

## **Dengbe Bide Project**



## **Baseline Report**

**June 2014**

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## **Acronyms**

ASBAK – Association des Baka de l’Est Cameroun

ASTRADHE – Association pour la Traduction et le Developpement Humain de l’Être

EGRA – Early Grade Reading Assessment

MINAS – Ministry of Social Affairs

NTFP – Non-Timber Forest Product

SIL – Section d’Initiation à la Langue

## **Introduction**

The “Dengbe Bide” (“Two Rabbits”) project was designed to enable Baka children in Cameroon to strengthen their ties to their forest and ancestral way of life, while learning the skills to engage and defend their rights and interests in the outside world. In order to implement this project, the project team conducted a baseline study in March 2014 in 10 target villages around the Abong-Mbang-Lomie area in the East region of Cameroon: Medjuh, Bosquet, Nemeyong, Payo, Pohempoum, Mantisson, Nomedjoh, Djenou, Mintom and Eden. These villages were selected based on certain criteria that were spelled out during the information and planning workshop held in February 2014. The selection criteria included a majority Baka population, the presence of a school with a trusted Baka-speaking teacher regardless of ethnicity, demonstrated high absenteeism and dropout rates among Baka primary level one students, presence of a Baka community member fluent in written/spoken French/Baka, healthy relationship with Bantu community, and easy access for the research team. The research team mobilized and engaged with 4 main target groups to gather data, namely teachers, Baka parents, Baka children in the first grade of primary school, and Baka children of pre-primary schooling age. Four data collection tools were used for this study: a questionnaire addressed to school teachers, a discussion guide for focus groups with parents, a game guide for children of pre-primary schooling age, and an Early Grade Reading Assessment (EGRA) tool for Baka children in the Section d’Initiation à la Langue (SIL) level, the first year of primary school.

### **Objectives**

This study was conducted with the following specific objectives:

- Measure the perception of Baka culture by teachers, Baka parents, and young Baka children;
- Measure the perception of Baka language as a medium in the teaching-learning process;
- Measure the literacy skills that children have/lack when they first arrive in the first grade of primary school;
- Assess perceptions and usage of Baka traditional teaching methods;
- Assess self-perception of intelligence among Baka pre-primary children;
- Measure access to pre-primary education in target villages;

### **Methodology and Procedures**

In order to conduct this study, an orientation session was organized with the researchers prior to deployment to the target villages.

#### **Orientation on data collection: 12 March 2014**

Prior to data collection in the target villages, the project officer organized an orientation session with the research team. The team included representatives from the Ministry of Social Affairs (MINAS), the Association of Baka of Lomie (ASBAK), Association pour la Traduction et le Développement Humain de l’Etre (ASTRADHE), and Baka community representatives. This session was meant to acquaint the research team on the different research tools for the data collection exercise, and also carry out simulation exercises to ensure that all enumerators understood these tools before administering them in the field. All members took turns reading

the questions in the tools, and where necessary, asked questions for purposes of clarity. The session ended with the sharing of research tools and data collection materials and the drawing up of a deployment plan to the target villages.

### **Deployment to target villages: 13-22 March 2014**

The project team deployed to the target villages from 13 to 22 March 2014. The research team was made up of five members<sup>1</sup>, including two Baka colleagues who served as interpreters during the entire data collection exercise. In order to maximize efficiency, the research team divided into three sub-groups, with each sub-group working with a particular target group in each village<sup>2</sup>. The research team visited each village a week before research would be carried out in order to meet with the chief and inform the community that they would be conducting the study the following week. Upon return to the villages, the team assembled participants on an opt-in basis to explain the research objectives and data collection procedures. Each community then divided themselves into target groups based on self-identification; the team divided likewise to conduct focus groups and games with the children. With parents, focus groups were carried out as flexible conversations, with respondents answering freely and building off of one another's responses. Before playing games with the children, researchers requested the consent of their parents, who indicated their consent either by signing the bottom of the game guide or by granting permission to their children verbally.

### **Difficulties encountered**

There were a couple of difficulties encountered during the baseline study. The seasonal period chosen for the study made it difficult for the team to recruit a large number of respondents, given that it is mostly during this time of the year that the Baka carry out intensive hunting and gathering activities in the forest. To address this difficulty, the team ensured that it respected the schedule that it had communicated to the target villages prior to the data collection, which enabled it to work with a number of respondents that was quite representative of the target groups selected for the study.

The team also faced a few logistical difficulties, especially getting access to some villages, because of road works. These and other difficulties were overcome by the motivation, determination and commitment displayed by all team members towards the exercise in a bid to attain the objectives of the project.

Data gathering in the target villages was followed by data transcription and analysis in May and June 2014.

### **Data transcription (May 2014)**

Data gathered from teachers and parents revolved around three indicators which are: the perception of Baka tradition among children, preparing the Baka child for formal school, and Baka traditional teaching methods. Data gathered directly from children focused on their

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<sup>1</sup> Sylvie Tangu (Project officer), Brigitte Anziom of ASTRADHE, Mermoz Metomo of ASTRADHE, Rene Mkpwassene, a Baka working with ASBAK, and Kokpa Pascal, a Baka working with ASBAK)

<sup>2</sup> Sylvie and Pascal worked with Baka children in the SIL, Mermoz and Rene worked with the adults, and Brigitte worked with Baka children of pre-primary schooling age.

pre-reading skills, as well as their perceptions of their own culture, language, and intelligence levels. In order to measure pre-reading skills, the project used the Early Grade Reading Assessment (EGRA) toolkit to develop an adapted pre-literacy assessment for Baka children with certain sections adapted to the Baka language and cultural context. The assessment included five sub-test sections. The first test measured student ability to identify letters of the alphabet, while the second test examined their ability to identify the sounds that each letter makes. The third test required students to identify the first sound of a word, and the fourth test asked them to identify all of the sounds in a word. The fifth and final test measured student oral comprehension by asking them to respond to questions about a text read aloud to them in the Baka language. Data was also gathered from Baka children through games to examine children's self-image, their perception of Baka culture and language, and their French language skills.

### **Data Analysis (June 2014)**

Data gathered from teachers and Baka parents was jointly analyzed, which was followed by an analysis of the EGRA data and data from games with children of pre-primary schooling age.

### **Section One: Data gathered from Baka parents and teachers**

#### **1- Perception of Baka culture among children according to Parents and Teachers**

An analysis of the perception of Baka culture among teachers and parents shows that culture is an important element in the life of the Baka child, as it serves to maintain the Baka identity and is necessary for their survival as a people.

According to parents, while some Baka children recognize the importance of culture in their lives, most of them no longer perceive it as worth preserving. Some parents think that factors like modernism and religion have eroded their culture, and others blame it on certain parents who have neglected to teach cultural values to their children, including initiating them into the Djengui society, teaching them traditional hunting techniques, and constructing mongulus, among others. The majority of parents believe that children's interaction with the outside world, especially with formal schooling and Bantu culture, is the driving force behind their refusal to learn cultural values. Nonetheless, the majority of parents believe that in spite of the changing times, it is important for Baka culture to be preserved, as it is a gift from the ancestors and needs to be passed on from generation to generation. According to these parents, when children learn Baka cultural values, they will be able to maintain their Baka identity, which is necessary for their survival as a people. For example, learning traditional healing or hunting techniques will enable the Baka child to encounter few health or food sufficiency problems in his/her life. As such, the child will be able to heal or feed him/herself in the absence of his/her parents in future, and will also be able to pass such knowledge onto their own children when they come of age.

All teachers who participated in the survey were unanimous that culture is the root of the Baka people. According to them, Baka children have a positive perception of the Baka culture, and view it as an important element of their lives. It represents a source of life to the Baka child, as he/she stays faithful to tradition. Teachers think that Baka culture is an important tool that can be used to teach children of pre-primary age. Culture can facilitate learning for the Baka child.

It can be used to captivate the child's interest for school and overcome stigma or shame that the child might face in school. Where lessons are adapted to the Baka cultural context, they will help to improve the child's literacy skills. Through culture, the child understands his/her environment.

## **2- Preparing the Baka child for formal school**

Baka children have many learning strengths according to most teachers who participated in the survey. They are good in mathematics, can draw, sing, dance, play, and recite rhymes. They have better listening and understanding capacities than their Bantu counterparts, are imitative, obedient to teachers, calm, punctual, receptive and optimistic towards school. Their ability to express themselves in the Baka language constitutes a learning strength according to some teachers. Most teachers think that children acquire these learning strengths such as singing and dancing at home, either through their parents or by using objects that are linked to their culture before schooling age. In order to capitalize on these learning strengths and improve learning among Baka children, teachers made varied suggestions which included adapting educational programs and teaching methods to the Baka socio-cultural context, integrating the Baka language as a language of instruction alongside French, training teachers to teach in the Baka language, teaching Baka children to read and write in Baka, equipping schools with the necessary didactic material, providing food to children, and constructing play grounds for children.

