

Funders Report

BRiCE Project DRC and Niger: Endline Report

Annexe 3: Quantitative Results and Descriptives

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November 2022

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November 2022

First published by the Institute of Development Studies in November 2022

ISBN: 978-1-78118-997-9

DOI: **10.19088/IDS.2022.053**

A catalogue record for this publication is available from the British Library.

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1. Tables and figures on DRC

Table A3.1. Evolution of Teacher well-being across the three data collections

Teacher Well-being	BL	ML	% change	EL	% change with ML	% change with BL
Job satisfaction (average out of 7)	4.02	4.06	1.11	4.32	6.38	7.56
Job satisfaction (rescaled average out of 1)	0.57	0.58	0.64	0.62	3.70	4.34
Teacher is satisfied with the current salary (%)	14.63	12.52	-2.11	12.36	-0.16	-2.27
Teacher is satisfied with the number of working hours in each school day (%)	91.36	92.02	0.67	90.63	-1.40	-0.73
Teacher is satisfied with the availability of textbooks in school (%)	21.81	26.96	5.15	30.26	3.30	8.45
Teacher is satisfied with the condition of school infrastructure (%)	39.49	36.73	-2.77	42.76	6.03	3.26
Teacher is satisfied with job security in this job (%)	66.62	69.46	2.84	80.68	11.22	14.06
Teacher is satisfied with the level of cooperation from parents (%)	81.52	84.32	2.80	85.37	1.05	3.85
Teacher is satisfied with my social status as a teacher in the community (%)	86.30	84.18	-2.12	90.06	5.88	3.75
Professional Perception (Motivation) (average out of 3)	1.85	1.84	-0.57	2.10	13.92	13.26
Professional Perception (Motivation) (rescaled average out of 1)	0.62	0.61	-0.35	0.70	8.54	8.18
Teacher would like to change to another school if that were possible. (%)	59.84	57.22	-2.62	64.77	7.55	4.93
Teacher regrets that decided to become a teacher (%)	73.01	72.35	-0.65	74.01	1.65	1.00
Teachers can influence children's learning (%)	52.26	54.47	2.21	70.88	16.41	18.62
Teaching challenge manageability (average out of 12)	8.63	8.21	-4.91	8.76	6.71	1.47
Teaching challenge manageability (rescaled average out of 1)	0.72	0.68	-3.53	0.73	4.59	1.06
<i>Does the teacher feel supported to manage (%):</i>						
Students with functioning limitations	77.39	74.69	-2.70	77.56	2.87	0.16
Students with learning difficulties	60.24	59.42	-0.82	64.91	5.49	4.68
Students lacking prerequisite skills	56.65	58.60	1.95	64.20	5.61	7.56
Large class size	84.31	55.85	-28.46	70.31	14.47	-14.00
Children from different grades in the class	81.65	72.63	-9.02	78.27	5.64	-3.38
Disruptive children	71.81	69.60	-2.21	75.85	6.25	4.04
Uninterested children	75.27	73.73	-1.54	76.99	3.26	1.72
Students with irregular attendance	60.11	68.64	8.53	63.78	-4.86	3.67
Students who speak a different language	89.89	85.42	-4.47	85.23	-0.19	-4.67
Other teachers with irregular attendance	91.89	92.98	1.10	95.31	2.33	3.42
Problems with parents	55.45	52.27	-3.18	53.55	1.28	-1.90
Parents who are unable to afford learning materials	58.38	56.81	-1.57	69.74	12.94	11.37
PTSD (average out of 68)	15.42	13.35	-13.45	13.41	0.45	-13.06
PTSD (rescaled average out of 1)	0.23	0.20	-3.05	0.20	0.09	-2.96

Note: The numbers in the first three column are not identical to those in the Midline report (Annex 5, table A5.3) as here we use all available teacher observations (in BL: 752, ML: 727, EL: 704 teachers) whereas the table in the Midline only considered teachers with teacher observations present in both the baseline and the midline surveys (623 teachers).

Table A3.2. Evolution of Teaching Quality across the three data collection

Teaching Quality	BL	ML	% change	EL	% change with ML	% change with BL
Interaction with teachers (average out of 4)	3.05	2.92	-4.31	3.11	6.38	1.79
Interaction with teachers (rescaled average out of 1)	0.76	0.73	-3.29	0.78	4.66	1.37
Teacher discusses how to teach a particular topic (%)	74.20	71.94	-2.26	79.26	7.32	5.06
Teacher collaborates in planning and preparing instructional materials (%)	74.60	71.25	-3.35	75.85	4.60	1.25
Teacher shares teaching experiences (%)	79.79	74.55	-5.23	80.11	5.56	0.33
Teacher works together to try out new ideas (%)	76.73	74.42	-2.31	75.57	1.15	-1.16
Lesson delivery (average out of 5)	4.05	3.91	-3.46	4.18	6.86	3.17
Lesson delivery (rescaled average out of 1)	0.81	0.78	-2.80	0.84	5.37	2.57
Teacher summarises what students should have learned from the lesson (%)	82.58	80.33	-2.25	87.22	6.89	4.64
Teacher relates the lesson to students' daily lives (%)	78.72	79.64	0.92	80.26	0.61	1.53
Teacher brings interesting materials to class (%)	79.79	75.93	-3.86	80.54	4.61	0.75
Teacher uses graphs, pictures and printed materials on walls, figures (%)	71.28	67.68	-3.60	74.72	7.04	3.44
Teacher asks questions to students to check their understanding (%)	92.55	87.35	-5.21	95.03	7.68	2.48
Positive Education (feedback and rewards) (average out of 5)	4.19	3.81	-9.05	4.19	9.95	0.00
Positive Education (feedback and rewards) (rescaled average out of 1)	0.84	0.76	-7.57	0.84	7.57	0.00
When a student respond incorrectly teacher provides feedback (%)	82.18	69.60	-12.58	85.94	16.34	3.76
Teacher does not ignore students who show little interest (%)	91.09	82.67	-8.42	92.90	10.23	1.81
Teacher provides specific comments and suggestions when a student performs well	74.07	66.99	-7.08	72.02	5.03	-2.05
Teacher rewards students for improving their school work. (%)	76.33	69.74	-6.59	73.44	3.70	-2.89
Teachers agree that they should reward students for doing correctly their classwork (%)	94.95	91.75	-3.20	94.32	2.57	-0.63
Literacy activities (average out of 13)	7.04	6.65	-5.54	6.77	1.82	-3.83
Literacy activities (rescaled average out of 1)	0.54	0.51	-3.00	0.52	0.93	-2.07
Teacher asks students to repeat the alphabet (%)	70.08	74.83	4.75	71.16	-3.66	1.08
Teacher uses pictures and asks students to name the first letter (%)	65.29	64.92	-0.37	64.35	-0.58	-0.95
Teacher uses short word and asks students to read the letters (%)	69.02	64.37	-4.64	68.18	3.81	-0.83
Teacher asks students to listen to a story (%)	64.63	57.50	-7.13	53.98	-3.52	-10.65
Teacher asks students to read a story (%)	48.67	43.47	-5.20	47.44	3.98	-1.23
Teacher asks students to answer questions based on the story (%)	51.06	41.54	-9.52	46.88	5.33	-4.19
Teacher asks students to write sentences multiples times (%)	51.86	46.91	-4.96	47.59	0.68	-4.28
Teacher asks students to write texts to express ideas and feelings (%)	34.84	30.54	-4.30	32.10	1.57	-2.74
Teacher asks students to match words spoken at loud with written words (%)	63.70	61.21	-2.49	63.78	2.57	0.08

Teacher often asks students to connect words with pictures (%)	57.45	57.08	-0.36	58.52	1.44	1.08
Teacher often stops an activity to explain a word (%)	66.49	61.07	-5.42	62.93	1.85	-3.56
Teacher often creates word banks on specific themes (%)	32.31	32.32	0.01	31.25	-1.07	-1.06
Teacher often gives newspapers to students (%)	28.99	29.57	0.58	29.26	-0.31	0.27
Not favour physical punishment (average out of 3)	2.38	2.29	-3.57	2.54	10.83	6.88
Not favour physical punishment (rescaled average out of 1)	0.79	0.76	-2.83	0.85	8.27	5.45
Teachers should not physically punish the students for not doing their homework	79.79	83.63	3.84	87.22	3.58	7.43
Teachers should not make a student sit in the corner of the class for misbehaviour (%)	75.66	69.46	-6.20	82.95	13.49	7.29
Teachers should not use the cane to punish students (%)	82.05	75.93	-6.12	83.66	7.74	1.62
Conflict-sensitive education (average out of 5)	3.31	3.38	2.03	3.54	4.87	6.99
Conflict-sensitive education (rescaled average out of 1)	0.66	0.68	1.34	0.71	3.29	4.63
Teacher informs students on the security measures in this school (%)	69.28	71.25	1.97	74.29	3.04	5.01
Teacher encourages students affected by trauma to think about other events (%)	47.34	46.22	-1.12	52.84	6.62	5.50
Teacher informs the students affected by trauma of help resources (%)	45.35	46.91	1.56	52.27	5.37	6.93
Girls feel safe at school (%)	94.41	91.06	-3.36	94.74	3.69	0.33
Teachers or school officials immediately act when students report violence (%)	74.60	82.26	7.65	79.97	-2.28	5.37
Unbiased gender attitude (average out of 9)	6.97	6.78	-2.72	7.41	9.37	6.39
Unbiased gender attitude (rescaled average out of 1)	0.77	0.75	-2.11	0.82	7.05	4.95
Disagrees with man should have the final word about decisions in his home (%)	47.07	48.01	0.93	59.23	11.23	12.16
Disagrees with teacher would be a more suitable job for a woman (%)	75.80	76.34	0.54	76.99	0.65	1.19
Disagrees with woman's most important role is to take care of her home (%)	59.04	58.05	-1.00	75.85	17.81	16.81
Disagrees with boys and girls should be treated differently at school (%)	90.16	86.38	-3.78	89.77	3.39	-0.39
Agrees with teachers should encourage girls and boys in the same way (%)	98.14	96.56	-1.58	98.01	1.45	-0.13
Agrees with woman can be elected as the village head (%)	87.50	85.83	-1.67	92.47	6.64	4.97
Disagrees with teachers should assign boys in leadership positions (%)	89.36	80.74	-8.62	88.07	7.33	-1.29
Disagrees with men are more likely to become doctors than women (%)	84.04	82.12	-1.92	87.93	5.81	3.88
Agrees with men should share in cooking and cleaning (%)	65.56	63.69	-1.87	72.87	9.18	7.31

Note: The numbers in the first three column are not identical to those in the Midline report (Annex 5, table A5.3) as here we use all available teacher observations (in BL: 752, ML: 727, EL: 704 teachers) whereas the table in the Midline only considered teachers with teacher observations present in both the baseline and the midline surveys (623 teachers).

Table A3.3. Evolution of Students' literacy, numeracy and well-being descriptive statistics (full sample and by territory)

	Full sample			Uvira			Fizi		
	Baseline	Midline	Endline	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.27	0.38	0.50	0.32	0.45	0.57	0.23	0.32	0.44
Familiar word reading	0.10	0.19	0.25	0.13	0.23	0.30	0.08	0.15	0.21
Invented word reading	0.09	0.18	0.25	0.12	0.22	0.30	0.07	0.15	0.21
Oral passage reading	0.07	0.16	0.23	0.10	0.20	0.28	0.05	0.12	0.19
Comprehension	0.07	0.14	0.17	0.08	0.18	0.23	0.06	0.10	0.12
Number identification	0.57	0.66	0.72	0.60	0.70	0.74	0.55	0.63	0.70
Quantity discrimination	0.81	0.89	0.94	0.82	0.93	0.96	0.80	0.86	0.93
Missing numbers	0.47	0.51	0.54	0.49	0.52	0.56	0.45	0.50	0.53
Addition	0.54	0.68	0.77	0.57	0.72	0.80	0.52	0.64	0.75
Subtraction	0.29	0.39	0.46	0.33	0.42	0.49	0.25	0.37	0.43
Percentage of students who showed perseverance	25.43	49.61	63.89	30.43	48.33	71.81	21.01	50.74	56.93
Percentage of students who would continue school after marriage	55.73	71.43	72.84	53.85	72.67	64.77	57.40	70.33	79.94
Percentage of students who showed empathy	36.26	48.04	53.06	34.11	47.33	54.03	38.17	48.66	52.21
Percentage of students who reported that teachers praised them for good work	70.64	71.59	77.39	75.92	77.33	80.87	65.98	66.47	74.34
Percentage of students who reported that teachers helped them when they were sad	39.72	39.56	46.15	38.13	43.33	45.97	41.12	36.20	46.31
Percentage of students who reported that teachers almost never humiliated them	79.43	83.05	83.67	76.59	86.67	85.57	81.95	79.82	82.01
Percentage of students who reported that teachers almost never hit them with hand	56.83	68.45	74.73	55.85	72.00	72.82	57.69	65.28	76.40
Percentage of students who reported that teachers almost never hit them with object	54.16	64.52	65.31	50.84	66.67	62.42	57.10	62.61	67.85
Percentage of students who reported that teachers almost never pulled their ears	57.61	66.88	70.64	56.86	67.00	65.10	58.28	66.77	75.52

