7.7* | -3.6 | -8.6 | -5.2 | -3.1 | -8.5 | -9.2 | -3.4 |
|  | Less than 25\% of the students vs More than 75\% of the students |  | -II.6* | -6.3 | -10.6 | -8.4 | -5.6 | -8.3 | -9.5 | -4.3 |
|  | Between 25\% and $49 \%$ of the students vs Between 50\% and $75 \%$ of the students |  | -2.5*** | -2.1 | -3.9*** | $\stackrel{-}{3.1 * *}$ | -2.6 | -5.2** | -3.3** | -2.1* |
|  | Less than 25\% of the students vs Between 50\% and $75 \%$ of the students |  | -6.4*** | -4.8 | -5.9*** | $\stackrel{-}{6.3^{* * *}}$ | -5.2 | -4.9** | -3.5** | -3.1* |
|  | Less than 25\% of the students vs Between 25\% and $49 \%$ of the students |  | -3.9*** | -2.7** | -2.0*** | $3.2^{-} * * *$ | -2.5* | 0.3** | -0.3* | -I.0** |
| Did your school provide online teaching sessions to Grades 5 students during the 20202021 school year? | No | 3.5 | 42.7 | 27.7 | 31.5 | 39.3 | 49.8 | 38.6 | 41.9 | 36.3 |
|  | Yes | 96.5 | 36.6 | 26.2 | 30.2 | 33.5 | 45.7 | 31.7 | 37.9 | 32.7 |
|  | Yes vs No |  | -6.1** | -1.5 | -1.3 | -5.8** | -4.1** | -6.9 | -3.9 | -3.6** |
| What subjects were taught online for | Arabic languageSelected | 95.8 | 36.6 | 26.2 | 30.2 | 33.5 | 45.7 | 31.7 | 37.9 | 32.7 |
|  | Arabic languageNot selected |  | 41.3 | 26.6 | 31.5 | 37.9 | 50.0 | 36.9 | 41.9 | 35.7 |


| Item | Answer Choices | $\begin{aligned} & \text { Obs } \\ & \text { (\%) } \end{aligned}$ | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
| Grade 5 students in 2020-202I? | not selected vs selected |  | 4.7* | 0.4 | 1.3 | 4.5** | 4.3* | 5.2 | 3.9 | 3.0** |
|  | English/French LanguageSelected | 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* | -I. 7 | -3.7*** | -2.3 | -6.9*** | -1.4* |
|  | Art/MusicSelected | 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 |  |  |  |  |  |  |  |  |
| How often were the online sessions provided to students in grade 5 in 2020-2021? | 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 |
|  | Five days per week | 83.8 | 36.6 | 26.5 | 29.7 | 33.5 | 46.1 | 31.8 | 38.0 | 32.8 |
|  | 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 |
| What was the duration of each of these online sessions? | 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 |
|  | Between 21 to 30 minutes | 13.5 | 33.2 | 25.0 | 30.2 | 31.7 | 43.5 | 31.7 | 33.8 | 30.6 |
|  | 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 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | Between 2I to <br> 30 minutes vs 10 minutes |  | 0.4 | 6.6 | -9.8 | 0.4 | 1.2 | 1.7 | -12.5 | -1.0 |
|  | Between 3I to 40 minutes vs 10 minutes |  | 4.5 | 8.0 | -7.5 | 2.6 | 3.5 | 0.9 | -7.3 | 2.0 |
|  | More than 40 minutes vs 10 minutes |  | 5.1 | 9.3 | -II.I | 3.3 | 4.1 | 3.1 | -8.3 | 1.8 |
|  | Between 21 to <br> 30 minutes vs <br> Between 10 to <br> 20 minutes |  | 3.8 | 2.9*** | 0.4 | 6.0 | 0.9 | 4.4 | 0.5 | 1.6 |
|  | Between 3I to 40 minutes vs Between 10 to 20 minutes |  | 7.9 | 4.4*** | 2.7 | 8.2 | 3.2 | 3.6 | 5.6 | 4.5 |