Most teachers think that Baka children at the SIL level are not adequately prepared to read and write by the time they first begin school, and offered a number of possible explanations. While most teachers attribute their inadequate preparation to the language of instruction (French) which is foreign to them, others pin it on the absence of nursery school sections in some communities. However, all teachers were unanimous in their view that Baka children encounter difficulties expressing themselves in French which is the language used to transmit knowledge in school. As a result, they are unable to read, write or even count, thereby making learning difficult, if not impossible for them when they arrive in SIL. This inadequate preparation is also confirmed by parents, since most Baka children's first contact with formal school, and with French is at the primary level. Parents assert that most children learn French letters, words, and numbers for the first time when they arrive in primary school, since many Baka parents can neither read nor write, and so cannot teach their children letters, words, or numbers. Improving their expression levels in French will facilitate learning for these children, and improve learning outcomes for them, as they will be able to understand lessons, read, write, count numbers, and communicate with other non-Baka children. For two other teachers, Baka children are adequately prepared to read and write especially with the introduction of the Intercultural and Multilingual Education program of Plan Cameroon in some schools (as is the case in Nomedjoh, Payo and Eden).

On the other hand, teachers noted that most Bantu children at the SIL are adequately prepared to read and write. Teachers ascribed this phenomenon to the fact that some Bantu parents are literate and are able to teach their children basic literacy skills at home before they go to school.

For two teachers, however, the language of instruction is still a problem for certain Bantu children, and as such they are not adequately prepared to read and write.

The following table shows the basic literacy skills that teachers think Baka and Bantu children have or lack when they arrive in the first level of primary school:

<b>Inventory of School Readiness Attributes of Baka and Bantu Students Upon Arrival in SIL As Reported by Teachers</b>				
<b>Literacy skill</b>	<b>Baka Yes</b>	<b>Bantu Yes</b>	<b>Baka No</b>	<b>Bantu No</b>
Names of letters	0	4	8	4
Sounds of letters	0	4	8	4
Sounds of words in the spoken language	5	6	3	3
Basic understanding of the French Language	0	7	7	1
Passion and interest for school	2	8	6	1
Ability to understand and retain stories and lessons	8	9	1	0
Confidence in their ability to learn in school	6	8	2	0
Knowledge of numbers	3	5	6	4

According to all teachers who participated in the survey, the majority of Baka children who arrive in the first level of primary school do not know the names and sounds of letters, unlike their Bantu counterparts. Out of nine teachers who participated in the survey, four teachers think that the majority of Bantu children who attain the first level of primary school already know the names and sounds of letters. Five teachers think that the majority of Baka children know sounds of French words meanwhile seven think that the majority of Baka children do not have a basic understanding of the French language. Six teachers think that the majority of Bantu children already know the sounds of French words, and seven teachers think that the majority of Bantu children already have a basic understanding of the French language. Six teachers think that the majority of Baka children are not passionate about school whereas eight teachers think that the majority of Baka children have the capacity to understand and retain lessons and stories. On the other hand, eight teachers think that the majority of Bantu children are passionate about school and all teachers think that the majority of Bantu children have the capacity to understand and retain lessons and stories. Six teachers think that the majority of Baka children are confident in their ability to learn in school whereas six teachers think that the majority of Baka children do not know numbers. As for Bantu children, eight teachers think that the majority of Bantu children are confident in their ability to learn in school, whereas five teachers think that the majority of Bantu children know numbers.

Teachers cited a number of difficulties that Baka children face in the learning process. These difficulties range from the incompatibility between the school calendar and their traditional activities, the lack of didactic material and school supplies, early marriages, hunger, and language barriers, to fear, inferiority complexes, lack of self-confidence, and lack of parental support or follow-up, among others. Teachers cited a number of factors causing these difficulties, namely the negligence of parents, who either lack interest in or do not understand the value of education in the life of a child, and lack of financial means of parents to provide



school supplies for their children. Other teachers blame these difficulties on the Baka semi-nomadic way of life, and on the stereotypes and stigma that the Bantu harbor towards the Baka, regarding them as sub-human beings. Most parents on their part affirm that the majority of Baka children are very intelligent at school, but are unable to endure for long hours in a classroom, especially when they do not have food or pocket money. For this reason, they would rather do small jobs for money than stay in school. Other parents contend that Baka children require extra lessons at home to be able to succeed at school.

While in school, Baka children mostly express themselves in Baka, and in a few cases, they express themselves in French, or the local Bantu language. The majority of teachers affirm that sometimes it is necessary to translate certain concepts in Baka to ease understanding for Baka children. Except for 2 teachers, all teachers surveyed spend less than 20% of their time teaching in Baka. For those teachers who teach more than 20% of the time in the Baka language, this can be attributed to the fact that they may have spent a long time living in the Baka communities, and so their constant interactions with Baka community members have enabled them to understand and express themselves in the Baka language. One teacher does not translate lessons at all because of his inability to express himself in the Baka language.

### **3- Baka Traditional Teaching Methods**

The consensus among parents and teachers was that Baka children learn by observation and imitation. Teachers also noted that Baka parents transmit knowledge to their children through songs, stories, dances, games, ancestral rites, and traditional ceremonies, such as the Djengui ceremony. Girls learn from their mothers while boys learn from their fathers. In a few cases, and in the absence of their parents, uncles or older siblings teach the little ones. Baka children can do many things from fishing, setting rat traps, collecting non-timber forest products (NTFPs), playing traditional games, to farming, constructing houses, fetching wood, cooking, washing dishes, weaving baskets and mats, and climbing trees, among others. Mothers teach their daughters how to cook, fetch wood, wash dishes, weave baskets and mats, go fishing, collect NTFPs, and carry out other traditional activities. Fathers teach their sons how to hunt, play traditional games, set animal traps, harvest honey, construct houses, and recognize animal paths in the forest, among others. The majority of parents agreed that other things from Baka culture, such as how to fell trees, climb trees with belts, construct houses and make clothes from tree barks, construct mongulus, Baka circumcision techniques, and initiation rites into the Djengui society were included among a long list of lessons to be learned.

Parents discussed divergent views as to whether these values can help children succeed in school. While certain parents think that some of these values are now taught in school, such as weaving baskets or mats and braiding hair, and as such can help children to succeed in school, most parents think that the lessons transmitted at school are quite different from those transmitted at home, and thus traditional knowledge will be of little or no help to the children at school. Regarding the use of the Baka language in the classroom, some parents think that using the mother tongue in school can facilitate learning for the Baka child, and can ease the transition to the language of instruction (French). However, some parents think that activities like teaching a child to fish will never be taught in school. This view held by parents was also corroborated by some teachers who held that formal education is regulated by laws and has its

own teaching methods which are different from those of the Baka. In this light, Baka teaching methods are in no way related to official teaching methods, since they do not pursue the same objectives. However, most teachers thought that these Baka traditional teaching methods should be incorporated into the formal school system to transmit knowledge to the Baka children. Some teachers even suggested that these methods can be adopted by adapting the school calendar with the Baka traditional calendar, such that there are seasonal teachers who follow them to the forest during their hunting and gathering seasons. Others thought that lessons can be made really simple by adapting didactic material to suit Baka cultural contexts.

Parents noted that not all Baka children go through traditional education, since most of them have adopted Bantu culture and modernist tendencies. For those who go through traditional education, it starts from the age of 5 years and continues through age 15, when the children are able to carry out these activities on their own. Parents also stressed the importance of traditional education, because it enables the child to be well acquainted with Baka culture, as he not only masters his environment, but also preserves the Baka identity. Traditional education equips the child with necessary survival skills. Parents continue to decry the rapid disappearance of Baka traditional education because of children's constant interactions with the outside world and with other cultures. Though they recognize that it may not be indispensable to enable the child acquire other skills through formal education, parents still believe that traditional education benefits the Baka child.

## **Section Two: Data Gathered directly from Children**

Data gathered directly from children sheds light on their pre-reading skills, as well as their perceptions of their own culture, language, and intelligence levels.