Note: here we use all available student observations (637 students in all rounds, not the same students in all rounds). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Table A3.4. Evolution of Students' literacy, numeracy and well-being descriptive statistics (by school group)

	G2			G3		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.31	0.44	0.56	0.24	0.34	0.47
Familiar word reading	0.12	0.22	0.31	0.09	0.16	0.21
Invented word reading	0.11	0.21	0.30	0.08	0.16	0.22
Oral passage reading	0.08	0.18	0.28	0.07	0.15	0.20
Comprehension	0.06	0.15	0.21	0.08	0.13	0.14
Number identification	0.57	0.66	0.71	0.57	0.66	0.73
Quantity discrimination	0.80	0.91	0.95	0.81	0.88	0.94
Missing numbers	0.47	0.51	0.54	0.47	0.51	0.54
Addition	0.55	0.70	0.79	0.54	0.66	0.76
Subtraction	0.29	0.44	0.51	0.28	0.36	0.42
Percentage of students who showed perseverance	25.38	49.62	68.34	25.46	49.60	60.85
Percentage of students who would continue school after marriage	53.46	70.77	72.59	57.29	71.88	73.02
Percentage of students who showed empathy	35.00	49.23	54.83	37.14	47.21	51.85
Percentage of students who reported that teachers praised them for good work	76.92	79.62	81.08	66.31	66.05	74.87
Percentage of students who reported that teachers helped them when they were sad	45.00	37.69	49.42	36.07	40.85	43.92
Percentage of students who reported that teachers almost never humiliated them	80.38	90.77	83.78	78.78	77.72	83.60
Percentage of students who reported that teachers almost never hit them with hand	62.69	75.77	71.43	52.79	63.40	76.98
Percentage of students who reported that teachers almost never hit them with object	60.00	69.62	62.93	50.13	61.01	66.93
Percentage of students who reported that teachers almost never pulled their ears	60.38	72.69	67.18	55.70	62.86	73.02

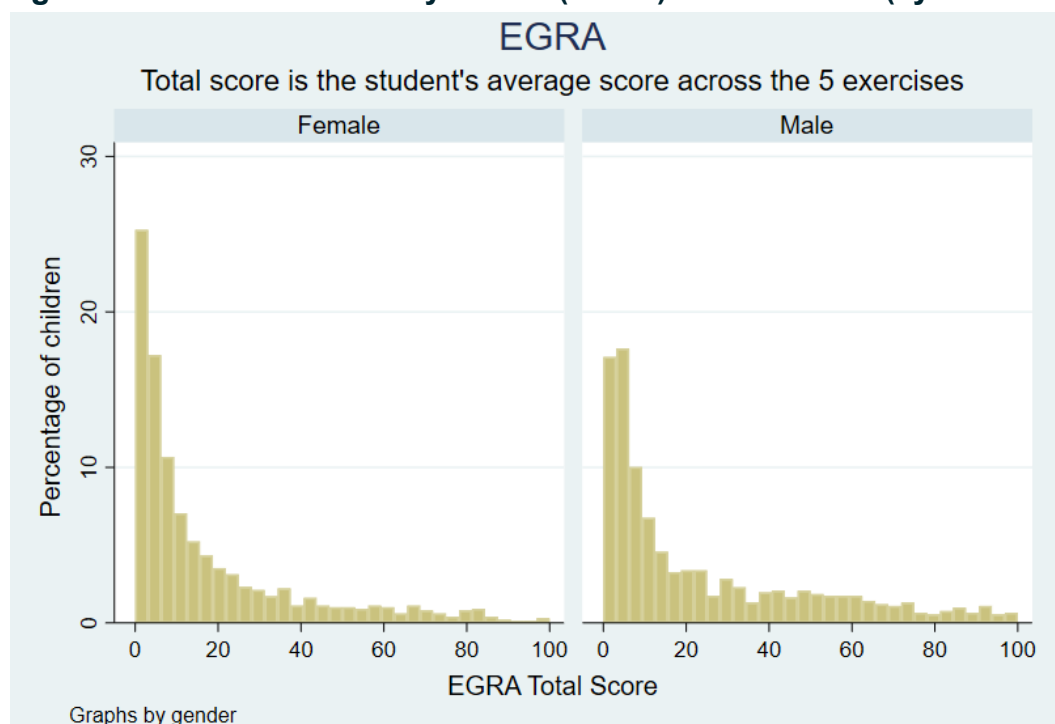
Note: here we use all available student observations (637 students in all rounds, not the same students in all rounds). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Table A3.5. Evolution of Students' literacy, numeracy and well-being descriptive statistics (by student gender)

	Boys			Girls		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.30	0.43	0.54	0.25	0.34	0.46
Familiar word reading	0.12	0.23	0.28	0.09	0.15	0.22
Invented word reading	0.11	0.23	0.28	0.08	0.14	0.21
Oral passage reading	0.09	0.20	0.26	0.06	0.13	0.20
Comprehension	0.08	0.16	0.20	0.06	0.11	0.14
Number identification	0.59	0.67	0.72	0.56	0.66	0.72
Quantity discrimination	0.81	0.90	0.94	0.80	0.89	0.95
Missing numbers	0.47	0.50	0.54	0.47	0.52	0.54
Addition	0.60	0.70	0.80	0.50	0.65	0.74
Subtraction	0.33	0.44	0.51	0.25	0.35	0.40
Percentage of students who showed perseverance	28.14	55.97	66.67	23.10	44.19	60.91
Percentage of students who would continue school after marriage	55.59	72.35	73.64	55.85	70.64	71.99
Percentage of students who showed empathy	33.90	45.05	52.73	38.30	50.58	53.42
Percentage of students who reported that teachers praised them for good work	71.19	73.72	78.18	70.18	69.77	76.55
Percentage of students who reported that teachers helped them when they were sad	38.64	41.30	44.85	40.64	38.08	47.56
Percentage of students who reported that teachers almost never humiliated them	75.59	84.30	81.21	82.75	81.98	86.32
Percentage of students who reported that teachers almost never hit them with hand	54.24	67.24	73.94	59.06	69.48	75.57
Percentage of students who reported that teachers almost never hit them with object	52.88	61.09	64.24	55.26	67.44	66.45
Percentage of students who reported that teachers almost never pulled their ears	50.85	64.51	69.09	63.45	68.90	72.31

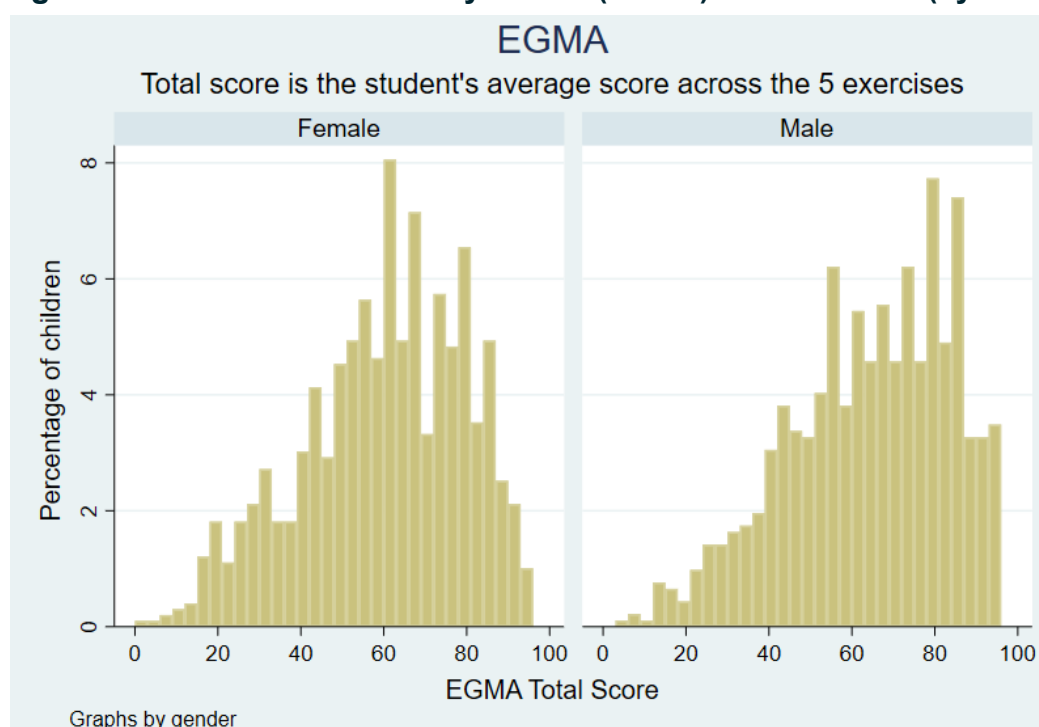
Note: here we use all available student observations (637 students in all rounds, not the same students in all rounds). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Figure A3.1. Students' literacy scores (EGRA) in the Endline (by student gender)



Note: here we use all available student observations (637 students in the Endline). The EGRA total score is the average percentage of correct answers across the 5 exercises of the EGRA (and therefore ranges from 0 to 100).

Figure A3.2. Students' numeracy scores (EGMA) in the Endline (by student gender)



Note: here we use all available student observations (637 students in the Endline). The EGMA total score is the average percentage of correct answers across the 5 exercises of the EGMA (and therefore ranges from 0 to 100).

Table A3.6. Descriptive statistics, coefficients and standard errors of Teachers' indices and its elements

	Mean value	Standard deviation	Min	Max	N	Baseline Treatment Effect			Dynamic Effect		
						Coefficient	Standard errors	Statistical significance	Coefficient	Standard errors	Statistical significance
Not use cane to hit students	80.14	39.93	0.00	100.00	589	1.25	0.01		2.17	0.01	
Not physical punishment	77.25	41.96	0.00	100.00	589	1.92	0.02		1.11	0.02	
Not sit students in corner	82.34	38.16	0.00	100.00	589	7.55	0.02	***	-0.09	0.02	
Does not favour physical punishment Index	0.00	1.06	-3.19	1.61	589	0.14	0.04	***	0.05	0.05	
Discusses how to teach	74.36	43.70	0.00	100.00	589	1.22	0.02		1.79	0.02	
Collaborates in teaching planning	74.19	43.79	0.00	100.00	589	1.16	0.02		-0.01	0.02	
Shares teaching experience	80.31	39.80	0.00	100.00	589	-0.29	0.02		-2.01	0.02	
Collaborates for new ideas	76.91	42.18	0.00	100.00	589	1.76	0.02		-0.18	0.02	
Interaction with teachers Index	0.00	0.88	-2.91	1.78	589	0.00	0.04		-0.04	0.04	
Man has final word at home	47.88	50.00	0.00	100.00	589	1.83	0.02		6.64	0.02	***
Teaching is more suitable for women	78.10	41.39	0.00	100.00	589	3.73	0.02	**	-0.34	0.02	
Woman role is home	60.10	49.01	0.00	100.00	589	2.28	0.02		-0.95	0.02	
Treat girls and boys differently	90.66	29.12	0.00	100.00	589	0.29	0.01		0.65	0.01	
Equal gender class participation	98.64	11.58	0.00	100.00	589	0.04	0.00		0.12	0.01	
Woman can be village leader	87.78	32.78	0.00	100.00	589	-0.01	0.01		0.05	0.01	
Boys assigned team leaders	89.64	30.50	0.00	100.00	589	-0.17	0.02		0.80	0.02	
Men more likely to be doctor	85.23	35.51	0.00	100.00	589	-0.80	0.01		3.75	0.01	**
Fathers should cook and clean	67.40	46.91	0.00	100.00	589	-0.89	0.01		4.40	0.02	**
Unbiased gender attitude Index	0.44	1.00	-2.57	3.06	589	0.04	0.04		0.03	0.05	
Perceives safety in school for girls	95.08	21.65	0.00	100.00	589	2.13	0.01		-0.13	0.01	
Informs of resources for trauma	45.33	49.82	0.00	100.00	589	-0.87	0.02		0.36	0.02	
Informs of security measures	70.29	45.74	0.00	100.00	589	-0.73	0.02		3.39	0.02	
Acts immediately when students report violence	75.38	43.12	0.00	100.00	589	-1.38	0.02		2.66	0.03	
Engages with students on trauma	46.86	49.94	0.00	100.00	589	-2.25	0.02		-0.30	0.03	
Conflict-sensitive education Index	-0.03	1.00	-3.61	2.28	589	0.00	0.05		0.07	0.04	
Uses pictures	69.61	46.03	0.00	100.00	589	-0.12	0.02		0.72	0.03	
Check understanding	92.02	27.12	0.00	100.00	589	-0.04	0.01		-0.91	0.01	
Uses interesting material	79.12	40.68	0.00	100.00	589	-1.85	0.02		1.36	0.02	
Summarises lessons	82.17	38.31	0.00	100.00	589	-0.61	0.01		0.24	0.02	
Relates lessons to life	77.08	42.07	0.00	100.00	589	-1.46	0.01		-2.47	0.02	
Lesson delivery index	-0.20	0.98	-2.54	1.61	589	-0.02	0.04		0.00	0.05	
Feedback to students	82.17	38.31	0.00	100.00	589	0.11	0.02		-1.75	0.02	
Ignores uninterested children	90.66	29.12	0.00	100.00	589	-0.71	0.01		0.15	0.01	
Provides specific feedback	72.84	44.52	0.00	100.00	589	-2.93	0.02		-1.21	0.02	
For rewarding students	95.25	21.30	0.00	100.00	589	-1.23	0.01		-1.72	0.01	**
Rewards students for improvement	76.40	42.50	0.00	100.00	589	-2.13	0.02		-3.41	0.02	