|  | More than 40 minutes vs Between 10 to 20 minutes |  | 8.5 | 5.7*** | -0.8 | 8.9 | 3.8 | 5.9 | 4.7 | 4.4 |
|  | Between 3I to 40 minutes vs Between 21 to 30 minutes |  | 4.1 | 1.5*** | 2.3 | 2.1 | 2.3 | -0.8 | 5.1 | 2.9 |
|  | More than 40 minutes vs Between 21 to 30 minutes |  | 4.7 | $2.8 * * *$ | -1.2 | 2.8 | 2.9 | 1.5 | 4.2 | 2.8 |
|  | More than 40 minutes vs Between 31 to 40 minutes |  | 0.6 | 1.3*** | -3.6 | 0.7 | 0.6 | 2.3 | -0.9 | -0.1 |
| What is the approximate percentage of Grade 5 students who participated in online classes in 2020-2021? | 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 students | 38.3 | 36.3 | 26.5 | 30.0 | 34.1 | 45.9 | 32.1 | 37.6 | 33.0 |
|  | Between 25\% and $49 \%$ of the students | 32.2 | 36.1 | 26.5 | 27.7 | 32.7 | 45.3 | 30.4 | 35.1 | 31.9 |
|  | Less than $25 \%$ of the students | 10.4 | 29.0 | 22.3 | 24.0 | 27.6 | 39.9 | 27.5 | 32.4 | 29.9 |
|  | Between 50\% and $75 \%$ of the students vs More than 75\% of the students |  | -5.9*** | -2.5 | -3.9 | -2.5 | -3.0 | -6.2 | -4.6 | -2.0 |
|  | Between 25\% and $49 \%$ of the students vs More than 75\% of the students |  | -6.1*** | -2.5 | -6.2 | -3.8 | -3.6 | -7.9 | -7.1 | -3.1 |
|  | Less than $25 \%$ of the students vs More than 75\% of the students |  | $-13.2^{* * *}$ | -6.7 | -9.9 | -9.0 | -9.0 | -10.9 | -9.7 | -5.1 |
|  | Between 25\% and $49 \%$ of the students vs Between 50\% and $75 \%$ of the students |  | $-0.2 * * *$ | 0.0 | -2.3 ** | -1.3* | -0.6 | -1.7*** | -2.5* | -1.1* |
|  | Less than $25 \%$ of the students vs Between 50\% and 75\% of the students |  | -7.3*** | -4.2 | -6.0** | -6.5* | -6.0 | -4.6*** | -5.1* | -3.1* |


| Item | Answer Choices | Obs (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | Less than $25 \%$ of the students vs Between 25\% and $49 \%$ of the students |  | -7.1*** | -4.3*** | $-3.7 * * *$ | $5.2^{* * *}$ | -5.3*** | $-2.9 * * *$ | -2.6 | -2.0*** |
| When did you start teaching this year? | October 2021 | 95 | 36.9 | 26.4 | 30.4 | 33.7 | 45.9 | 31.9 | 38.5 | 32.8 |
|  | November 2021 | 5 | 34.5 | 22.5 | 28.5 | 31.6 | 45.4 | 30.9 | 32.7 | 33.6 |
|  | November 2021 vs October 2021 |  | -2.4 | -3.9** | -1.9 | -2.1* | -0.5 | -I.I | -5.9*** | 0.8 |
| How many months of in-person classes were provided so far? | I-2 months | 3.5 | 34.1 | 24.9 | 31.8 | 31.9 | 39.8 | 29.5 | 33.7 | 29.4 |
|  | 3-4 months | 96.5 | 37.0 | 26.4 | 30.3 | 33.8 | 46.1 | 32.0 | 38.3 | 33.0 |
|  | 3-4 months vs I2 months |  | 2.9 | 1.4 | -1. 5 | 1.8 | 6.3* | 2.6 | 4.6 | 3.6*** |
| Does your school have a school library? | No | 17.5 | 37.1 | 26.3 | 30.6 | 34.4 | 44.9 | 31.3 | 38.7 | 33.0 |
|  | Yes | 82.5 | 36.7 | 26.2 | 30.3 | 33.5 | 46.1 | 32.0 | 38.1 | 32.8 |
|  | Yes vs No |  | -0.3 | -0.1 | -0.3 | -1.0 | 1.1 | 0.7 | -0.7 | -0.2 |
| Can students borrow books (or newspapers or magazines) from the library to take home? | No | 25.8 | 35.3 | 25.2 | 28.3 | 32.5 | 46.7 | 29.9 | 37.6 | 32.9 |
|  | Yes | 74.2 | 37.2 | 26.5 | 30.9 | 33.8 | 45.9 | 32.6 | 38.2 | 32.7 |