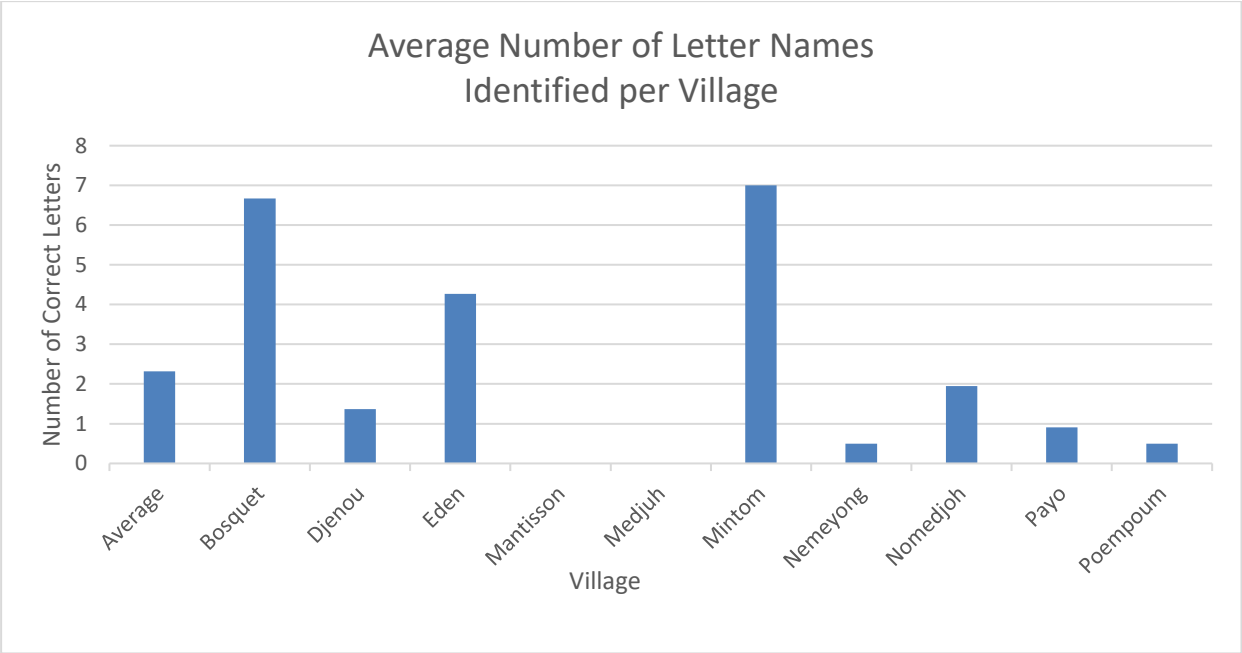
### **Pre-reading Skills**

In order to measure pre-reading skills, the project utilized the Early Grade Reading Assessment (EGRA) toolkit to develop an adapted pre-literacy assessment for Baka children. EGRA is an internationally-recognized and accepted literacy assessment tool, used to measure early grade reading and pre-reading levels around the world, notably in Africa. The French EGRA assessment served as the base for our test, with certain components tailored to the Baka language and cultural context. The assessment included five sub-test components. The first test measured student ability to identify letters of the alphabet, while the second test examined their ability to identify the sounds that each letter makes. The third test required students to identify the first sound of a word, and the fourth test asked them to identify all of the sounds in a word. The fifth and final test measured student oral comprehension by asking them to respond to questions about a text read aloud to them. Our assessment was administered to 89 Baka children in class one (SIL) across ten target villages.

### **Test 1: Identification of Letter Names**

The ability to identify letter names indicates children's familiarity with the appearance and sounds of the alphabet, the building blocks of written language. The first test component required children to read as many letters as they could from a list of 100 letters in one minute.

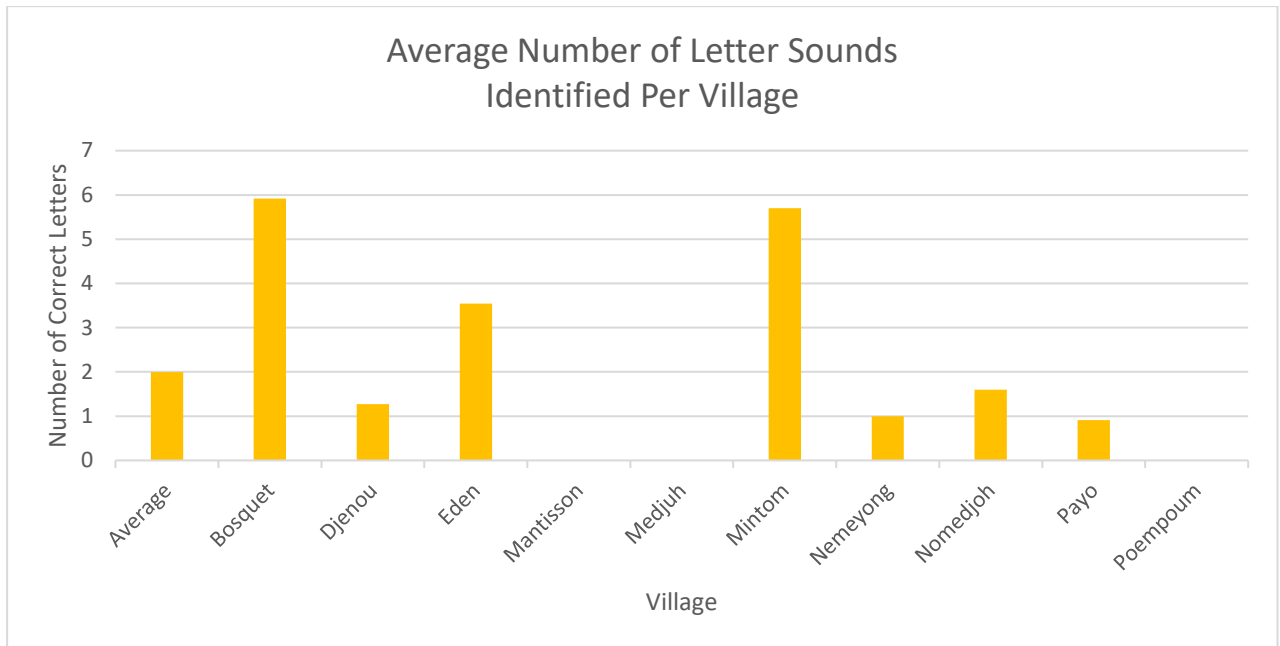
The graph below shows the average number of correct letters identified per village, as well as the average across all villages.



After one year of primary school in Cameroon, children are expected to be able to name all letters of the alphabet. However, on average, tested children were only able to identify two letters. This is a sign of poor literacy skill acquisition, since they have not gained this basic skill although they have nearly completed their first year of schooling. There was a range in abilities across students and across villages. Children in Bosquet and Mintom achieved the highest scores, with children able to read on average 6.7 and 7 letters per minute, respectively. However, given that they had one minute to read 100 letters, this is still far below the grade level expectation for letter identification skills. In fact, only two children out of 89 tested were able to read more than 20 letters in one minute. The majority – 45 children - were unable to read any letters at all.

**Test 2: Identification of letter sounds.**

Being able to identify the sounds that letters make is an important skill in alphabetical principle, whereby children learn that there is a specific and predictable relationship between written letters and spoken sounds. On this component of the test, students were presented with the same list of letters as for the first component, but this time they were asked to identify the sound that each letter made. Students had one minute to pronounce as many letters as they could from a list of 100 letters. Test administrators took multiple pronunciations of each letter sound into consideration when evaluating student responses. The graph below shows the average number of correct letter sounds that students identified in each village.



Similarly to the previous test component, it is clear that after one year of schooling, children were only able to identify a couple of letter sounds on average. Students in Bosquet and Mintom scored the highest out of all of the villages, with children able to read on average six letters per minute in each village. On average, across all villages, children were able to read only two out of 100 letters. As with test component one, the majority of children were not able to read any letter sounds at all; 53 out of 89 tested children scored zero on this test.