Positive Education (feedback and rewards) Index	-0.30	0.97	-3.80	1.54	589	-0.05	0.05		-0.06	0.05	
Match pictures with words	58.57	49.30	0.00	100.00	589	0.18	0.02		-0.49	0.02	
Match spoken and written word	64.01	48.04	0.00	100.00	589	0.59	0.02		4.23	0.03	
Gives newspapers	29.54	45.66	0.00	100.00	589	-0.29	0.02		-1.99	0.02	
Repeat alphabet	68.93	46.32	0.00	100.00	589	-1.36	0.01		2.54	0.02	
Creates word banks	32.60	46.91	0.00	100.00	589	-1.49	0.01		-4.17	0.02	**
Explains meaning of words	67.23	46.98	0.00	100.00	589	-1.01	0.01		-2.48	0.03	
Teacher Reads story	63.33	48.23	0.00	100.00	589	-1.42	0.02		-0.25	0.02	
Name first letter of picture	66.04	47.40	0.00	100.00	589	-0.65	0.02		4.94	0.02	**
Writing to express ideas	34.97	47.73	0.00	100.00	589	-1.48	0.01		-2.24	0.02	
Read letters of short words	67.91	46.72	0.00	100.00	589	-1.83	0.02		-1.03	0.02	
Sentence writing	52.97	49.95	0.00	100.00	589	-4.51	0.02	***	-1.23	0.02	
Asks students to read story	47.88	50.00	0.00	100.00	589	-3.53	0.02		-1.15	0.03	
Asks question based on story	50.08	50.04	0.00	100.00	589	-3.98	0.02		-2.90	0.03	
Literacy activities index	0.09	0.95	-2.66	2.66	589	-0.06	0.04		-0.02	0.06	
Salary	14.26	35.00	0.00	100.00	589	-3.95	0.02	**	-1.43	0.02	
Working hours	92.53	26.31	0.00	100.00	589	1.28	0.01		0.50	0.01	
Learning materials	20.20	40.19	0.00	100.00	589	-1.99	0.02		4.07	0.03	
School infrastructure	37.69	48.50	0.00	100.00	589	0.63	0.02		3.85	0.03	
Job security	68.42	46.52	0.00	100.00	589	4.59	0.02	**	-1.75	0.02	
Cooperation with parents	81.15	39.14	0.00	100.00	589	2.37	0.01		3.35	0.03	
Own social status	86.42	34.29	0.00	100.00	589	-0.65	0.01		-0.21	0.01	
Job satisfaction index	-0.06	0.97	-3.81	3.17	589	-0.01	0.04		0.01	0.06	
Would like to change school	61.80	48.63	0.00	100.00	589	-3.55	0.02		-2.93	0.02	
Regrets being a teacher	74.02	43.89	0.00	100.00	589	-1.40	0.02		-5.01	0.02	**
Little influence over children	53.65	49.91	0.00	100.00	589	-1.58	0.02		-2.52	0.02	
Professional Perception Index	-0.02	1.06	-3.00	2.11	589	-0.07	0.04		-0.17	0.03	***
Students with disability	76.57	42.39	0.00	100.00	589	-2.63	0.02		-1.39	0.02	
Students with learning disabilities	60.44	48.94	0.00	100.00	589	-2.99	0.02		4.06	0.02	
Students lacking prerequisite skills	55.35	49.76	0.00	100.00	589	0.01	0.02		3.00	0.03	
Class sizes are large	83.36	37.27	0.00	100.00	589	-2.56	0.02		-2.47	0.03	
Multiple grades in same class	82.00	38.45	0.00	100.00	589	-2.50	0.02		-3.33	0.02	
Disruptive students	73.01	44.43	0.00	100.00	589	0.15	0.02		-0.88	0.02	
Students uninterested	74.87	43.41	0.00	100.00	589	-1.75	0.02		2.10	0.02	
Students' attendance	59.25	49.18	0.00	100.00	589	-2.82	0.02		-1.95	0.03	
Other teachers' attendance	90.32	29.59	0.00	100.00	589	0.03	0.01		-2.08	0.02	
Problem with parents	92.19	26.86	0.00	100.00	589	-0.73	0.01		-0.60	0.01	
Parents unable to afford books	55.35	49.76	0.00	100.00	589	-0.39	0.02		1.04	0.04	
Students speaking different language	58.23	49.36	0.00	100.00	589	-1.00	0.02		5.19	0.03	
Teaching challenges Index	-0.23	0.88	-1.65	2.11	585	-0.01	0.04		-0.07	0.04	

Note: Indices are in bold in the first column and its elements precede the row the index. The descriptive statistics in this table are based on the observations collected in the BASELINE survey. Columns with the coefficients, the standard errors and the level of significance are based on the regressions. Methodology of regressions is described in the section 8. In the statistical significance column, ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

Table A3.7. Descriptive statistics, coefficients and standard errors of Students' indices and its elements

	Mean value	Standard deviation	Min	Max	N	Baseline Treatment Effect			Dynamic Effect		
						Coefficient	Standard errors	Statistical significance	Coefficient	Standard errors	Statistical significance
Number identification (divided by max score. Values from 0 to 100)	60.86	22.49	0.0 0	100.00	332	-0.09	0.01		-0.98	0.01	
Quantity discrimination (divided by max score. Values from 0 to 100)	82.95	22.58	0.0 0	100.00	332	-0.02	0.01		-0.33	0.01	
Missing numbers (divided by max score. Values from 0 to 100)	49.70	24.65	0.0 0	100.00	332	-1.23	0.01		-0.15	0.01	
Addition (divided by max score. Values from 0 to 100)	56.11	28.61	0.0 0	100.00	332	0.21	0.01		-1.18	0.01	
Subtraction (divided by max score. Values from 0 to 100)	29.04	28.63	0.0 0	100.00	332	1.04	0.01		2.01	0.02	
Letter reading (divided by max score. Values from 0 to 100)	28.19	25.41	0.0 0	100.00	332	-0.26	0.01		1.31	0.01	
Familiar word reading (divided by max score. Values from 0 to 100)	10.70	17.67	0.0 0	90.00	332	-0.47	0.01		1.69	0.01	
Invented word reading (divided by max score. Values from 0 to 100)	10.05	17.44	0.0 0	100.00	332	-0.87	0.01		1.92	0.01	
Oral passage reading (divided by max score. Values from 0 to 100)	8.10	16.43	0.0 0	90.00	332	-0.58	0.01		2.35	0.01	
Comprehension (divided by max score. Values from 0 to 100)	7.71	19.93	0.0 0	100.00	332	-1.45	0.01		-0.70	0.02	
Minimum proficiency Level 1	3.92	19.43	0.0 0	100.00	332	0.14	0.01		0.55	0.02	
Minimum proficiency Level 2	5.12	22.07	0.0 0	100.00	332	-0.85	0.02		-2.11	0.02	
Minimum proficiency in both levels	2.41	15.36	0.0 0	100.00	332	0.19	0.01		-1.23	0.02	
Perseverance	25.60	43.71	0.0 0	100.00	332	2.25	0.02		0.83	0.03	
Empathy	36.75	48.28	0.0 0	100.00	332	-1.44	0.02		1.52	0.03	
Teacher humiliate me	78.31	41.27	0.0 0	100.00	332	3.00	0.01	**	-3.67	0.02	
Teacher never hits me with hand	55.72	49.75	0.0 0	100.00	332	2.17	0.02		-0.73	0.02	
Teacher never hits me with object	51.81	50.04	0.0 0	100.00	332	-1.08	0.03		-1.87	0.03	
Teacher does not pull my ears	56.33	49.67	0.0 0	100.00	332	3.25	0.02		-2.43	0.03	
Teachers threaten to hurt me	82.83	37.77	0.0 0	100.00	332	-0.73	0.01		-0.73	0.01	
Teachers treat me fairly	77.11	42.08	0.0 0	100.00	332	3.47	0.02		1.03	0.02	
Teachers help me complete assignments	44.88	49.81	0.0 0	100.00	332	3.57	0.03		-3.42	0.03	
Teacher praises me for good work	69.88	45.95	0.0 0	100.00	332	1.54	0.02		-0.38	0.03	
Consequences of breaking rules are fair	81.93	38.54	0.0 0	100.00	332	3.91	0.02	**	2.09	0.02	
Teacher helps me when I am sad	37.65	48.52	0.0 0	100.00	332	-1.21	0.03		-0.76	0.03	
Students are punished unfairly	88.86	31.52	0.0 0	100.00	332	1.14	0.01		1.13	0.01	
Taught to resolve conflicts	70.78	45.54	0.0 0	100.00	332	-0.48	0.02		-1.87	0.02	

Taught to care about feelings of others	81.02	39.27	0.0 0	100.00	332	-1.36	0.01		-1.15	0.02	
Lessons on how to behave in emergency	53.61	49.94	0.0 0	100.00	332	-2.31	0.02		2.42	0.03	
Students know who to report violence	61.14	48.82	0.0 0	100.00	332	2.20	0.02		0.63	0.03	
Caregiver knows what to do in attacks to school	60.54	48.95	0.0 0	100.00	332	-1.04	0.02		-2.22	0.03	
Boys feel safe at school	89.76	30.36	0.0 0	100.00	332	4.18	0.01	***	-0.37	0.02	
Girls feel safe at school	85.24	35.52	0.0 0	100.00	332	2.55	0.02		-2.18	0.02	
Travelling to school is safe for boys	75.90	42.83	0.0 0	100.00	332	0.98	0.02		-0.56	0.03	
Travelling to school is safe for girls	76.81	42.27	0.0 0	100.00	332	1.94	0.02		0.59	0.03	
Violence is not a problem in school	85.24	35.52	0.0 0	100.00	332	-0.31	0.03		-1.31	0.04	
Students are afraid to report sexual harassment	59.64	49.14	0.0 0	100.00	332	2.42	0.02		-5.16	0.02	**
Gangs are not a problem in school	81.02	39.27	0.0 0	100.00	332	0.52	0.03		-1.85	0.03	
Boys report incidents of violence	55.12	49.81	0.0 0	100.00	332	-1.63	0.03		2.79	0.04	

Note: Indices are in bold in the first column and its elements precede the row the index. The descriptive statistics in this table are based on the observations collected in the Baseline survey. Columns with the coefficients, the standard errors and the level of significance are based on the regressions. Methodology of regressions is described in the section 8. In the statistical significance column, ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

Table A3.8. Evolution of Teacher socio-economic conditions over time

	Full sample			Uvira			Fizi		
	Baseline	Midline	Endline	Baseline	Midline	Endline	Baseline	Midline	Endline
Average nominal monthly salary in USD	122.54	147.29	91.86	153.26	122.52	86.31	87.19	175.73	98.36
Percentage of teachers:									
Married	78.32	85.56	85.23	74.13	80.30	80.16	83.14	91.84	91.10
Have at least 3 non co-resident relatives in the village	76.06	60.11	62.22	74.63	61.11	62.17	77.71	58.91	62.27
Have at least 3 friends in the village	59.57	50.89	53.41	59.70	50.76	52.91	59.43	51.06	53.99
Know at least 1 authority figure	53.19	56.95	66.48	49.75	60.35	62.17	57.14	52.87	71.47
Are a member of at least 2 village groups		24.62	28.98		24.75	33.86		24.47	23.31
Have a favourable contract	84.18	72.63	78.55	84.08	75.25	82.80	84.29	69.49	73.62
Have a secondary occupation	13.96	31.09	19.74	14.43	30.05	20.37	13.43	32.33	19.02
Are members of a teachers' association	31.52	42.78	40.20	28.11	38.64	32.54	35.43	47.73	49.08
Are active members of a parents' association		26.13	18.04		23.23	15.08		29.61	21.47
Were paid by State		68.37	72.91		77.75	77.54		57.76	67.50
Were paid by Parents		11.81	6.05		14.56	11.23		8.70	0.00
Were paid by State and Parents		1.31	0.14		0.27	0.27		2.48	0.00
Were paid by State and other (NGOs, religious orgs, etc.)		3.50	5.04		3.30	2.94		3.73	7.50
Were paid by Parents and other (NGOs, religious orgs, etc.)		1.31	0.14		1.10	0.27		1.55	0.00
Were paid by other (NGOs, religious orgs, etc)		13.70	15.71		3.02	7.75		25.78	25.00
Were paid in all months of the academic year		74.64	79.68		83.79	86.63		64.29	71.56
Were paid on time in all months of the academic year		51.90	29.97		70.60	46.52		30.75	10.63
Received rewards/incentives	6.65	2.89	2.84	6.22	3.03	2.38	7.14	2.72	3.37
Received any other benefits	1.73	3.16	1.14	1.24	3.79	1.59	2.29	2.42	0.61

Notes: The following variables are not available in the baseline data collection: Percentage of teachers who are a member of at least 2 village groups, Percentage of teachers who are active members of a parents' association, and variables on payment sources and payments made in all months and payment made on time in all months.