|  | 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 student in your library? | No | 21.2 | 36.4 | 25.1 | 31.4 | 33.3 | 44.2 | 30.0 | 39.6 | 32.6 |
|  | Yes | 78.8 | 36.9 | 26.5 | 29.9 | 33.6 | 46.6 | 32.6 | 37.6 | 32.8 |
|  | Yes vs No |  | 0.5 | 1.5 | -1. 5 | 0.3 | 2.4 | 2.5 | -1. 9 | 0.2 |
| What access do the students have to computers (including tablets) at school? | Each student has a computer | 0.6 |  |  |  |  |  |  |  |  |
|  | The class has computers that students can share | 12.6 | 39.3 | 29.2 | 31.8 | 36.0 | 47.7 | 35.8 | 39.2 | 33.5 |
|  | The school has computers that the class can use sometimes | 14.9 | 37.3 | 26.4 | 30.2 | 33.3 | 46.6 | 33.0 | 37.7 | 32.8 |
|  | 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 |
|  | Other | 6.0 |  |  |  |  |  |  |  |  |
|  | The school has computers that the class can use sometimes vs The class has computers that students can share |  | -2.0 | -2.8 | -1.6 | -2.7 | -I.I | -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 | 69.5 | 37.5 | 26.7 | 31.0 | 34.2 | 46.2 | 32.1 | 37.6 | 32.8 |
|  | Yes | 30.5 | 35.3 | 25.1 | 29.1 | 32.5 | 45.1 | 31.3 | 39.2 | 33.0 |
|  | Yes vs No |  | -2.2* | -1.5 | -1.9 | -1.6 | -1.1 | -0.8 | 1.5 | 0.2 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 |
| support students with disabilities in your school? | Yes vs No |  | 2.9 | I.I | 0.9 | 4.4* | -I.I | 0.4 | -2.1 | 1.9 |
| Who are the specialists who support students with disabilities? | Special educatorSelected | 3 | 38.5 | 28.4 | 29.1 | 35.5 | 43.8 | 34.1 | 35.1 | 32.6 |
|  | Special educatorNot 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/ paraprofessionalSelected | 1.2 | 35.4 | 23.4 | 22.2 | 34.6 | 45.9 | 34.6 | 36.1 | 35.3 |
|  | Student aid/ paraprofessionalNot 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 |
|  | 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 |
|  | not selected vs selected |  | -5.6** | 1.6 | 2.6*** | -0.9 | -7.6*** | 3.8*** | 2.1 ** | 2.8* |
|  | Nurse-Selected | 0.8 | 34.8 | . | 29.3 | 38.5 | 52.8 | . | 36.5 | 28.0 |
|  | Nurse-Not Selected |  | 36.8 | . | 30.3 | 33.6 | 45.8 | . | 38.2 | 32.9 |
|  | not selected vs selected |  | 2.0 | . | 1.0 | -4.9 | -7.1*** | . | 1.7* | 4.9*** |
|  | PsychologistSelected | 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 pathologistSelected | 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 therapistSelected | 0.2 | 35.9 | 24.6 | . | 37.2 | 50.2 | 28.0 | . | 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*** | . | -I.1*** |
|  | Other-Selected | 2.5 |  |  |  |  |  |  |  |  |
| How many hours of electricity do you have at your school each day, when the school is open? | None | 16.5 | 35.0 | 25.1 | 27.3 | 31.0 | 45.0 | 29.9 | 37.2 | 32.1 |
|  | Less than I hour | 20.4 | 33.5 | 24.8 | 27.9 | 31.0 | 42.6 | 29.5 | 33.6 | 31.1 |
|  | Between I to 3 hours | 23.6 | 38.5 | 26.9 | 32.3 | 35.7 | 46.4 | 32.7 | 41.0 | 32.6 |