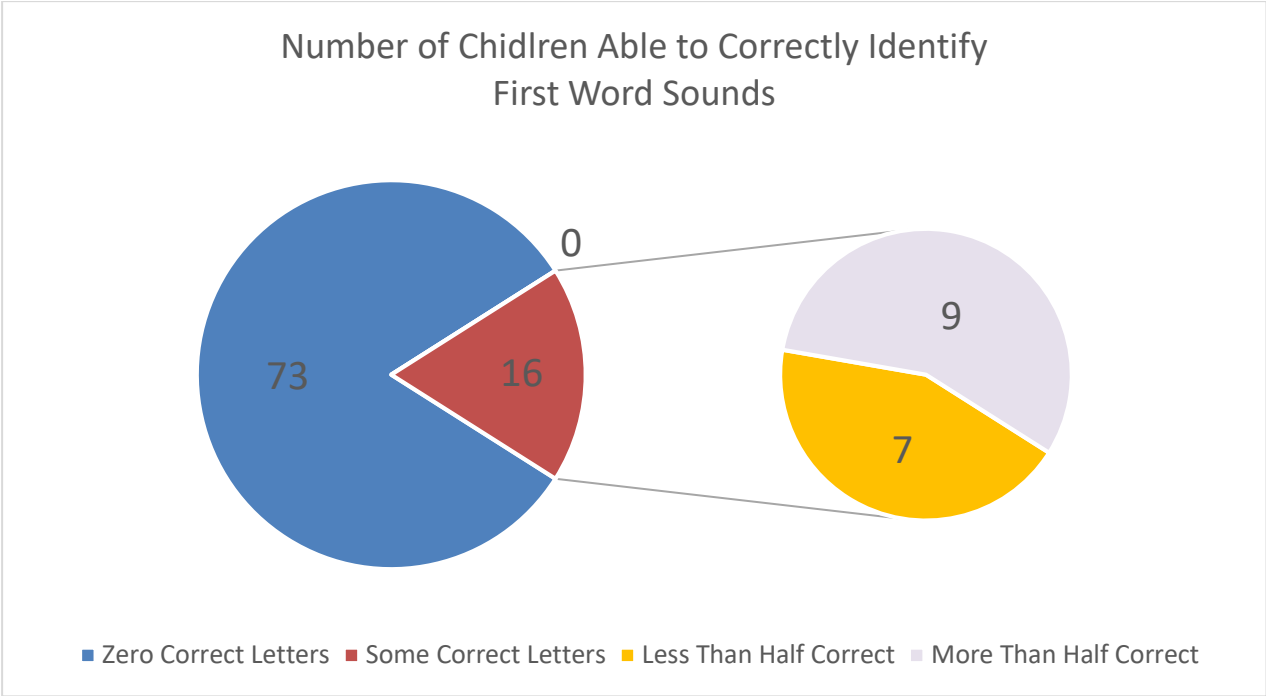
Evaluating individual student data demonstrated a strong correlation between correct identification of letter names and correct identification of letter sounds. The highest scoring child on test component one was able to read more than 25 letter names also successfully pronounced 25 letter sounds. Other students who scored relatively high on test component one scored higher than average scores on test component two. Familiarity with letter sounds is an important prerequisite to literacy, which must be strengthened in order for children to become competent readers.

### Test 3: Identification of first word sounds

Being able to break words into their component sounds is a key skill in reading. It enables children to map oral language onto written words, bridging spoken and written language. This skill, known as phonemic awareness, has been shown to be the number one predictor of success in reading. Tests three and four tested phonemic awareness, requiring children to identify individual sounds in words heard orally.

In test three, children were presented with a list of ten words, and were requested to provide the first sound of the word, for a total of ten possible correct answers. Each word was read aloud to the student orally, and they were asked to provide the first sound of the word after

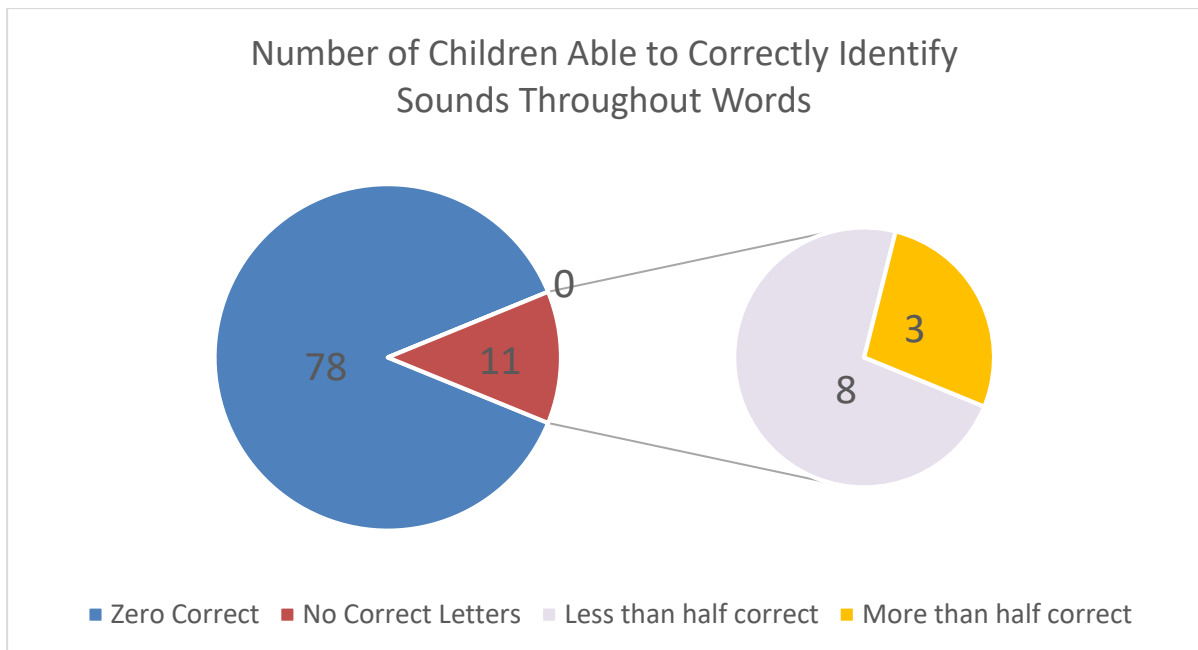
hearing it read aloud twice. Students did not see the words written down during this test. The chart below demonstrates the number of students that were able to provide correct responses.



The circle on the left shows the ratio of students were not able to provide any correct answers compared to the number of students who were able to identify at least one letter sound. As the graph shows, the overwhelming majority of children – 73 out of 16 – were unable to identify any letter sounds. Of the 16 who were able to identify letter sounds, nine of them correctly identified more than half of the letter sounds correctly, while the other seven were able to identify less than half of the sounds correctly.

**Test 4: Identification of All Word Sounds**

Test four was administered in a similar format to test three, but children were asked to provide all sounds in each word. One word at a time, test administrators read a list of ten words to the student being tested. Each word on the list had three letter sounds, meaning a total of 30 possible correct answers. This test was also administered orally; students did not see the words for which they were being tested. The chart below demonstrates the number of students who could correctly identify letter sounds in the words.

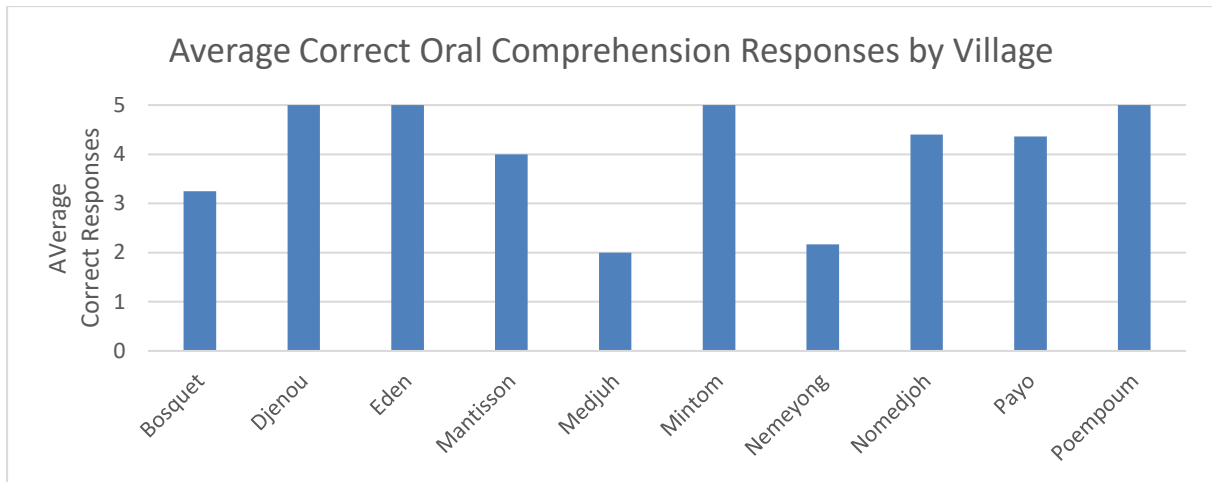


The chart above shows that, as with test three, the vast majority were not able to produce any correct answers. Out of 89 tested students, 78 were unable to identify any correct letter sounds. There were eleven who identified some correct answers, but only three of these eleven students were able to identify more than half of the sounds correctly.