As in the Midline report, we categorise Mécanisé and payé (MP) teachers as holding a favourable contract, while teachers who are NP, NU, "omis", volunteers, and trainees are classified as teachers on non-favourable contracts

Average nominal monthly salary in USD was converted from CFA francs using exchange rates to USD at the time of the data collection (exchange rate CFA francs to USD in April 2019: 0.00060764; in October 2020: 0.000511643; in May 2021: 0.000500072).

Data on payment in all months of the academic year and timeliness of payment in all months of the academic year was over 13 months in 2020 (September 2019 to September 2020) and was over 8 months in 2021 (October 2020 to May 2021) as the data collection was in May-June 2021.

Table A3.9 uses data from the baseline and midline surveys and shows the differences in the means of school and teacher characteristics across control and treatment group schools in DRC, in Niger and in both countries combined. For most of these observable characteristics, the mean values of these variables are similar across the control and treatment group schools in both countries indicating that the schools and teachers share common characteristics. However, for some characteristics, there are statistically significant differences across the two types of schools. The average number of enrolled students was statistically greater in the treatment group schools in DRC. In Niger, the percentage of schools catering for disabled children was higher in control group schools. In treatment group schools, the average number of teachers was higher in both countries. Finally, in Niger, control group schools had teachers with, on average, slightly higher age (less than 3.3 years difference), more experience, larger households, more likely to be the only bread winner in the household than in treatment group schools. The magnitude of these mean differences is always small. These differences do not exist in DRC.

Table A3.9. Observable characteristics of schools and teachers by treatment status (at midline)

	DRC			Niger			All		
	(1)	(2)	t-test	(1)	(2)	t-test	(1)	(2)	t-test
	Control	Treatment	Difference	Control	Treatment	Difference	Control	Treatment	Difference
Variable	Mean/SE	Mean/SE	(1)-(2)	Mean/SE	Mean/SE	(1)-(2)	Mean/SE	Mean/SE	(1)-(2)
Number of years of establishment	42.191	48.974	-6.782	34.100	29.893	4.207	38.889	40.858	-1.970
	[5.321]	[4.105]		[4.713]	[4.733]		[3.787]	[3.528]	
Total enrolment	696.382	1057.411	-361.029***	413.695	423.773	-10.078	581.000	787.905	-206.905**
	[39.962]	[112.677]		[29.250]	[27.527]		[34.310]	[81.441]	
School caters to disabled children	0.812	0.770	0.042	0.905	0.689	0.216**	0.850	0.735	0.114
	[0.079]	[0.099]		[0.047]	[0.086]		[0.050]	[0.067]	
School caters to refugee or IDPs	0.668	0.786	-0.118	0.382	0.507	-0.125	0.551	0.667	-0.116
	[0.107]	[0.099]		[0.088]	[0.089]		[0.072]	[0.070]	
Total teachers	16.718	21.273	-4.555**	10.186	12.640	-2.454**	14.052	17.601	-3.549**
	[1.674]	[1.326]		[0.652]	[0.736]		[1.194]	[1.096]	
School infrastructure index	0.188	-0.258	0.446	0.477	0.344	0.133	0.306	-0.002	0.308
	[0.175]	[0.245]		[0.157]	[0.180]		[0.121]	[0.161]	
School director feels the school is safe	0.693	0.711	-0.018	0.559	0.693	-0.134	0.638	0.703	-0.065
	[0.099]	[0.111]		[0.090]	[0.083]		[0.069]	[0.072]	
Attacks on school 1990-2020	0.567	0.454	0.113	0.136	0.053	0.083	0.391	0.284	0.108
	[0.105]	[0.121]		[0.066]	[0.038]		[0.072]	[0.078]	
Age (in years)	40.379	42.510	-2.131	38.841	35.631	3.210***	39.751	39.584	0.167
	[1.151]	[2.077]		[0.709]	[0.576]		[0.757]	[1.342]	
Male	0.724	0.714	0.010	0.136	0.129	0.007	0.484	0.465	0.019
	[0.035]	[0.024]		[0.035]	[0.040]		[0.045]	[0.050]	
Has a functional limitation	0.147	0.141	0.006	0.023	0.018	0.005	0.096	0.089	0.008
	[0.017]	[0.041]		[0.011]	[0.008]		[0.014]	[0.026]	
Mother's education (in years)	3.013	2.533	0.480	2.755	3.093	-0.339	2.907	2.771	0.136
	[0.298]	[0.268]		[0.307]	[0.281]		[0.218]	[0.199]	
Father's education (in years)	7.119	6.625	0.494	5.350	5.747	-0.397	6.397	6.251	0.146
	[0.252]	[0.426]		[0.402]	[0.514]		[0.248]	[0.325]	
Teacher's education (in years)	11.947	11.724	0.223	10.200	10.187	0.013	11.234	11.070	0.164
	[0.085]	[0.136]		[0.142]	[0.143]		[0.132]	[0.145]	
Teaching experience (in years)	16.455	18.770	-2.315	13.509	11.569	1.940**	15.252	15.707	-0.455
	[1.141]	[2.110]		[0.626]	[0.418]		[0.766]	[1.356]	
Number of HH members	7.611	7.063	0.549	6.982	6.084	0.897**	7.354	6.647	0.708***
	[0.273]	[0.215]		[0.257]	[0.268]		[0.192]	[0.181]	
Wealth Index	-1.155	-1.214	0.059	1.586	1.499	0.087	-0.036	-0.060	0.024
	[0.088]	[0.115]		[0.173]	[0.145]		[0.200]	[0.217]	
Teacher has a second job	0.370	0.276	0.094	0.064	0.036	0.028	0.245	0.174	0.071
	[0.047]	[0.054]		[0.016]	[0.014]		[0.035]	[0.037]	
Teacher is the sole bread winner in HH	0.395	0.467	-0.072	0.282	0.116	0.166***	0.349	0.318	0.031
	[0.042]	[0.044]		[0.038]	[0.030]		[0.030]	[0.036]	
Attacks on teacher 1990-2020	0.451	0.378	0.073	0.045	0.044	0.001	0.286	0.236	0.049
	[0.050]	[0.037]		[0.016]	[0.014]		[0.040]	[0.033]	
N	319	304		220	225		539	529	
Clusters	29	20		35	35		64	55	

Note: The value displayed for t-tests are the differences in the means across the groups. Standard errors are clustered at the school level. ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

2. Tables and figures on Niger

Table A3.10. Evolution of Teacher well-being across the three data collections

Teacher Well-being	BL	ML	% change	EL	% change with ML	% change with BL
Job satisfaction (average out of 7)	4.42	4.51	2.15	4.60	1.81	3.99
Job satisfaction (rescaled average out of 1)	0.63	0.64	1.36	0.66	1.17	2.52
Teacher is satisfied with the current salary (%)	50.08	51.79	1.71	47.29	-4.50	-2.79
Teacher is satisfied with the number of working hours in each school day (%)	81.76	80.07	-1.69	81.77	1.71	0.02
Teacher is satisfied with the availability of textbooks in school (%)	29.52	26.92	-2.60	32.02	5.10	2.50
Teacher is satisfied with the condition of school infrastructure (%)	46.93	47.53	0.60	45.65	-1.88	-1.28
Teacher is satisfied with job security in this job (%)	70.98	76.15	5.17	76.68	0.53	5.70
Teacher is satisfied with the level of cooperation from parents (%)	67.00	73.42	6.43	79.47	6.05	12.48
Teacher is satisfied with my social status as a teacher in the community (%)	95.69	95.57	-0.12	96.72	1.15	1.03
Professional Perception (Motivation) (average out of 3)	2.15	2.11	-1.95	2.29	8.47	6.35
Professional Perception (Motivation) (rescaled average out of 1)	0.72	0.70	-1.40	0.76	5.95	4.55
Teacher would like to change to another school if that were possible. (%)	71.31	69.51	-1.80	70.44	0.94	-0.87
Teacher regrets that decided to become a teacher (%)	90.38	88.42	-1.97	90.64	2.22	0.26
Teachers can influence children's learning (%)	53.23	52.81	-0.42	67.49	14.68	14.25
Teaching challenge manageability (average out of 12)	8.44	8.79	4.04	8.63	-1.76	2.20
Teaching challenge manageability (rescaled average out of 1)	0.70	0.73	2.84	0.72	-1.29	1.55
<i>Does the teacher feel supported to manage (%):</i>						
Students with functioning limitations	80.60	80.07	-0.53	82.59	2.53	2.00
Students with learning difficulties	54.23	50.94	-3.29	53.20	2.27	-1.03
Students lacking prerequisite skills	53.40	57.92	4.52	55.67	-2.26	2.27
Large class size	72.31	78.02	5.72	74.71	-3.31	2.41
Children from different grades in the class	89.39	92.84	3.46	85.06	-7.79	-4.33
Disruptive children	58.71	62.01	3.30	58.78	-3.23	0.08
Uninterested children	74.96	85.01	10.05	79.15	-5.86	4.19
Students with irregular attendance	66.50	65.59	-0.91	73.40	7.81	6.90
Students who speak a different language	92.54	96.08	3.54	96.55	0.47	4.01
Other teachers with irregular attendance	97.51	98.47	0.95	98.52	0.06	1.01
Problems with parents	60.86	59.63	-1.24	56.32	-3.30	-4.54
Parents who are unable to afford learning materials	43.45	51.96	8.51	49.10	-2.86	5.65
PTSD (average out of 68)	25.22	23.76	-5.82	22.44	-5.55	-11.04
PTSD (rescaled average out of 1)	0.37	0.35	-2.16	0.33	-1.94	-4.10

Note: The numbers in the first three column are not identical to those in the Midline report (Annex 5, table A5.3) as here we use all available teacher observations (in BL: 603, ML: 587, EL: 609 teachers) whereas the table in the Midline only considered teachers with teacher observations present in both the baseline and the midline surveys (445 teachers).

Table A3.11. Evolution of Teaching Quality across the three data collection

Teaching Quality	BL	ML	% change	EL	% change with ML	% change with BL
Interaction with teachers (average out of 4)	2.95	3.16	6.88	2.97	-6.01	0.46
Interaction with teachers (rescaled average out of 1)	0.74	0.79	5.08	0.74	-4.74	0.34
Teacher discusses how to teach a particular topic (%)	57.71	70.53	12.82	66.83	-3.70	9.12
Teacher collaborates in planning and preparing instructional materials (%)	71.64	72.91	1.27	67.65	-5.26	-3.99
Teacher shares teaching experiences (%)	85.24	86.54	1.30	83.74	-2.80	-1.50
Teacher works together to try out new ideas (%)	80.60	85.52	4.92	78.33	-7.19	-2.27
Lesson delivery (average out of 5)	4.21	4.39	4.26	4.25	-3.13	1.01
Lesson delivery (rescaled average out of 1)	0.84	0.88	3.59	0.85	-2.74	0.85
Teacher summarises what students should have learned from the lesson (%)	78.61	86.37	7.76	86.86	0.49	8.26
Teacher relates the lesson to students' daily lives (%)	79.93	86.20	6.27	84.56	-1.64	4.63
Teacher brings interesting materials to class (%)	86.40	87.56	1.16	82.76	-4.81	-3.64
Teacher uses graphs, pictures and printed materials on walls, figures (%)	77.78	82.28	4.51	75.53	-6.75	-2.24
Teacher asks questions to students to check their understanding (%)	98.01	96.25	-1.76	95.24	-1.01	-2.77
Positive Education (feedback and rewards) (average out of 5)	4.53	4.55	0.47	4.57	0.46	0.93
Positive Education (feedback and rewards) (rescaled average out of 1)	0.91	0.91	0.43	0.91	0.42	0.85
When a student respond incorrectly teacher provides feedback (%)	92.21	95.23	3.02	92.28	-2.95	0.08
Teacher does not ignore students who show little interest (%)	91.54	93.19	1.64	92.12	-1.07	0.58
Teacher provides specific comments and suggestions when a student performs well	84.41	86.20	1.79	85.71	-0.49	1.30
Teacher rewards students for improving their school work. (%)	86.73	83.48	-3.26	89.66	6.18	2.92
Teachers agree that they should reward students for doing correctly their classwork (%)	98.34	97.27	-1.07	97.70	0.43	-0.64
Literacy activities (average out of 13)	6.47	6.94	7.31	7.12	2.51	10.01
Literacy activities (rescaled average out of 1)	0.50	0.53	3.64	0.55	1.34	4.98
Teacher asks students to repeat the alphabet (%)	77.45	79.39	1.94	72.58	-6.81	-4.87
Teacher uses pictures and asks students to name the first letter (%)	65.51	72.23	6.73	68.64	-3.59	3.13
Teacher uses short word and asks students to read the letters (%)	73.63	73.94	0.30	69.62	-4.31	-4.01
Teacher asks students to listen to a story (%)	43.62	48.38	4.77	59.28	10.90	15.66
Teacher asks students to read a story (%)	33.83	41.23	7.40	51.56	10.33	17.73
Teacher asks students to answer questions based on the story (%)	33.50	34.92	1.42	46.14	11.22	12.64
Teacher asks students to write sentences multiples times (%)	42.29	47.53	5.24	47.29	-0.24	5.00
Teacher asks students to write texts to express ideas and feelings (%)	25.21	29.98	4.78	30.87	0.89	5.66
Teacher asks students to match words spoken at loud with written words (%)	70.98	69.68	-1.30	66.83	-2.85	-4.15
Teacher often asks students to connect words with pictures (%)	49.25	56.05	6.79	54.68	-1.37	5.43
Teacher often stops an activity to explain a word (%)	84.25	88.07	3.83	84.40	-3.67	0.16