|  | Between 3 to 6 hours | 16.0 | 37.7 | 25.5 | 30.0 | 34.9 | 47.9 | 33.5 | 37.7 | 33.9 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 vs None |  | -1.5 | -0.3 | 0.7 | -0.1 | -2.3 | -0.4 | -3.6 | -1.0 |
|  | Between I to 3 hours vs None |  | 3.5 | 1.9 | 5.0 | 4.6 | 1.5 | 2.8 | 3.8 | 0.5 |
|  | Between 3 to 6 hours vs None |  | 2.7 | 0.4 | 2.7 | 3.8 | 3.0 | 3.6 | 0.5 | 1.8 |
|  | 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 than I hour |  | 5.0 | 2.1 | 4.3 | 4.7** | 3.8 | 3.2 | 7.4 | 1.5 |
|  | Between 3 to 6 hours vs Less than I hour |  | 4.2 | 0.7 | 2.1 | 3.9** | 5.3 | 4.0 | 4.1 | 2.8 |
|  | 6 hours or more vs Less than I hour |  | 5.0 | 3.5 | 3.7 | 3.9** | 4.8 | 5.0 | 6.3 | 3.3 |
|  | Between 3 to 6 hours vs Between I to 3 hours |  | -0.8 | -1.5 | -2.3 | -0.8 | 1.5 | 0.8 | -3.2 | 1.3 |
|  | 6 hours or more vs Between I to 3 hours |  | 0.0 | 1.4 | -0.6 | -0.8 | 1.0 | 1.9 | -I.I | 1.8 |
|  | 6 hours or more vs Between 3 to 6 hours |  | 0.8 | 2.8 | 1.7 | 0.0* | -0.5 | 1.1 | 2.1 | 0.5 |
| What is the source of your electricity? | Public source (government) only | 10.4 | 37.1 | 27.8 | 27.1 | 34.6 | 46.5 | 33.2 | 36.0 | 33.6 |
|  | Private generator (or another personnel source) | 28.2 | 38.1 | 26.7 | 29.8 | 35.3 | 45.2 | 33.1 | 37.9 | 32.5 |
|  | Public source (government) and with a generator or another private source | 61.4 | 36.7 | 26.2 | 32.0 | 33.6 | 46.3 | 31.9 | 39.0 | 33.1 |
|  | Private generator (or another personnel source) vs Public source (government) only |  | 1.1 | -I.I | 2.7 | 0.7 | -1.3 | -0.1 | 2.0 | -I.I |
|  | Public source (government) and with a generator or another private source vs Public source (government) only |  | -0.4 | -1.5 | 4.8 | -1.1 | -0.1 | -I. 2 | 3.0 | -0.5 |
|  | Public source (government) and with a generator or another private source vs Private generator (or another personnel source) |  | -1.4 | -0.5 | 2.1 | -1.8 | 1.1 | -I.I | 1.1 | 0.6 |
|  | Yes, always | 71.5 | 36.9 | 26.5 | 29.7 | 33.8 | 46.3 | 32.4 | 38.2 | 33.2 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
| Do you have running water in your school? | 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 vs Yes, always |  | -0.3 | -0.7 | 3.6 | 0.2 | -1.6 | -2.3 | 1.7 | -1.8 |
|  | Yes, rarely vs Yes, always |  | -2.5 | -2.6 | 1.3 | -1.9 | -0.5 | -7.3 | -2.4 | -1.3 |
|  | No vs Yes, always |  | 2.4 | 0.4 | -1.3 | -0.9 | -3.2 | 5.6 | -3.3 | 0.2 |
|  | Yes, rarely vs <br> Yes, sometimes |  | -2.2 | -1.9 | -2.3 | -2.2 | 1.1 | -5.0*** | -4.0 | 0.5 |
|  | No vs Yes, sometimes |  | 2.7 | 1.1 | -4.9 | -I.I | -1.5 | 7.9*** | -5.0 | 1.9 |
|  | No vs Yes, rarely |  | 4.9 | 3.0 | -2.6 | 1.1 | -2.7 | 12.9 | -I. 0 | 1.5 |
| What do you do in case of water shortage at school? | We buy water from a private water supplier. | 73.1 | 36.8 | 25.9 | 30.8 | 33.9 | 45.4 | 32.0 | 39.1 | 33.2 |
|  | We just use what we have, we can't afford buying water. | 15.0 | 36.4 | 26.2 | 27.8 | 32.4 | 46.5 | 30.2 | 33.5 | 31.4 |
|  | Other | 11.9 | 37.3 | 27.7 | 28.2 | 33.7 | 47.4 | 33.3 | 34.5 | 32.5 |