On average, children scored higher on test three than on test four. The average score on test 3 was one word sound correctly identified, while the average score for test four was nearly zero. Children's ability to break words into distinct sounds is a prerequisite to reading and writing, and which must be developed in future cohorts of students in order to strengthen reading skills.

### Test 5: Oral Comprehension

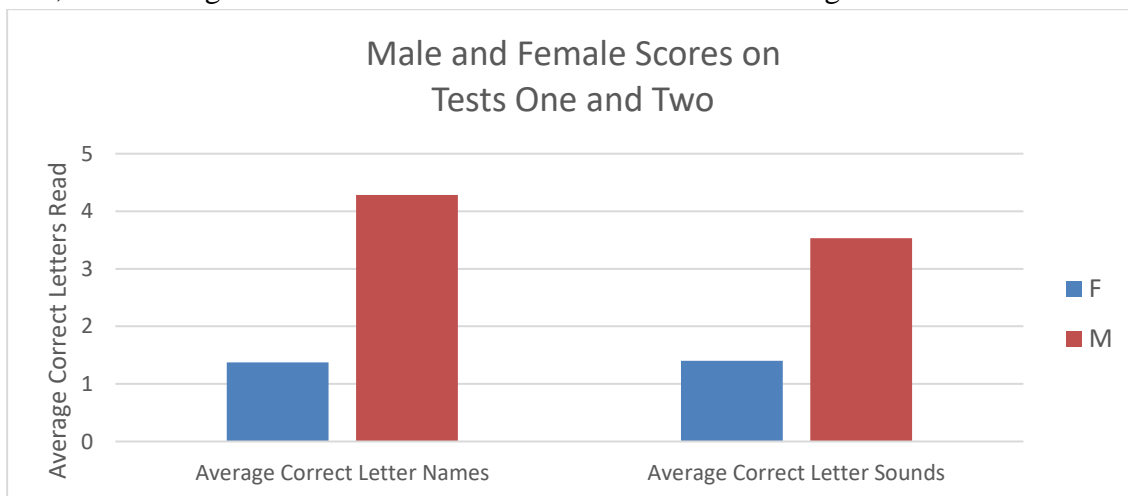
Sub-test five measured children's oral comprehension skills, defined as their ability to understand and remember information received orally. This is an important pre-reading skill in that it is an indicator of children's ability to learn, and also is a requisite skill for comprehending written material. On sub-test five, test administrators read a brief story in Baka aloud to the child, and then asked the child five questions pertaining to the story. The questions were factual in nature, requiring the child to recount what had taken place in the story. The chart below shows average test results by village.



Contrary to other tests, children generally performed well on this test. In all but three villages, students on average answered at least four out of five questions correctly. In only two villages were children on average able to answer less than half of the questions correctly. This may be due to a strong oral tradition in Baka culture, whereby knowledge and skills are often passed down through songs and stories. As attested by teachers in focus group surveys, Baka children possess strong skills in retention of information and comprehension of lessons and instructions. However it is important to note that this test was administered in Baka, and children were invited to respond in whichever language they felt most comfortable. Students' ability to comprehend information delivered in their mother tongue is important to note in considering elements of an adapted pre-literacy program for Baka learners.

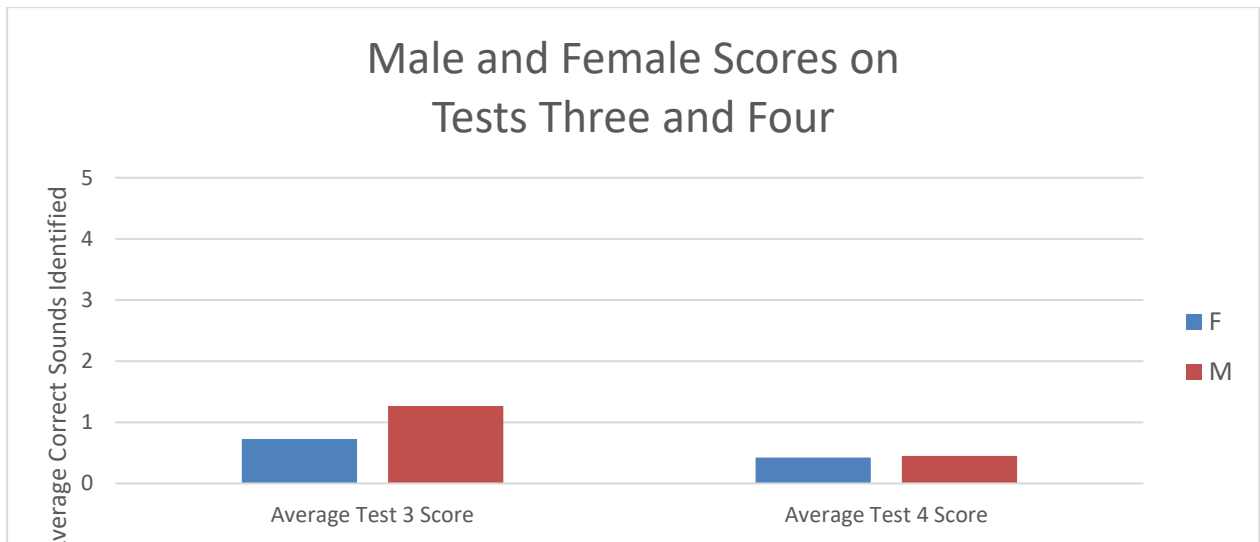
### Gender Disparity in Test Performance

Education interventions must take a gender-conscious approach, taking gender context and dynamics into consideration in situation analysis and intervention design. Our early grade reading assessment revealed a distinct gender disparity on components one through four. The table below depicts average performance of male and female students on sub-tests one and two, with average female scores in blue and male scores in orange.



On average, female students were able to identify about one letter name or letter sound, out of ten possible correct answers. Male students, on the other hand, were on average able to identify about four letter names, and almost four letter sounds. The average male student performed three to four times better than female students on these two sub-components.

The chart below shows male and female student performance on tests three and four. Test three measured student ability to identify the first sound in a word, while test four measured student ability to identify all sounds in a word.

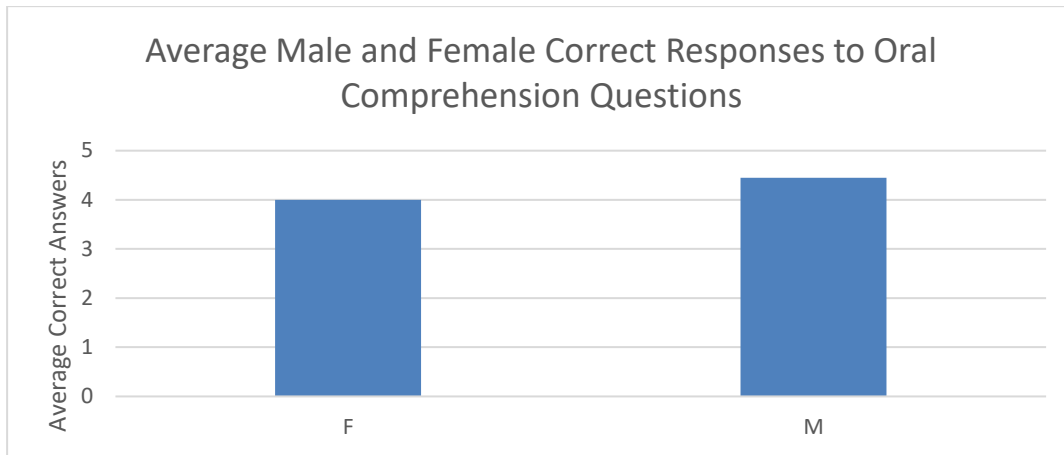


The data shows that the average male student scored almost twice as high on test three as their female counterparts. Meanwhile, male and female students scored equally poorly on test three.

Analyzing these results, this could indicate that male students are at an advantage in their acquisition of literacy skills taught in school. The fact that they greatly outpace female students on tests one, two, and three indicates that male learners have stronger pre-literacy skills. Poor performance on test four by male and female students alike may be due to the fact that this skill was not introduced or taught in depth in the first year of primary school. This could be attributable to a variety of factors, including but not limited to preferential support of male children by Baka parents, teachers favoring male students in the classroom, or structural or sociocultural boundaries that inhibit Baka female children from learning on pace with their male peers. All of these potential factors merit further research.

Test five, which measured students' oral comprehension, shows near gender parity in average male and female scores. Female students, on average, were able to answer four out of five questions about the story correctly, while male students were able to answer just over four questions correctly on average.





As mentioned previously, Baka student parity in ability to understand and retain information derived from an oral account was recognized by many teachers in target villages. This may be due to the strength of Baka oral history, songs, and stories, which are a pillar in the transmittal of knowledge across communities and generations.