Teacher often creates word banks on specific themes (%)	32.67	37.82	5.15	40.72	2.90	8.05
Teacher often gives newspapers to students (%)	14.76	14.99	0.23	19.05	4.06	4.29
Not favour physical punishment (average out of 3)	2.57	2.64	2.73	2.68	1.87	4.65
Not favour physical punishment (rescaled average out of 1)	0.86	0.88	2.33	0.89	1.64	3.97
Teachers should not physically punish the students for not doing their homework	89.05	90.80	1.75	90.15	-0.65	1.09
Teachers should not make a student sit in the corner of the class for misbehaviour (%)	75.46	78.19	2.74	85.55	7.36	10.09
Teachers should not use the cane to punish students (%)	92.04	94.55	2.51	92.78	-1.77	0.74
Conflict-sensitive education (average out of 5)	3.54	3.45	-2.66	3.59	4.10	1.33
Conflict-sensitive education (rescaled average out of 1)	0.71	0.69	-1.88	0.72	2.83	0.94
Teacher informs students on the security measures in this school (%)	76.12	64.91	-11.21	70.11	5.21	-6.00
Teacher encourages students affected by trauma to think about other events (%)	50.25	45.32	-4.93	47.13	1.81	-3.12
Teacher informs the students affected by trauma of help resources (%)	39.97	40.55	0.58	45.48	4.94	5.52
Girls feel safe at school (%)	94.86	96.25	1.39	98.19	1.94	3.33
Teachers or school officials immediately act when students report violence (%)	93.03	97.79	4.75	98.03	0.24	4.99
Unbiased gender attitude (average out of 9)	5.19	5.64	8.67	5.87	4.16	13.19
Unbiased gender attitude (rescaled average out of 1)	0.58	0.63	5.00	0.65	2.61	7.61
Disagrees with man should have the final word about decisions in his home (%)	25.04	27.94	2.90	24.14	-3.80	-0.90
Disagrees with teacher would be a more suitable job for a woman (%)	33.83	41.91	8.08	52.87	10.97	19.04
Disagrees with woman's most important role is to take care of her home (%)	61.53	65.42	3.89	67.65	2.23	6.13
Disagrees with boys and girls should be treated differently at school (%)	91.38	95.91	4.53	94.58	-1.33	3.20
Agrees with teachers should encourage girls and boys in the same way (%)	98.34	98.98	0.64	98.36	-0.62	0.02
Agrees with woman can be elected as the village head (%)	18.74	19.59	0.85	24.47	4.88	5.73
Disagrees with teachers should assign boys in leadership positions (%)	87.40	86.20	-1.20	90.48	4.28	3.08
Disagrees with men are more likely to become doctors than women (%)	62.52	74.96	12.44	78.82	3.86	16.30
Agrees with men should share in cooking and cleaning (%)	40.13	52.98	12.85	55.99	3.01	15.86

Note: The numbers in the first three column are not identical to those in the Midline report (Annex 5, table A5.3) as here we use all available teacher observations (in BL: 603, ML: 587, EL: 609 teachers) whereas the table in the Midline only considered teachers with teacher observations present in both the baseline and the midline surveys (445 teachers).

Table A3.12. Evolution of Students' literacy, numeracy and well-being descriptive statistics (full sample and by territory)

	Full sample			Diffa			Zinder		
	Baseline	Midline	Endline	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.40	0.64	0.72	0.35	0.61	0.75	0.42	0.65	0.71
Familiar word reading	0.19	0.35	0.45	0.19	0.37	0.51	0.20	0.35	0.43
Invented word reading	0.15	0.31	0.38	0.15	0.32	0.45	0.15	0.30	0.36
Oral passage reading	0.15	0.31	0.42	0.13	0.31	0.46	0.16	0.31	0.40
Comprehension	0.21	0.31	0.35	0.28	0.33	0.40	0.19	0.30	0.33
Number identification	0.54	0.64	0.70	0.63	0.72	0.75	0.51	0.61	0.68
Quantity discrimination	0.83	0.89	0.93	0.88	0.93	0.96	0.80	0.87	0.92
Missing numbers	0.50	0.61	0.64	0.58	0.63	0.69	0.47	0.60	0.62
Addition	0.62	0.76	0.83	0.70	0.85	0.90	0.58	0.72	0.81
Subtraction	0.45	0.60	0.69	0.55	0.69	0.75	0.41	0.56	0.67
Percentage of students who showed perseverance	47.35	69.35	74.35	47.78	65.33	62.87	47.18	71.01	79.07
Percentage of students who would continue school after marriage	84.98	94.43	94.96	82.76	97.49	93.56	85.89	93.17	95.53
Percentage of students who showed empathy	42.49	57.48	66.57	46.31	55.28	76.24	40.93	58.39	62.60
Percentage of students who reported that teachers praised them for good work	90.13	90.91	85.59	90.64	86.93	84.65	89.92	92.55	85.98
Percentage of students who reported that teachers helped them when they were sad	66.67	66.13	64.84	60.59	56.78	41.09	69.15	69.98	74.59
Percentage of students who reported that teachers almost never humiliated them	90.99	91.64	92.07	83.25	81.91	89.11	94.15	95.65	93.29
Percentage of students who reported that teachers almost never hit them with hand	79.26	82.26	80.26	82.27	81.41	79.21	78.02	82.61	80.69
Percentage of students who reported that teachers almost never hit them with object	77.11	78.30	81.27	81.77	80.40	78.71	75.20	77.43	82.32
Percentage of students who reported that teachers almost never pulled their ears	82.40	86.66	86.46	75.86	77.89	86.63	85.08	90.27	86.38

Note: Here we use all available student observations (in BL: 699, ML: 682, EL: 694 students). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Table A3.13. Evolution of Students' literacy, numeracy and well-being descriptive statistics (by school group)

	G2			G3		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.37	0.63	0.71	0.42	0.65	0.73
Familiar word reading	0.18	0.37	0.45	0.21	0.34	0.45
Invented word reading	0.14	0.32	0.38	0.15	0.30	0.39
Oral passage reading	0.13	0.32	0.41	0.16	0.30	0.43
Comprehension	0.22	0.33	0.35	0.21	0.29	0.34
Number identification	0.54	0.64	0.70	0.55	0.64	0.70
Quantity discrimination	0.81	0.88	0.93	0.84	0.89	0.94
Missing numbers	0.51	0.63	0.64	0.49	0.60	0.65
Addition	0.61	0.77	0.83	0.62	0.76	0.83
Subtraction	0.48	0.60	0.71	0.43	0.59	0.67
Percentage of students who showed perseverance	42.57	59.16	69.01	51.97	79.08	79.55
Percentage of students who would continue school after marriage	86.59	95.20	95.32	83.43	93.70	94.60
Percentage of students who showed empathy	45.77	59.46	66.67	39.33	55.59	66.48
Percentage of students who reported that teachers praised them for good work	91.55	92.49	88.60	88.76	89.40	82.67
Percentage of students who reported that teachers helped them when they were sad	70.55	69.07	63.74	62.92	63.32	65.91
Percentage of students who reported that teachers almost never humiliated them	90.38	90.09	95.91	91.57	93.12	88.35
Percentage of students who reported that teachers almost never hit them with hand	84.84	84.68	85.09	73.88	79.94	75.57
Percentage of students who reported that teachers almost never hit them with object	81.92	78.38	84.21	72.47	78.22	78.41
Percentage of students who reported that teachers almost never pulled their ears	83.09	87.39	90.94	81.74	85.96	82.10

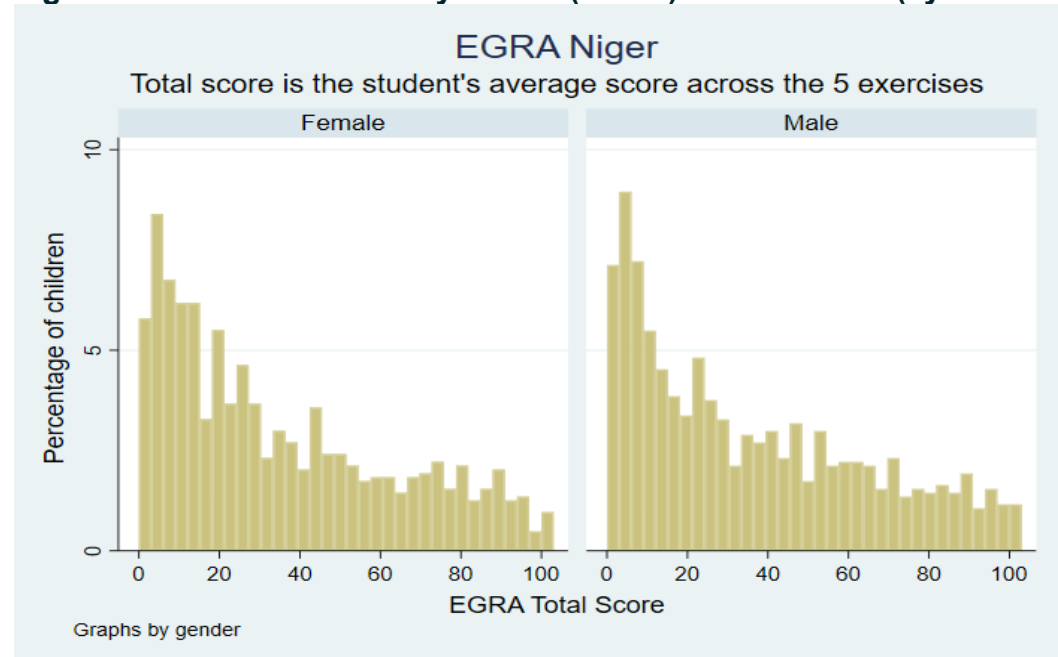
Note: Here we use all available student observations (in BL: 699, ML: 682, EL: 694 students). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Table A3.14. Evolution of Students' literacy, numeracy and well-being descriptive statistics (by student gender)

	Boys			Girls		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Letter reading	0.38	0.65	0.72	0.42	0.63	0.72
Familiar word reading	0.19	0.36	0.44	0.20	0.35	0.46
Invented word reading	0.15	0.32	0.39	0.14	0.30	0.38
Oral passage reading	0.14	0.31	0.40	0.15	0.30	0.44
Comprehension	0.20	0.33	0.33	0.23	0.29	0.36
Number identification	0.56	0.65	0.70	0.53	0.63	0.70
Quantity discrimination	0.85	0.90	0.94	0.81	0.87	0.93
Missing numbers	0.50	0.63	0.65	0.50	0.60	0.64
Addition	0.63	0.78	0.83	0.61	0.75	0.83
Subtraction	0.46	0.62	0.70	0.45	0.58	0.68
Percentage of students who showed perseverance	44.81	70.95	72.80	49.72	67.89	76.18
Percentage of students who would continue school after marriage	84.57	93.88	94.40	85.36	94.93	95.61
Percentage of students who showed empathy	39.17	56.57	62.40	45.58	58.31	71.47
Percentage of students who reported that teachers praised them for good work	93.47	92.66	86.93	87.02	89.30	84.01
Percentage of students who reported that teachers helped them when they were sad	69.73	64.53	65.60	63.81	67.61	63.95
Percentage of students who reported that teachers almost never humiliated them	89.91	90.21	91.47	91.99	92.96	92.79
Percentage of students who reported that teachers almost never hit them with hand	78.04	80.43	77.60	80.39	83.94	83.39
Percentage of students who reported that teachers almost never hit them with object	77.74	77.06	78.40	76.52	79.44	84.64
Percentage of students who reported that teachers almost never pulled their ears	77.45	82.26	83.20	87.02	90.70	90.28