|  | We just use what we have, we can't afford buying water. vs We buy water from a private water supplier. |  | -0.4 | 0.3 | -3.1 | -1.5 | 1.1 | -1.8 | -5.6 | -I. 7 |
|  | Other vs We buy water from a private water supplier. |  | 0.5 | 1.8 | -2.6 | -0.2 | 2.0 | 1.3 | -4.6 | -0.7 |
|  | Other vs We just use what we have, we can't afford buying water. |  | 0.9 | 1.5 | 0.5 | 1.3 | 0.9 | 3.1 | 0.9** | 1.0 |
| On cold days, were you able to provide heating to classrooms? | No, it wasn't necessary | 9.2 | 33.8 | 22.4 | 30.2 | 32.7 | 45.7 | 27.9 | 38.1 | 31.1 |
|  | No, we don't have heating in classrooms | 40.4 | 35.7 | 25.7 | 28.8 | 32.0 | 44.9 | 32.2 | 36.9 | 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 have heating in classrooms vs No, there hasn't been a need |  | 1.9 | 3.3 | -1.4 | -0.7 | -0.8 | 4.4 | -1.2 | -0.0 |
|  | Yes, for I to 3 hours vs No, there hasn't been a need |  | 5.5 | 6.4 | 3.9 | 2.7 | 1.6 | 5.4 | 5.9 | 3.7 |
|  | Yes, between 4 to 6 hours vs No, there hasn't been a need |  | 2.5 | 3.2 | -0.1 | 1.8 | 0.7 | 5.2 | -1.5 | 3.7 |
|  | Yes, all day vs No, there hasn't been a need |  | 5.3 | 4.7 | 0.3 | 2.6 | 0.7 | 2.7 | 0.4 | 3.5 |
|  | Yes, for I to 3 hours vs No, we don't have heating in classrooms |  | 3.6 | 3.0* | 5.3 | 3.4 | 2.3 | 1.0 | 7.0 | 3.7 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
|  | Yes, between 4 to 6 hours vs No, we don't have heating in classrooms |  | 0.6 | -0.1* | 1.3 | 2.5 | 1.5 | 0.8 | -0.4 | 3.8 |
|  | Yes, all day vs No, we don't have heating in classrooms |  | 3.4 | 1.3* | 1.7 | 3.2 | 1.4 | -1.6 | 1.6 | 3.5 |
|  | Yes, between 4 to 6 hours vs Yes, for I to 3 hours |  | -3.0 | -3.2 | -4.0 | -0.9 | -0.8 | -0.2 | -7.4 | 0.1* |
|  | Yes, all day vs Yes, for I to 3 hours |  | -0.2 | -I. 7 | -3.6 | -0.2 | -0.9 | -2.6 | -5.4 | -0.2* |
|  | Yes, all day vs Yes, between 4 to 6 hours |  | 2.8 | 1.4* | 0.4 | 0.7 | -0.0 | -2.4 | 2.0 | -0.3* |
| Did your school benefit from any support program to help children and their families this year? | No-Selected | 34.6 | 36.5 | 25.3 | 30.2 | 33.3 | 45.5 | 32.8 | 38.6 | 32.5 |
|  | No-Not Selected |  | 36.9 | 26.7 | 30.4 | 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 familiesSelected | 21.3 | 37.9 | 25.8 | 31.7 | 34.2 | 47.4 | 30.9 | 38.9 | 33.3 |
|  | Yes, food boxes to families-Not Selected |  | 36.5 | 26.4 | 29.9 | 33.5 | 45.4 | 32.1 | 38.0 | 32.7 |
|  | not selected vs selected |  | -1.4 | 0.6 | -I. 7 | -0.7 | -2.0* | 1.2 | -1.0 | -0.6 |
|  | Yes, meal portions to students-Selected | 14.4 | 38.6 | 26.9 | 32.9 | 34.3 | 46.9 | 33.5 | 37.2 | 33.4 |
|  | Yes, meal portions to students-Not Selected |  | 36.5 | 26.1 | 30.0 | 33.5 | 45.6 | 31.6 | 38.3 | 32.7 |
|  | not selected vs selected |  | -2.1 | -0.7 | -3.0 | -0.8 | -1.3 | -1.9 | 1.1 | -0.7 |
|  | Yes, stationery to students-Selected | 61.0 | 37.0 | 26.5 | 30.1 | 33.5 | 46.1 | 31.5 | 37.4 | 33.1 |