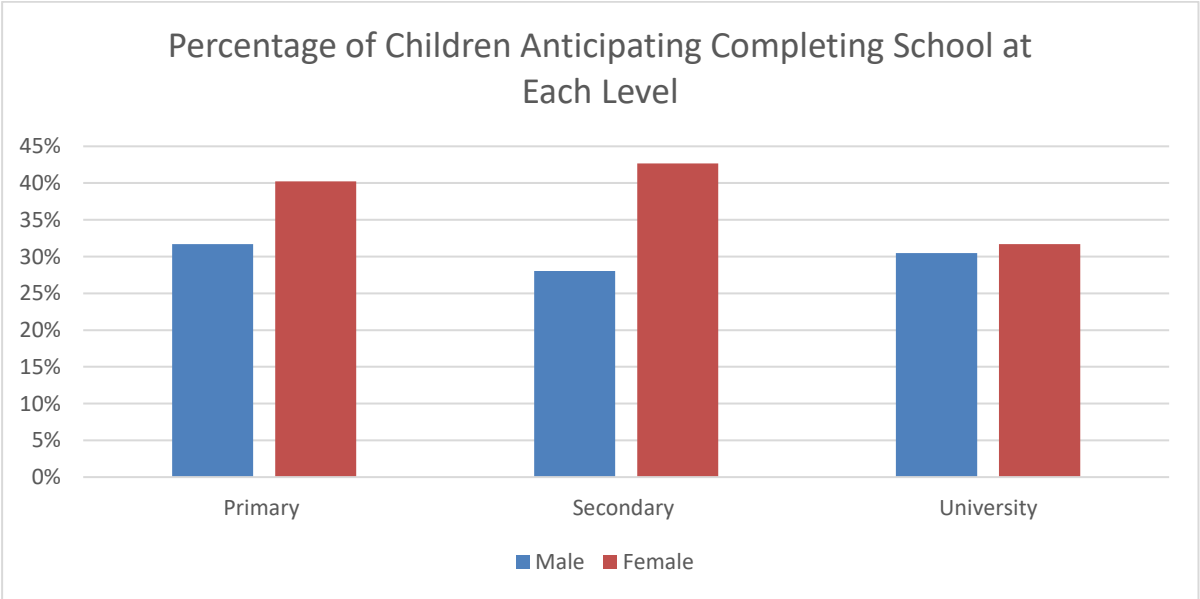
# Self-Perception of Language, Culture, and Intelligence Games with Children

Dengbe Bide seeks to empower and inspire Baka children through supporting them to have faith in their own capabilities. This mission includes fostering positive self-perception among Baka children, including perception of intelligence, Baka language, and Baka culture. Self-perception is a very subjective concept, which is difficult to measure and challenging to quantify. Furthermore, eliciting data from children involves ethical dilemmas, in ensuring that children are informed and assent to the study, and in assuring that their responses are genuine, rather than simply seeking to provide the response that pleases the adult interviewer.

In order to obtain qualitative subjective data from young children in a way that promotes genuine responses and respects children’s agency, the assessment team developed a set of games targeting specific research questions. The answers to these questions help establish a baseline of how children feel about their own intelligence, Baka culture, and Baka language.

## Game 1: Group Perception of Academic Capability

Game one was designed to measure student evaluation of their peers’ academic capabilities through a game that asked students to identify which of their peers would complete primary, secondary, and university-level schooling. The activity took the form of a song asking children who will finish school, with children pointing out their classmates who would complete different levels of schooling. Assessors noted the number of male and female students identified as completing each level of schooling. The chart below provides a summary of the findings for this game:



The data shows that, on average, 40% of female children and 32% of male children were identified as likely to complete primary school. In turn, participants selected 43% of female

children and 28% of male children in the game to complete secondary school. A slightly smaller number were anticipated to complete university, with 31% of female children and 30% of male children identified. Results of this game demonstrate that, overall, few children are anticipated to complete any level of schooling whatsoever. On average, roughly one third of children are anticipated to complete any schooling at any level. Viewing anticipated levels of schooling as a measure of perception of academic capability of the group, this serves as striking evidence that Baka children from a very young age do not see their peers as able to finish primary school. It is interesting to note that a higher percentage of females were anticipated to complete primary, secondary, and university-level schooling. This may demonstrate that Baka children view female children as more qualified students than their male peers. Considering the clearly higher performance by male students over female students on early grade reading tests, this phenomenon merits further research. Overall, however, the data shows that roughly one third of Baka children are expected to complete any level of schooling, a shockingly low number and an indicator of Baka children's evaluation of their peer groups' academic capabilities.

### **Game 2: Perception of Skills and Points of Pride**

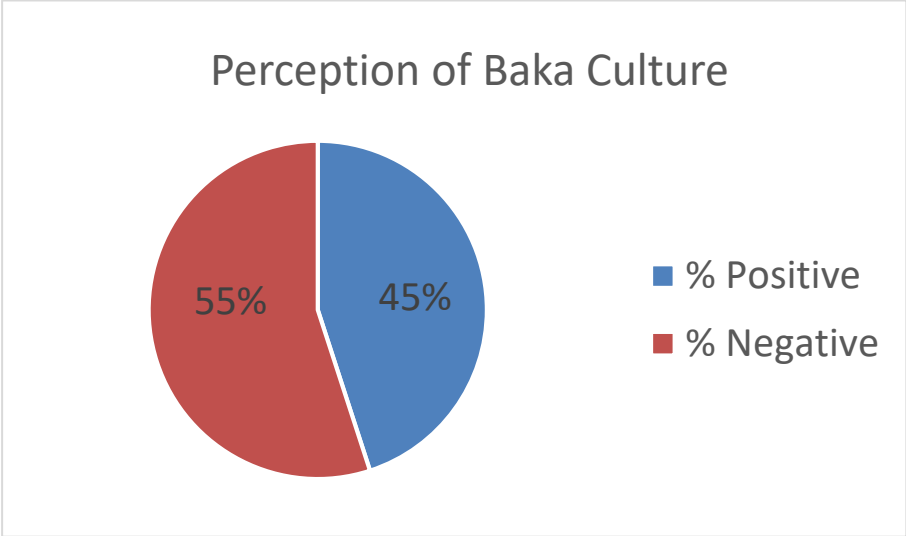
Game two sought information about what skills Baka children see themselves as having, what they are proud to know how to do, and who taught them these skills. This game shed light on the power and prevalence of traditional education according to first hand testimony of students of traditional education at a very young age. In game two, children sang a call and response song, in which the group asked each child one at a time what they are good at doing, and how they learned how to do it. The song was accompanied by a dance to better engage children.

Children gave a wide array of responses, making the data effectively difficult to analyze quantitatively. Across the board, children were most proud of their skills related to food collection and preparation. The most popular responses among female children were the ability to cook and to fish, while most boys noted their ability to hunt and set traps. Other common responses included fetching wood, dancing, singing, and playing. The majority of female children cited their mothers as having taught them these skills, and boys overwhelmingly cited their fathers. Many children learned their skills from their uncles or siblings. These responses demonstrate that there is a robust transmittal of knowledge from older to younger generations that is recognized and appreciated by children themselves. It also shows that this knowledge transmission process focuses heavily on what can be considered traditional Baka livelihoods activities, namely hunting, fishing, and gathering, as well as cultural activities like singing and dancing. Baka traditional education is healthy among the targeted communities, and well appreciated by the young learners.