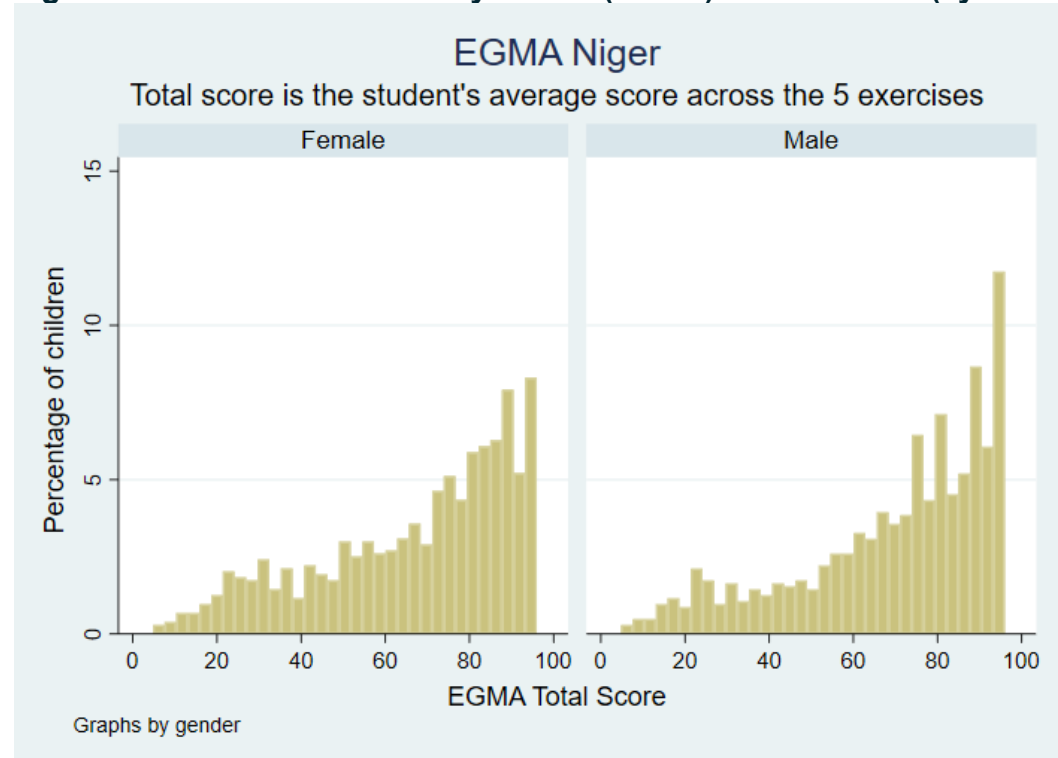
Note: Here we use all available student observations (in BL: 699, ML: 682, EL: 694 students). For the students' literacy and numeracy descriptive statistics (row Letter reading to Subtraction, included), students' scores were divided by the maximum in order to have a value between 0 and 1. The values here represent the average score in the sample.

Figure A3.3. Students' literacy scores (EGRA) in the Endline (by student gender)



Note: Here we use all available student observations (694 students in the Endline). The EGRA total score is the average percentage of correct answers across the 5 exercises of the EGRA (and therefore ranges from 0 to 100).

Figure A3.4. Students' numeracy scores (EGMA) in the Endline (by student gender)



Note: Here we use all available student observations (694 students in the Endline). The EGMA total score is the average percentage of correct answers across the 5 exercises of the EGMA (and therefore ranges from 0 to 100).

Table A3.15. Descriptive statistics, coefficients and standard errors of Teachers' indices and its elements

	Mean value	Standard deviation	Min	Max	N	Baseline Treatment Effect			Dynamic Effect		
						Coefficient	Standard errors	Statistical significance	Coefficient	Standard errors	Statistical significance
Not use cane to hit students	89.80	30.31	0.00	100.00	353	0.70	0.00		-0.02	0.01	
Not physical punishment	76.77	42.29	0.00	100.00	353	1.72	0.01	***	2.05	0.01	**
Not sit students in corner	92.63	26.16	0.00	100.00	353	0.06	0.00		0.08	0.01	
Does not favour physical punishment Index	0.09	0.85	-3.23	1.61	353	0.01	0.15		0.01	0.15	
Discusses how to teach	52.97	49.98	0.00	100.00	353	1.22	0.01		-1.48	0.01	
Collaborates in teaching planning	71.67	45.12	0.00	100.00	353	0.07	0.01		-1.12	0.01	
Shares teaching experience	84.99	35.77	0.00	100.00	353	0.27	0.00		0.94	0.01	
Collaborates for new ideas	79.60	40.35	0.00	100.00	353	1.89	0.01	***	-0.65	0.01	
Interaction with teachers Index	-0.04	0.98	-4.07	1.78	353	0.03	0.01	***	0.03	0.02	
Man has final word at home	22.95	42.11	0.00	100.00	353	0.39	0.01		-0.32	0.01	
Teaching is more suitable for women	36.83	48.30	0.00	100.00	353	0.70	0.01		0.78	0.01	
Woman role is home	60.91	48.87	0.00	100.00	353	0.48	0.01		-0.08	0.01	
Treat girls and boys differently	91.50	27.93	0.00	100.00	353	0.37	0.00		0.64	0.00	
Equal gender class participation	98.58	11.83	0.00	100.00	353	0.00	0.00		-0.14	0.00	
Woman can be village leader	20.11	40.14	0.00	100.00	353	-0.36	0.01		-0.07	0.01	
Boys assigned team leaders	87.54	33.08	0.00	100.00	353	0.41	0.01		0.39	0.01	
Men more likely to be doctor	64.02	48.06	0.00	100.00	353	0.85	0.01		0.32	0.01	
Fathers should cook and clean	39.94	49.05	0.00	100.00	353	0.43	0.01		-0.10	0.01	
Unbiased gender attitude Index	-0.40	0.85	-2.99	3.06	353	0.02	0.01		0.02	0.02	
Perceives safety in school for girls	96.03	19.54	0.00	100.00	353	0.46	0.00		-0.72	0.00	
Informs of resources for trauma	37.39	48.45	0.00	100.00	353	0.50	0.01		-0.50	0.01	
Informs of security measures	73.65	44.11	0.00	100.00	353	0.97	0.01		-1.65	0.01	
Acts immediately when students report violence	94.05	23.69	0.00	100.00	353	0.12	0.00		-0.01	0.00	
Engages with students on trauma	49.29	50.07	0.00	100.00	353	0.36	0.01		-1.39	0.01	
Conflict-sensitive education Index	-0.02	0.94	-3.28	2.28	353	-0.02	0.02		-0.00	0.02	
Uses pictures	78.75	40.96	0.00	100.00	353	1.70	0.01	***	-1.35	0.01	
Check understanding	98.58	11.83	0.00	100.00	353	0.21	0.00		-0.07	0.01	
Uses interesting material	86.40	34.33	0.00	100.00	353	0.84	0.00		-1.36	0.01	
Summarises lessons	79.04	40.76	0.00	100.00	353	0.41	0.01		0.62	0.01	
Relates lessons to life	79.60	40.35	0.00	100.00	353	0.81	0.01		-0.98	0.01	
Lesson delivery index	0.08	1.01	-3.71	1.61	353	0.03	0.14	**	0.02	0.02	
Feedback to students	92.07	27.06	0.00	100.00	353	0.11	0.00		0.82	0.00	
Ignores uninterested children	91.50	27.93	0.00	100.00	353	-0.20	0.00		0.52	0.01	
Provides specific feedback	83.29	37.36	0.00	100.00	353	-0.39	0.01		1.69	0.01	**
For rewarding students	98.87	10.60	0.00	100.00	353	-0.59	0.00	**	0.43	0.00	
Rewards students for improvement	86.97	33.71	0.00	100.00	353	0.70	0.01		0.93	0.01	

Positive Education (feedback and rewards) Index	0.23	0.93	-3.51	1.54	353	0.02	0.01		0.07	0.02	***
Match pictures with words	51.56	50.05	0.00	100.00	353	1.70	0.01	**	-1.59	0.01	
Match spoken and written word	68.84	46.38	0.00	100.00	353	2.74	0.01	***	-1.99	0.01	**
Gives newspapers	16.43	37.11	0.00	100.00	353	1.85	0.01	***	-1.65	0.01	**
Repeat alphabet	75.64	42.99	0.00	100.00	353	0.48	0.01		-1.38	0.01	
Creates word banks	31.16	46.38	0.00	100.00	353	1.06	0.01		-0.92	0.01	
Explains meaning of words	83.29	37.36	0.00	100.00	353	1.47	0.00	***	0.01	0.01	
Teacher Reads story	41.64	49.37	0.00	100.00	353	0.98	0.01		-2.43	0.01	
Name first letter of picture	65.44	47.62	0.00	100.00	353	1.52	0.01	**	-1.19	0.01	
Writing to express ideas	24.36	42.99	0.00	100.00	353	0.80	0.01		-0.25	0.01	
Read letters of short words	73.94	43.96	0.00	100.00	353	1.69	0.01	***	-1.29	0.01	
Sentence writing	41.64	49.37	0.00	100.00	353	0.96	0.01		-0.58	0.01	
Asks students to read story	33.14	47.14	0.00	100.00	353	2.44	0.01	***	-1.90	0.01	
Asks question based on story	33.99	47.44	0.00	100.00	353	2.00	0.01	**	-0.81	0.01	
Literacy activities index	-0.13	1.08	-3.61	2.55	353	0.05	0.02	***	-0.00	0.02	
Salary	54.39	49.88	0.00	100.00	353	1.31	0.01		0.44	0.01	
Working hours	84.14	36.59	0.00	100.00	353	0.85	0.00		1.66	0.01	**
Learning materials	28.33	45.12	0.00	100.00	353	1.33	0.01		-0.31	0.01	
School infrastructure	50.14	50.07	0.00	100.00	353	2.02	0.01	**	1.47	0.01	
Job security	74.22	43.80	0.00	100.00	353	2.14	0.01	***	1.47	0.01	
Cooperation with parents	70.25	45.78	0.00	100.00	353	0.58	0.01		-1.16	0.01	
Own social status	98.30	12.94	0.00	100.00	353	0.53	0.00		0.23	0.00	
Job satisfaction index	0.32	0.90	-3.93	2.63	353	0.05	0.02	***	0.02	0.02	
Would like to change school	76.49	42.47	0.00	100.00	353	0.42	0.01		0.51	0.01	
Regrets being a teacher	90.08	29.93	0.00	100.00	353	-0.43	0.00		0.02	0.00	
Little influence over children	50.14	50.07	0.00	100.00	353	-0.04	0.01		-0.58	0.01	
Professional Perception Index	0.22	0.85	-2.57	2.11	353	-0.00	0.01		0.01	0.02	
Students with disability	80.74	39.49	0.00	100.00	353	0.47	0.01		-1.47	0.01	
Students with learning disabilities	55.24	49.80	0.00	100.00	353	1.10	0.01		-0.48	0.01	
Students lacking prerequisite skills	54.11	49.90	0.00	100.00	353	1.55	0.01		-0.12	0.01	
Class sizes are large	72.52	44.70	0.00	100.00	353	0.51	0.01		0.62	0.01	
Multiple grades in same class	89.24	31.04	0.00	100.00	353	0.69	0.00		0.07	0.01	
Disruptive students	62.32	48.53	0.00	100.00	353	0.31	0.01		0.49	0.01	
Students uninterested	72.80	44.56	0.00	100.00	353	0.96	0.01		0.53	0.01	
Students' attendance	67.71	46.83	0.00	100.00	353	-0.42	0.01		-1.74	0.01	**
Other teachers' attendance	94.90	22.03	0.00	100.00	353	0.20	0.00		-0.33	0.00	
Problem with parents	98.02	13.96	0.00	100.00	353	0.08	0.00		-0.28	0.00	
Parents unable to afford books	62.89	48.38	0.00	100.00	353	0.04	0.01		-1.00	0.01	
Students speaking different language	46.74	49.96	0.00	100.00	353	2.11	0.01	***	-0.89	0.01	
Teaching challenges Index	0.28	1.01	-1.70	3.64	349	-0.02	0.02		0.00	0.03	

Note: Indices are in bold in the first column and its elements precede the row the index. The descriptive statistics in this table are based on the observations collected in the Baseline survey. Columns with the coefficients, the standard errors and the level of significance are based on the regressions. Methodology of regressions is described in the section 8. In the statistical significance column, ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

Table A3.16. Descriptive statistics, coefficients and standard errors of Students' indices and its elements