|  | Yes, stationery to students-Not 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 |
| How has enrollment in your school changed in the past three years? | Enrollment levels are stable, it didn't change | 25.7 | 35.6 | 25.4 | 30.2 | 33.3 | 45.6 | 32.4 | 36.3 | 32.6 |
|  | Enrollment has increased | 32.7 | 36.2 | 27.1 | 29.1 | 33.0 | 44.4 | 31.2 | 38.7 | 32.4 |
|  | Enrollment has decreased | 41.5 | 38.0 | 26.2 | 31.2 | 34.4 | 47.1 | 32.0 | 38.6 | 33.3 |
|  | Enrollment has increased vs Enrollment levels are stable |  | 0.6 | 1.7 | -I.I | -0.4 | -I. 2 | -I.I | 2.3 | -0.2 |
|  | Enrollment has reduced vs Enrollment levels are stable |  | 2.5 | 0.8 | 0.9 | 1.0 | 1.5 | -0.3 | 2.3 | 0.6 |
|  | Enrollment has reduced vs Enrollment has increased |  | 1.8 | -0.9 | 2.0 | 1.4 | 2.7 | 0.8 | -0.0 | 0.8 |
| How would you characterize each of | Very High | 32.6 | 36.6 | 27.9 | 29.7 | 34.0 | 47.9 | 36.2 | 38.8 | 33.6 |
|  | High | 46.3 | 37.1 | 25.3 | 30.4 | 33.4 | 45.4 | 30.2 | 38.6 | 33.0 |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Arabic | French | English | Math | Arabic | French | English | Math |
| the following within your school? | Medium | 17.7 | 37.1 | 26.4 | 31.5 | 34.1 | 44.4 | 29.6 | 36.7 | 31.4 |
|  | 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 between directors, supervisors, coordinators and teachers to plan instruction: | Medium vs Very high |  | 0.6 | -1.5 | 1.8 | 0.1 | -3.4 | -6.6** | -2.1 | -2.2 |
|  | Low vs Very high |  | -3.6 | -4.6 | -1.3 | -2.9 | -7.8 | -9.6** | -6.4 | -2.8 |
|  | Medium vs High |  | 0.0 | 1.1 | 1.2 | 0.6 | -1.0 | -0.6*** | -1.9 | -1.6 |
|  | Low vs High |  | -4.1 | -2.0 | -1.9 | -2.3 | -5.3 | -3.7*** | -6.2 | -2.3 |
|  | Low vs Medium |  | -4.2 | -3.1* | -3.1 | -3.0 | -4.3*** | -3.0*** | -4.3 | -0.7* |
| How would you characterize each of the following within your school? | Very High | 6.5 | 36.5 | 24.5 | 29.7 | 31.2 | 45.6 | 32.2 | 39.2 | 35.3 |
|  | High | 21.1 | 37.5 | 27.2 | 31.1 | 34.6 | 47.9 | 35.7 | 39.4 | 34.4 |
|  | Medium | 36.1 | 37.7 | 26.3 | 31.3 | 34.2 | 44.7 | 31.6 | 36.7 | 32.0 |
|  | Low | 36.4 | 35.5 | 26.0 | 28.5 | 33.0 | 45.8 | 30.2 | 39.1 | 32.3 |
|  | High vs Very high |  | 1.0 | 2.7 | 1.3 | 3.3 | 2.4 | 3.5 | 0.1 | -0.9 |
| Parental involvement in school activities: | Medium vs Very high |  | 1.3 | 1.8 | 1.6 | 3.0 | -0.9 | -0.6 | -2.5 | -3.3 |
|  | Low vs Very high |  | -1.0 | 1.5 | -1.2 | 1.8 | 0.2 | -2.0 | -0.2 | -3.1 |
|  | Medium vs High |  | 0.2 | -0.9 | 0.3 | -0.4 | -3.3 | -4.1 | -2.7 | -2.4 |
|  | 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 |
| How would you characterize each of the following within your school? | Very High | 4.5 | 41.1 | 27.6 | 32.5 | 37.0 | 48.7 | 33.6 | 42.7 | 36.3 |
|  | High | 14.4 | 37.8 | 26.9 | 32.0 | 35.7 | 47.3 | 33.2 | 41.6 | 34.1 |
|  | Medium | 50.1 | 37.4 | 26.6 | 30.0 | 34.0 | 46.1 | 33.3 | 37.3 | 32.9 |
|  | Low | 30.9 | 34.6 | 25.3 | 29.5 | 31.6 | 44.3 | 29.4 | 37.4 | 31.5 |
|  | High vs Very high |  | -3.3 | -0.7 | -0.5 | -1.3 | -1.4 | -0.4 | -1.2 | -2.2 |