### **Game 3: Perception of Baka Lifestyle and Livelihoods**

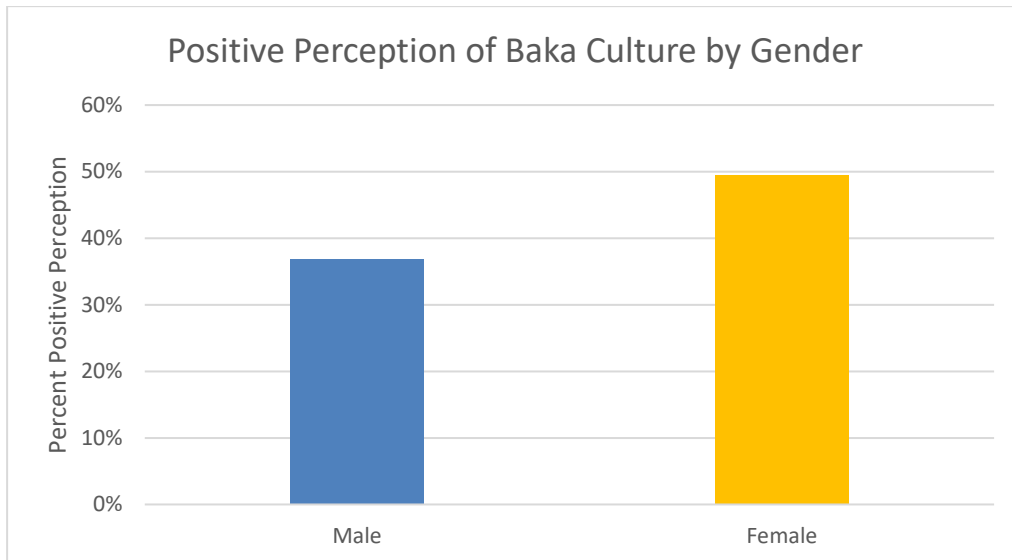
The third game targeted ascertaining children's perception of Baka culture, by prompting children to choose between images juxtaposing Baka and non-Baka lifestyle and livelihoods activities. In this game, children were presented with four sets of images, with each set comprised of two images: one from the Baka context, and another from a non-Baka

Cameroonian context. They were asked to choose which image was the best, and their preference for images of Baka versus non-Baka lifestyle and livelihoods activities served as a proxy for their perception of Baka culture. In the first set, children chose between a hunter with a spear and a farmer with a hoe, comparing typical Baka and non-Baka livelihoods activities. The second set compared an image of a mungoulou and a hut with a tin roof, juxtaposing Baka and non-Baka housing. The third set contrasted an image of the forest with images of the city, and the fourth set included a picture of children playing in the trees and a picture of children watching television. Sets three and four serve to compare Baka and non-Baka lifestyle and setting. The chart below shows the distribution of answers:



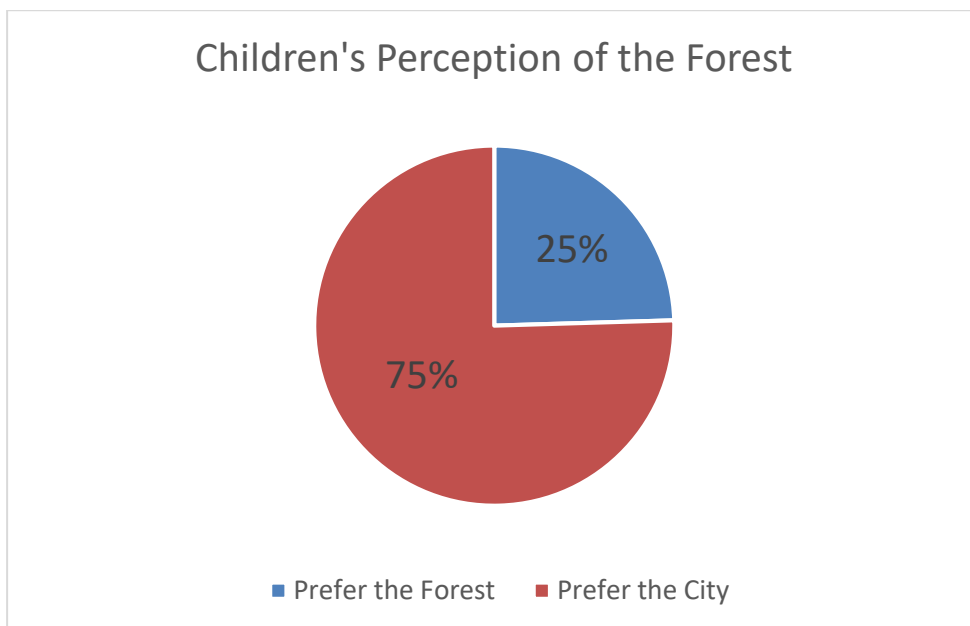
Each question in game three could be interpreted to have an answer that favors Baka culture, and an answer that favors non-Baka culture. For example, a child’s preference for the image of the hunter with the spear over the picture of the farmer with the hoe indicates a preference for a typical Baka livelihood activity over a typical non-Baka livelihood activity. For simplicity of interpretation, children’s responses have been categorized as indicating either a positive or negative perception of Baka culture. The table above shows that the majority of children, 55%, preferred the non-Baka image over the Baka image, indicating an unfavorable perception of Baka culture overall. Children only chose images from the Baka context 45% of the time when prompted, even though these images are more relevant to their day-to-day experiences, and more familiar to them overall.

It is also interesting to note that, overall, female children had a more positive perception of Baka culture than their male counterparts. This phenomenon is demonstrated in the table below.



As shown, roughly 37% of male children chose the pro-Baka image, compared with nearly half of female children. While the majority of children of both genders chose the non-Baka image, female children were much more likely to favor an image drawn from the Baka context.

One of the most striking responses was children’s perception of the forest. The data is presented in the chart below:



Three of every four children responded that they preferred the image of the city over the image of the forest. This result is striking given that many adult Baka community members agree that the forest is the foundation for the Baka cultural identity and way of life, with some going so far as to say that without the forest, the Baka culture cannot exist. Children’s overwhelming preference for the city over the forest can be seen as a sign of broad-based negative perception of the so-called Baka “traditional” cultural setting in favor of a more “modern” Cameroonian urban scene. Since the Baka identity is so strongly tied to the forest, this negative perception

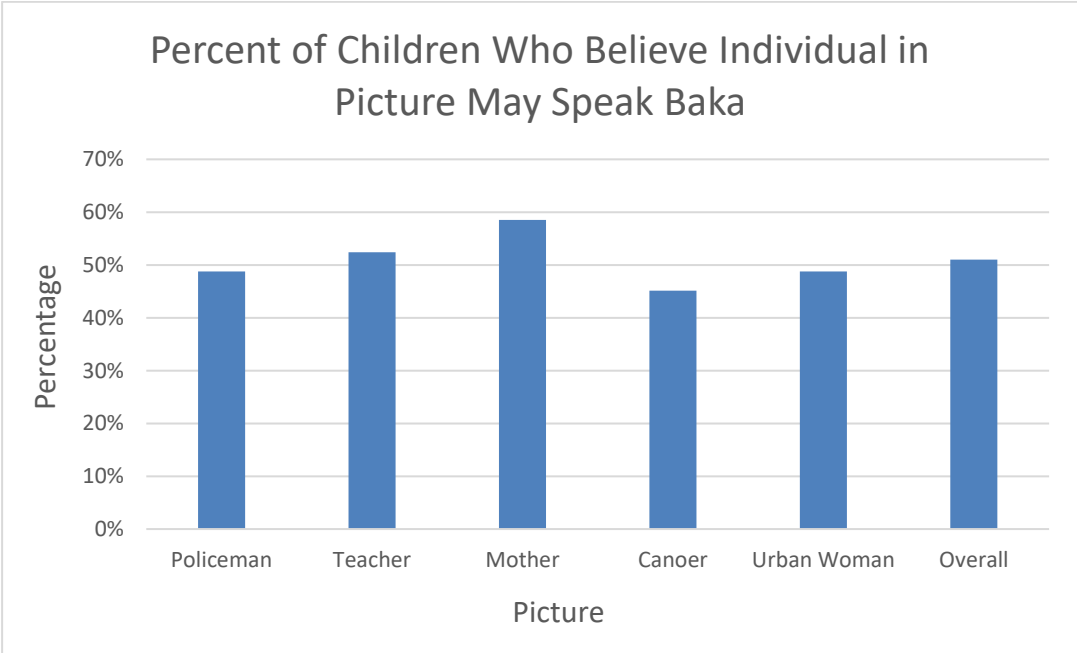
of the forest may also indicate a sense of shame, making children more prone to internalizing discrimination and stigma that they may face as they grow older and enter school.

Overall, the data show that children harbor a strikingly negative perception of Baka culture from a very young age.