	Mean value	Standard deviation	Min	Max	N	Baseline Treatment Effect			Dynamic Effect		
						Coefficient	Standard errors	Statistical significance	Coefficient	Standard errors	Statistical significance
Number identification (divided by max score. Values from 0 to 100)	56.89	23.73	0.00	80.00	489	0.34	0.00	**	0.38	0.00	
Quantity discrimination (divided by max score. Values from 0 to 100)	84.50	21.90	0.00	100.00	489	0.01	0.00		0.08	0.00	
Missing numbers (divided by max score. Values from 0 to 100)	52.27	25.51	0.00	100.00	489	0.43	0.00		-0.43	0.00	
Addition (divided by max score. Values from 0 to 100)	65.09	32.93	0.00	100.00	489	0.49	0.00		0.02	0.00	
Subtraction (divided by max score. Values from 0 to 100)	47.44	32.77	0.00	100.00	489	-0.10	0.00		0.23	0.00	
Letter reading (divided by max score. Values from 0 to 100)	41.95	27.10	0.00	100.00	489	-0.11	0.00		0.14	0.00	
Familiar word reading (divided by max score. Values from 0 to 100)	20.92	21.48	0.00	98.00	489	0.60	0.00		0.32	0.00	
Invented word reading (divided by max score. Values from 0 to 100)	15.80	19.08	0.00	90.00	489	0.41	0.00		0.04	0.00	
Oral passage reading (divided by max score. Values from 0 to 100)	15.79	22.90	0.00	100.00	489	0.74	0.00	**	0.20	0.00	
Comprehension (divided by max score. Values from 0 to 100)	22.74	32.62	0.00	100.00	489	-0.21	0.01		-0.45	0.01	
Minimum proficiency Level 1	11.25	31.63	0.00	100.00	489	0.48	0.01		0.06	0.01	
Minimum proficiency Level 2	21.68	41.25	0.00	100.00	489	-0.93	0.01		-0.20	0.01	
Minimum proficiency in both levels	5.11	22.05	0.00	100.00	489	-0.29	0.01		-0.26	0.01	
Perseverance	48.67	50.03	0.00	100.00	489	-1.25	0.01		0.35	0.01	
Empathy	44.17	49.71	0.00	100.00	489	0.16	0.01		-0.12	0.01	
Teacher humiliate me	90.80	28.94	0.00	100.00	489	-0.06	0.00		1.51	0.01	***
Teacher never hits me with hand	78.73	40.96	0.00	100.00	489	-0.24	0.01		1.00	0.01	
Teacher never hits me with object	77.91	41.53	0.00	100.00	489	-0.30	0.01		0.67	0.01	
Teacher does not pull my ears	81.39	38.96	0.00	100.00	489	0.07	0.00		1.34	0.01	**
Teachers threaten to hurt me	84.46	36.27	0.00	100.00	489	-0.96	0.01		1.48	0.01	**
Teachers treat me fairly	70.76	45.53	0.00	100.00	489	0.43	0.01		1.35	0.01	
Teachers help me complete assignments	73.01	44.44	0.00	100.00	489	1.25	0.01		-0.43	0.01	
Teacher praises me for good work	89.78	30.33	0.00	100.00	489	-0.02	0.01		1.17	0.01	
Consequences of breaking rules are fair	83.03	37.58	0.00	100.00	489	0.05	0.00		0.93	0.01	
Teacher helps me when I am sad	66.05	47.40	0.00	100.00	489	0.77	0.01		-0.14	0.01	
Students are punished unfairly	93.66	24.39	0.00	100.00	489	0.20	0.00		0.34	0.01	
Taught to resolve conflicts	69.12	46.25	0.00	100.00	489	-0.56	0.01		0.99	0.01	
Taught to care about feelings of others	80.98	39.28	0.00	100.00	489	-0.14	0.00		0.51	0.01	
Lessons on how to behave in emergency	53.99	49.89	0.00	100.00	489	-1.09	0.01		0.76	0.01	

Students know who to report violence	85.28	35.47	0.00	100.00	489	-0.62	0.00		0.49	0.00	
Caregiver knows what to do in attacks to school	57.87	49.43	0.00	100.00	489	-0.49	0.01		0.91	0.01	
Boys feel safe at school	93.66	24.39	0.00	100.00	489	0.04	0.00		0.16	0.00	
Girls feel safe at school	88.55	31.88	0.00	100.00	489	-0.33	0.00		1.97	0.00	***
Travelling to school is safe for boys	70.76	45.53	0.00	100.00	489	-0.52	0.01		2.53	0.01	**
Travelling to school is safe for girls	76.28	42.58	0.00	100.00	489	-0.73	0.01		1.95	0.01	
Violence is not a problem in school	77.51	41.80	0.00	100.00	489	0.16	0.01		1.04	0.01	
Students are afraid to report sexual harassment	63.19	48.28	0.00	100.00	489	-1.59	0.01	**	1.72	0.01	
Gangs are not a problem in school	80.37	39.76	0.00	100.00	489	0.61	0.01		0.52	0.01	
Boys report incidents of violence	70.14	45.81	0.00	100.00	489	-0.04	0.01		0.25	0.01	

Note: Indices are in bold in the first column and its elements precede the row the index. The descriptive statistics in this table are based on the observations collected in the Baseline survey. Columns with the coefficients, the standard errors and the level of significance are based on the regressions. Methodology of regressions is described in the section 8. In the statistical significance column, ***, **, and * indicate significance at the 1, 5, and 10 percent critical level.

Table A3.17. Evolution of Teacher socio-economic conditions over time

	Full sample			Diffa			Zinder		
	Baseline	Midline	Endline	Baseline	Midline	Endline	Baseline	Midline	Endline
Percentage of teachers:									
Married	91.54	90.29	90.97	96.89	94.76	93.69	89.02	88.13	89.58
Have a favourable contract	38.14	37.82	34.81	27.46	29.84	28.64	43.17	41.67	37.97
Have a secondary occupation	6.30	3.92	6.57	4.15	1.57	7.28	7.32	5.05	6.20
Are members of a teachers' association	27.53	24.36	23.81	32.12	17.28	16.99	25.37	27.78	27.30
Are active members of a parents' association		10.73	10.67		21.99	18.45		5.30	6.70
Average nominal monthly salary in USD	171.97	54.29	179.39	150.16	52.43	183.01	182.15	55.19	177.50
Were paid by State		98.62	100.00		97.35	100.00		99.23	100.00
Were paid by Parents		1.38	0.00		2.65	0.00		0.77	0.00
Were paid in all months of the academic year		98.81	99.01		99.48	100.00		98.48	98.51
Were paid on time in all months of the academic year		72.40	82.67		80.63	90.40		68.43	78.63
Received rewards/incentives	4.15	7.50	4.11	2.07	3.14	2.43	5.12	9.60	4.96
Received any other benefits		3.75	1.15		1.57	1.46		4.80	0.99

Notes: The following variables are not available in the baseline data collection: variables on payment sources, on payments made in all months, and on payment made on time in all months and variable whether the teacher received any other benefits and whether the teacher was active in a parents' association.

As in the Midline report, we categorise teachers with civil servant status are classified as teachers on favourable contracts and as teachers on full-time or part-time temporary contracts non-favourable contracts.

Average nominal monthly salary in USD was converted from CFA francs using exchange rates to USD at the time of the data collection (exchange rate CFA francs to USD in November 2019: 0.00170423; in November 2020: 0.001792; in November 2021: 0.001770).

Data on payment in all months of the academic year and timeliness of payment in all months of the academic year was over the 13 months.

3. Figures on teachers' PTSD scores

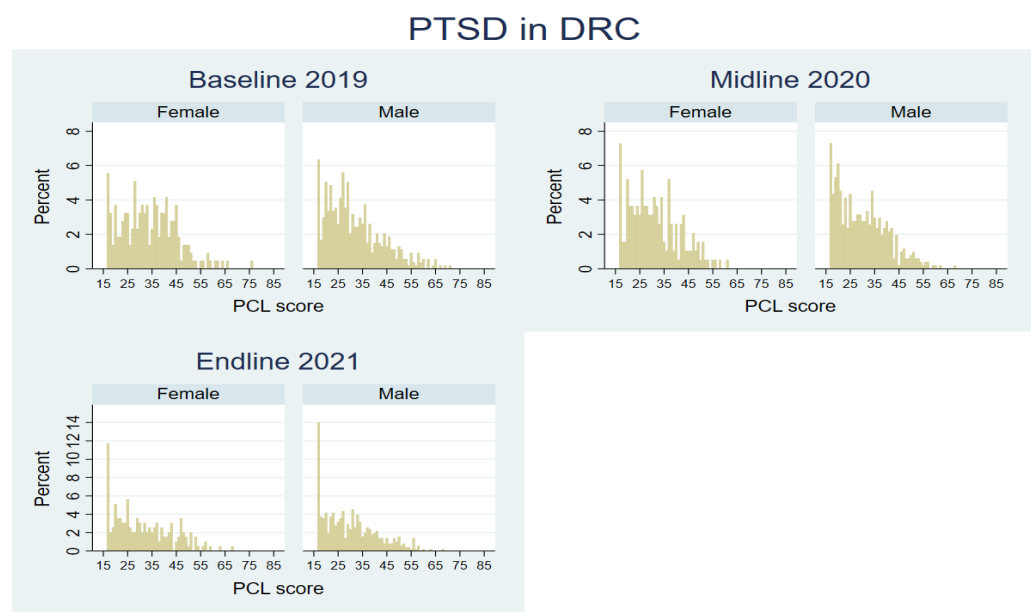
Here we present the detailed statistics on post-traumatic stress disorder (PTSD). Figures A3.5 (DRC) and A3.7 (Niger) show the distribution of the total PCL score (across all 17 questions) by gender in our sample across the three data collections. In both countries, female teachers have on average higher scores than male teachers but the differences are only statistically significant in the Baseline in DRC.

In the Baseline report, we provided a discussion of the PTSD scores and described two cut-off level used in the literature (section 4.7). The cut-off number used to consider an individual suffering from PTSD varies across contexts. For a civilian context, the cut-off often used in the United States of America (USA) is 35 (Weathers et al. 1993¹). Another way to determine whether an individual meets DSM-IV symptom criteria to be diagnosed with PTSD is to show at least one B item (questions 1–5), three C items (questions 6–12), and at least two D items (questions 13–17) rated as 'Moderately' or above. In the DRC, in the Baseline, 36 per cent of teachers reported a total score greater than 35 and may, therefore, fall into the category of people suffering from PTSD using the cut-off approach. In the Midline, 29 per cent of teachers were in this position. It was 30 per cent in the Endline. Using the second approach of exhibiting high scores across the B, C and D items, 20 per cent of teachers may show symptoms of PTSD. In the Midline, it was 11 percent of teachers who were above this threshold and 14 per cent in the Endline. Still in the DRC, the average score for teachers was 32 – a high score that reflects the high prevalence of symptoms of trauma in the population. In comparison, in Niger, in the Baseline, where there has been much less exposure to conflict, 6 per cent of teachers had a PCL score higher than 35 (5 per cent in the Midline and 4 per cent in the Endline) and the average score was 24.

Figures A3.6 (DRC) and A3.8 (Niger) on the evolution of the PCL scores across the three rounds of the data collection. These figures exhibit a modest decline in the reported total scores. The patterns are similar in both countries. In both countries, the average PCL total declines by approximately 2 points.

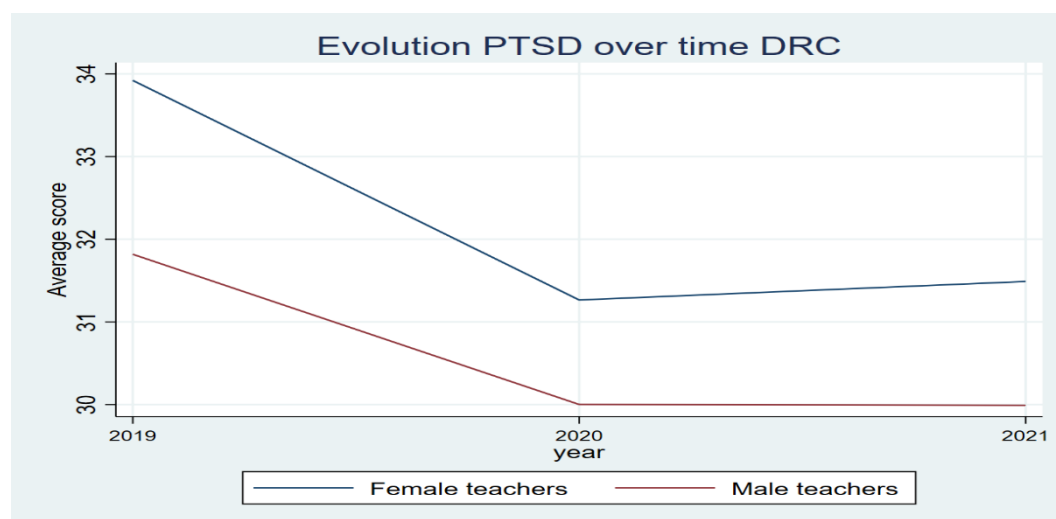
¹ Weathers, F.W.; Litz, B.T.; Herman, D.S.; Huska, J.A. and Keane, T.M. (1993) 'The PTSD Checklist (PCL): Reliability, Validity, and Diagnostic Utility', Paper presented at the annual meeting of the International Society for Traumatic Stress Studies, San Antonio, Texas