| Parental support to ensure that students are fully ready to learn: | Medium vs Very high |  | -3.7 | -1.0 | -2.4 | -3.0 | -2.6 | -0.3 | -5.5 | -3.4 |
|  | Low vs Very high |  | -6.5 | -2.3 | -3.0 | -5.4 | -4.4 | -4.1 | -5.3 | -4.8 |
|  | Medium vs High |  | -0.4 | -0.3 | -2.0 | -1.7 | -1.2 | 0.1 | -4.3 | -1.2* |
|  | Low vs High |  | -3.2 | -1.6 | -2.5 | -4.1 | -3.0 | -3.8 | -4.1 | -2.6* |
|  | Low vs Medium |  | -2.8 | -1.3 | -0.5 | -2.4 | -1.8 | -3.9 | 0.2 | -1.4*** |
| Is there a Math coordinator in your school? | No | 49.2 | 36.6 | 25.8 | 30.0 | 33.6 | 45.2 | 30.4 | 37.0 | 32.6 |
|  | Yes | 50.8 | 37.1 | 26.7 | 30.6 | 33.6 | 46.7 | 33.5 | 39.3 | 33.2 |
|  | Yes vs No |  | 0.5 | 0.9 | 0.6 | 0.0 | 1.5 | 3.2* | 2.3 | 0.6 |
| Is there an Arabic language coordinator in your school? | No | 33.5 | 35.0 | 26.1 | 28.7 | 32.3 | 44.3 | 31.2 | 36.1 | 32.0 |
|  | Yes | 66.5 | 37.7 | 26.3 | 31.1 | 34.3 | 46.7 | 32.3 | 39.1 | 33.3 |
|  | Yes vs No |  | 2.7* | 0.1 | 2.4 | 2.0* | 2.4** | 1.1 | 3.0 | 1.3 |
| Is there a French/English language coordinator in your school? | No | 43.2 | 35.6 | 25.8 | 28.5 | 33.3 | 44.9 | 30.2 | 36.1 | 32.2 |
|  | Yes | 56.8 | 37.7 | 26.6 | 31.6 | 33.8 | 46.7 | 33.4 | 39.7 | 33.4 |
|  | Yes vs No |  | 2.1* | 0.8 | 3.1* | 0.5 | 1.8* | 3.1* | 3.5* | 1.2 |
| By the end of this school year, how many years will you have been a principal altogether? | 1 | 14.0 |  |  |  |  |  |  |  |  |
|  | 2 | 6.9 |  |  |  |  |  |  |  |  |
|  | 3 | 10.7 |  |  |  |  |  |  |  |  |
|  | 4 | 9.1 |  |  |  |  |  |  |  |  |
|  | 5 | 7.0 |  |  |  |  |  |  |  |  |
|  | 6 | 5.5 |  |  |  |  |  |  |  |  |
|  | 7 | 8.6 |  |  |  |  |  |  |  |  |
|  | 8 | 5.4 |  |  |  |  |  |  |  |  |
|  | 9 | 1.7 |  |  |  |  |  |  |  |  |
|  | 10 | 5.2 |  |  |  |  |  |  |  |  |
|  | 11 | 1.4 |  |  |  |  |  |  |  |  |
|  | 12 | 2.5 |  |  |  |  |  |  |  |  |
|  | 13 | 0.4 |  |  |  |  |  |  |  |  |
|  | 14 | 0.8 |  |  |  |  |  |  |  |  |
|  | 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 |  |  |  |  |  |  |  |  |


| Item | Answer Choices | Obs <br> (\%) | Grade 3 |  |  |  | Grade 6 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 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 | 0.8 |  |  |  |  |  |  |  |  |
|  | 42 | 0.8 |  |  |  |  |  |  |  |  |
|  | 43 | 0.3 |  |  |  |  |  |  |  |  |
| What is the highest level of formal education you have completed? | 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*** |
|  | Diploma from CRDP Teachers Centers vs PhD |  | 0.3 | 0.3 | 7.3 | -3.9 | 7.2*** | 4.9 | 6.8 | 5.0*** |
|  | 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 <br> Diploma vs <br> 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 | -I.I | 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 | -I.I*** | -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*** |



## ENDNOTES

${ }^{i}$ UN News (September 2021). Lebanon: Almost three-quarters of the population living in poverty.
${ }^{\text {ii }}$ LHF, EU \& REACH (2022). Lebanon 202I Multi Sector Needs Assessment.
iii World Bank Group (2021). Foundations for building forward better: an education reform path for Lebanon.
${ }^{\text {iv }}$ UNICEF (2021). Lebanon: Children's future on the line.
v UNICEF (2022). Searching For Hope: A Grim Outlook for Youth as Lebanon Teeters on the Brink of Collapse.
${ }^{\text {vi }}$ Hammoud \& Shuayb. (202I). The impact of covid 19 lockdown on access and quality of education: reflections from teachers and students in Lebanon. Centre for Lebanese Studies CLS, LAU Lebanese American University, LAU.
vii QITABI 2 (202I). QITABI 2 Learning Recovery Study Report.
viii Almodon (March 2022) سهلة"المدن - التُليم المتدهور : تقليص المنهج مجدّدًا لامتحاناتا" (almodon.com)
${ }^{\text {ix }}$ Save the children (2021). Lebanon Education in crisis: raising the alarm.
https://reliefweb.int/report/lebanon/lebanon-s-education-crisis-open-letter-24-january-2022-enar
$\times$ Ibid.
xi MEHE. https://www.mehe.gov.lb/ar/LegislationsRegulations/All/Details?LegislationRegulationld=1|27
xii QITABI 2 (202I)
xiii Hammoud \& Shuayb. (202I)
${ }^{\text {xiv }}$ Save the children (202I)
${ }^{\text {xv }}$ Hammoud \& Shuayb. (202I)
xvi QITABI 2 (202I)
xvii Save the children (202I)
xviii Human Right Watch (May 2022). Lebanon: credible plans needed on education crisis
xix Save the Children (202I)
xx Human Right Watch (May 2022)
xxi Almodon (March 2022)
xxii UNICEF (202I)
xxiii UNICEF (2022)
xxiv Hammoud \& Shuayb. (202I)
${ }^{x \times v}$ Education sector advocacy brief (October 2021). Lebanon: Education at a tipping point.
xxvi UNICEF (2022)
xxvii Save the children (202I)
xxviii Education sector advocacy brief (October 202I).
xxix Baroud,T., El Masri,J., Shammaa,H., Saleh,M. Chanbour, H. \& Salameh. P. (2022).The impact of Covid I9 pandemic, financial wellness, and online teaching on schoolteachers' mental health: a cross sectional study in Lebanon. International journal of clinical research.
${ }^{x x x}$ Baroud et al. (2022).
${ }^{\text {xxxi }}$ Peelee, M. \& Wolf, S. (202I). Depressive and anxiety symptoms in early childhood education teachers:
Relations to professional well-being and absenteeism. Early Childhood Research Quarterly, 55.
${ }^{x \times x i i}$ Kwon, K., Jeon, S., Jeon, L., Castle, S. (20I9).The role of teachers' depressive symptoms in classroom quality and child developmental outcomes in Early Head Start programs. Learning and individual differences, 75.
xxxiii Klusmann, U., Richter, D., \& Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. Journal of Educational Psychology, 108(8).


[^0]:    *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.

[^1]:    QITABI 2 BASELINE REPORT | 76

[^2]:    QITABI 2 BASELINE REPORT | \| 12

[^3]:    QITABI 2 BASELINE REPORT | 122