Figure A3.5. Distribution of teachers' PTSD score in the three rounds in DRC



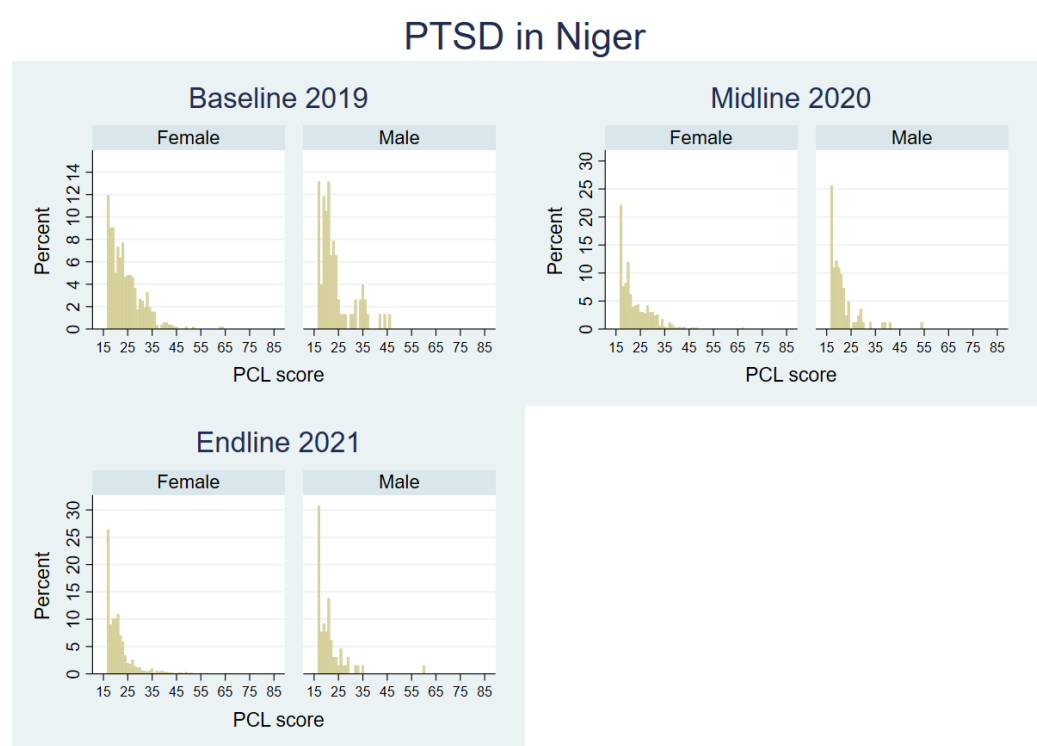
Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.6. Evolution of teachers' PTSD score in DRC



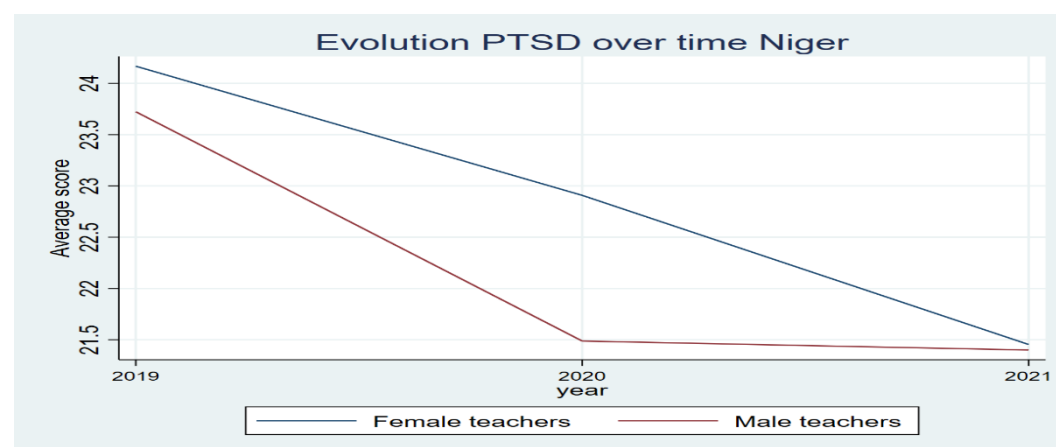
Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.7. Distribution of teachers' PTSD score in the three rounds in Niger



Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.8. Evolution of teachers' PTSD score in Niger



Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

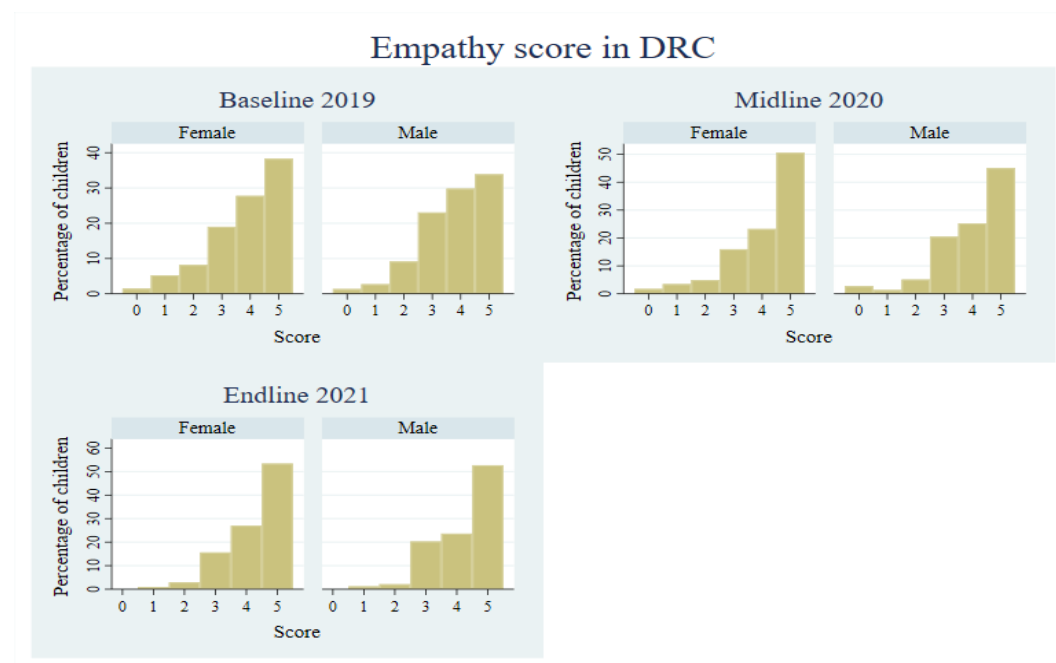
4. Figures on students' empathy scores

On average, the empathy score for the DRC sample was 3.80 (out of 5) in 2019, 4.03 in 2020 and 4.27 in 2021 with no statistically significant gap by gender. In Niger, the empathy score (average) was 3.93 in 2019, 4.30 in 2020 and 4.51 in 2021, with girls performing better than boys (statistically significant differences in the Baseline in 2019 and the Endline in 2021).

Figures A3.9 (DRC) and A3.11 (Niger) show the distribution of empathy score (min 0 and max 5) by gender. The empathy test reveals children's capacity to comprehend and react appropriately to emotions of others in the school. It is based on five situation questions where the children are asked to take the perspective of others into account and answer what they would do in this situation. A higher score represents a greater presence of the trait of empathy. Among both samples, empathy levels were generally high, especially in Niger (42 per cent of children scored the maximum in the Baseline) where girls scored significantly higher than boys in the Baseline and the Endline (the difference between genders is not statistically significant in the Midline). In the DRC, 36 per cent of the children scored the maximum in the Baseline, and the difference between boys and girls was not statistically significant in all three rounds of the data collection.

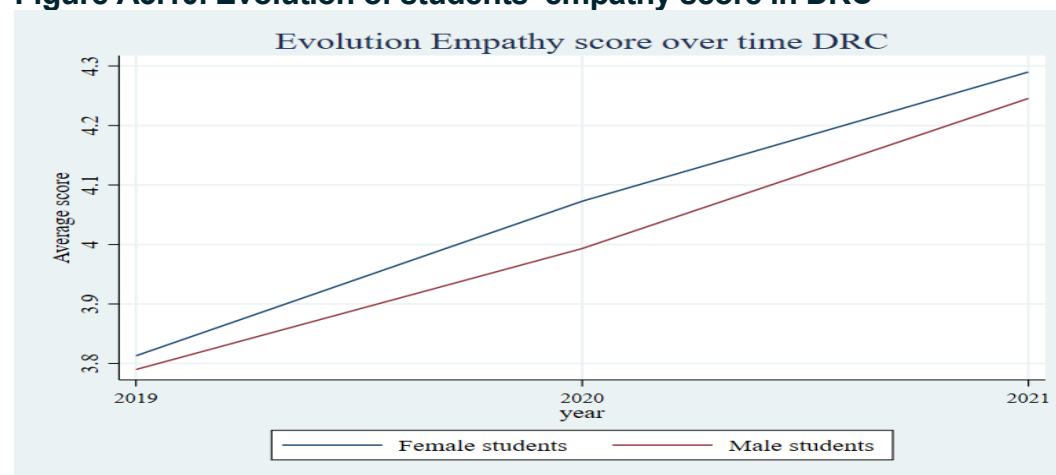
Figures A3.10 and A3.12 show the evolution of the empathy scores in both countries by gender. In the Baseline, the average score was higher for female students in both countries, especially for Niger. Scores increased across the three rounds of the data collection at a similar rate for both gender. In DRC, empathy scores rose from 3.8 in the Baseline to 4.2 in the Endline for female and male students. In Niger, male students experienced an increase in this score from 3.8 to 4.4, and for female students, the score on average progressed from 4.0 to 4.6.

Figure A3.9. Distribution of students' empathy score in the three rounds in DRC



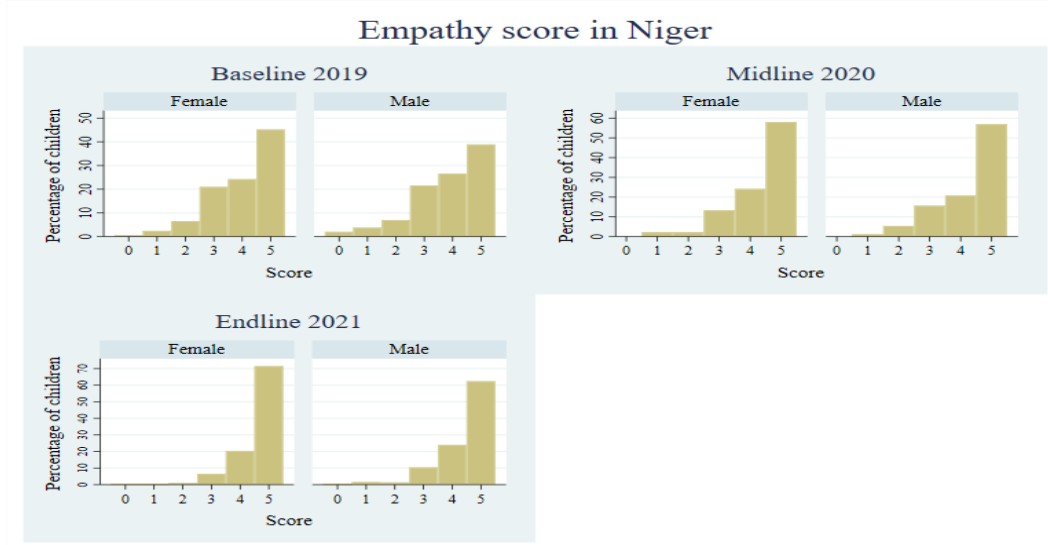
Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.10. Evolution of students' empathy score in DRC



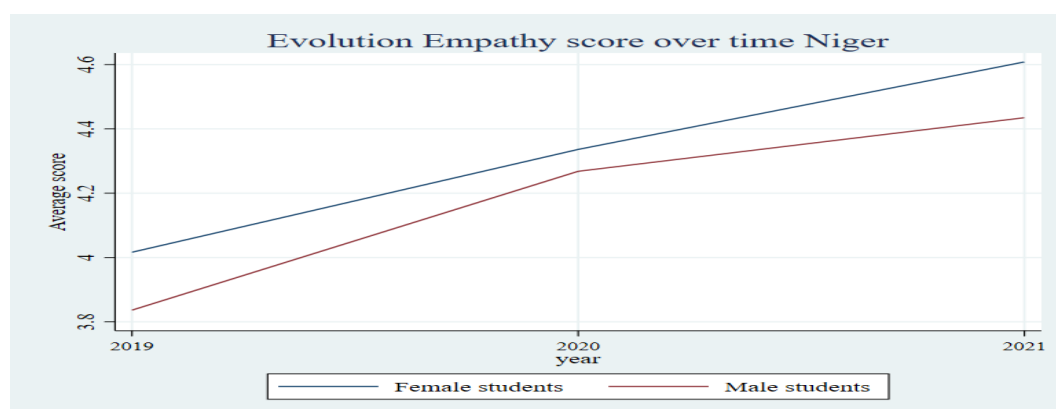
Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.11. Distribution of students' empathy score in the three rounds in Niger



Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.

Figure A3.12. Evolution of students' empathy score in Niger



Notes: Group 1 schools were dropped. This figure is based on the school survey in all three rounds of data collection.



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