### Games 4 and 5: Perception of Baka Language

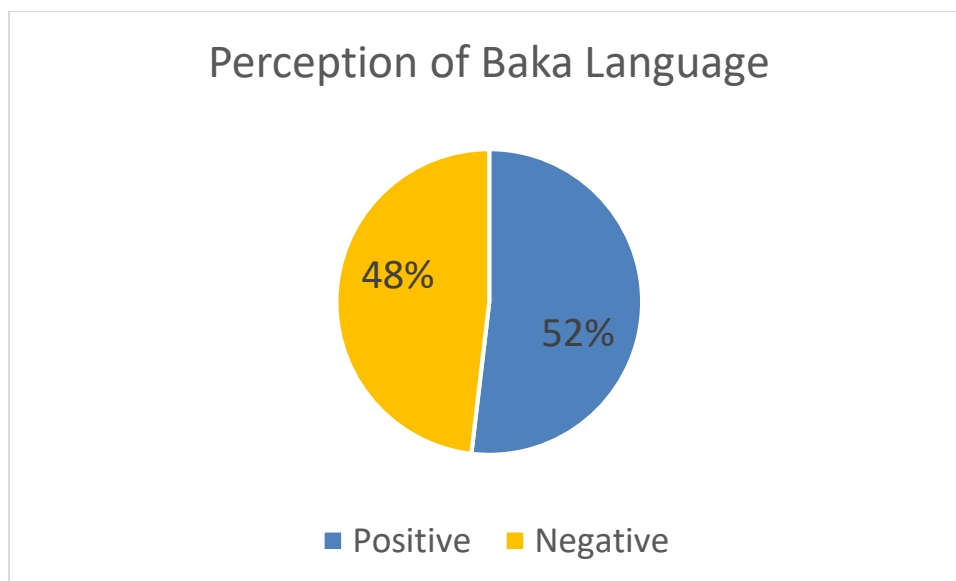
Games four and five both sought to measure perceptions of Baka language. Due to the difficulty of ascertaining perception of language from our target children, we used two test mechanisms to cross-reference our data.

In game four, children were shown five separate images, each one depicting a person with a distinct identity or role in society: a police man, a teacher, a woman with a baby on her back, a man in a canoe, and a woman in Western business attire in an urban setting. For each picture, children were asked if they believe the person in the picture might speak Baka, to which children replied yes or no. This test was designed to gauge children’s perception of how people that speak Baka fit into society, and the roles that Baka speakers can assume in a community. Their results are presented in the table below:



The data shows that, across the board, roughly half of all children believe that the individuals in each photo could speak Baka. The highest percentage of children thought that the mother with the baby on her back would speak Baka, with 59% responding yes to this image. The lowest percentage was for the man in the canoe, with only 45% of children believing that he might speak Baka. Despite the fact that there are few Baka teachers, police officers, or women in urban settings, children were almost perfectly divided as to whether these individuals might speak Baka.

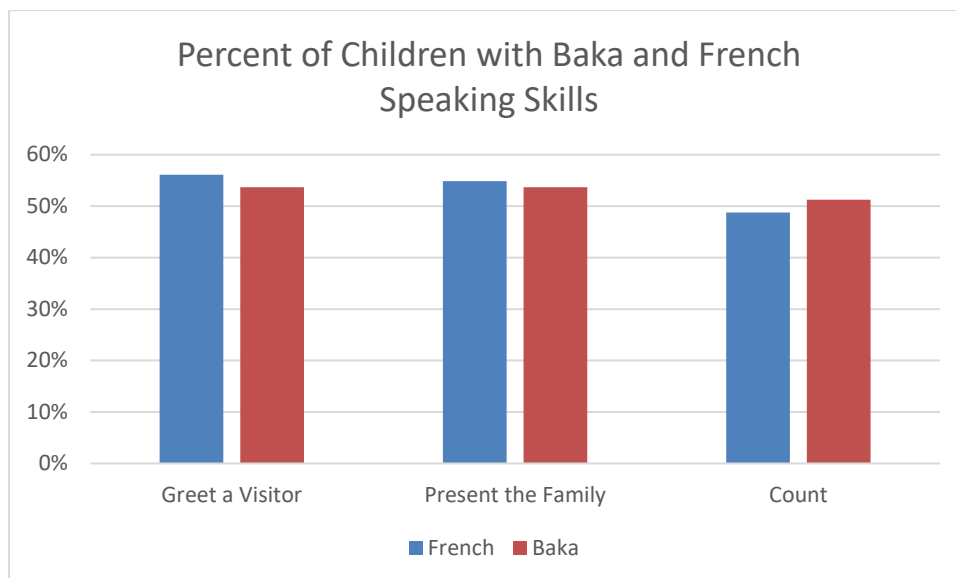
In game five, the test administrator recounted a brief story, in which two children, Abuli and Maba, recount a message to the chief. Both children deliver the same message, but Abuli tells the message in Baka and Maba tells it in French. Children respondents were asked which child was better-spoken, Abuli or Maba. This game directly targets children's perception of their own language by ascertaining whether they believe a message should be delivered to the chief in French or in Baka, and by asking children to distinguish between the quality of two children's speech where the sole difference in their messages was the language they used. If a child answered that Abuli delivered the better message, this was considered to indicate positive perception of Baka language. A child that said Maba did the better job was considered to convey a negative perception of Baka culture. The table below shows the data for this game.



As with game four, children were essentially evenly divided in their perception of the Baka language. About half of them thought that Abuli was well-spoken, and the other half favored Maba. Both game four and game five indicate that children are divided about the quality of the Baka language and the roles that Baka speakers hold in society. While this data does not show overwhelming evidence of shame regarding the Baka language, it also does not show apparent widespread pride in the Baka language either. According to the data presented here, children are ambivalent about the value of their mother tongue.

### **Game 6: Basic Spoken French and Baka Skills**

Game six sought to measure children's French and Baka speaking abilities at the rudimentary level. In game six, children were asked to greet a visitor, present their family, and count to ten in both French and Baka. Their scores were either positive or negative: test administrators noted simply whether children were able to perform the task or not. The data from game six is as follows:



The data shows that, surprisingly, slightly more Baka children of pre-primary age were able to greet a visitor and introduce their families in French than in Baka. Roughly 55% of children were able to greet a visitor and present their families in French, while roughly 54% could do so in Baka. Alternately, only 49% of children could count in French, and 51% could do so in Baka. Overall, children were roughly equally capable of responding to questions in French and in Baka.

While it is normal that many children age four would not be able to count to ten even in their mother tongue, it is odd that they would not be able to greet someone or present their family in their native language when they are able to do so in a second language. Feedback from test administrators shows that this phenomenon may be more an indicator of perception of language than of actual Baka speaking abilities. According to the research team, many children were shy and reluctant when asked to speak in Baka, and were more forthcoming when interrogated in French. It is possible that a large number was embarrassed or ashamed to speak in Baka, even to a Baka test facilitator, due to fear and stigma. While it is interesting to note that half of children were able to respond in both French and Baka, it is perhaps even more intriguing that half of the children were unable or unwilling to respond in any language, even their mother tongue.

## Conclusion

The purpose of this study was, among other objectives, to measure the perception of the Baka culture and language as a teaching/learning medium, identify Baka teaching methods, and assess Baka children's preparedness for formal school, in order to develop and pilot a mother-tongue mobile learning innovation that will preserve and promote Baka culture and language. The results obtained thus serve as a base to inspire reflection about how to develop culturally adapted education approaches that will target the learning difficulties of Baka children, and Baka educational marginalization in general. This study brings out the role of language, precisely mother tongue-based instruction especially for the Baka child. Using the mother tongue as a teaching/learning medium will help to validate Baka culture and knowledge, creating a bridge between the formal school system and children's home and community



environment. This, in turn, will facilitate parental involvement and strengthen community support for education, since language will no longer be a barrier for parents to participate in children's schooling. This will also help to validate and reinforce children's traditional knowledge and perception of Baka culture as a whole. Using the mother tongue as a medium beside the French language will enable children to gain a better self-image and have a strong sense of their own identity.

Furthermore, certain key considerations will need to be made in the recruitment of lesson facilitators. Lesson facilitators will need to be proficient in both Baka and French languages (or have support from someone who is proficient in the other language) and also have knowledge of practices to help students transfer skills from Baka to French.

Lastly, this study shows the importance of early childhood education, which lays the foundation for academic achievement in the life of the child. Introducing mother tongue based multilingual education initiatives, especially for those in the early years before formal schooling will help in advancing the project's goal of preserving and optimizing Baka cultural and linguistic values and promoting the success of all Baka children in learning and in life.

**PROJET « CHASSER DEUX LIEVRES A LA FOIS »**

**ELABORATION DU GUIDE DE COLLECTE DES DONNEES**

**1 – Objectifs de l'étude sur le terrain**

**Objectif général de l'étude :**

Recueillir des données de baseline du projet.

**Objectifs spécifiques de l'étude :**

- Evaluer la perception de la culture Baka par les Baka eux-mêmes et les enseignants
- Evaluer la perception de la langue Baka comme medium dans le processus enseignement-apprentissage
- Evaluer les connaissances que les enfants Baka ont déjà à l'arrivée à la SIL
- Evaluer les connaissances que les enfants Baka manquent à l'arrivée à la SIL
- Evaluer les méthodes d'enseignement traditionnel des Baka
- Evaluer l'image de soi des enfants Baka sur leur intelligence
- Evaluer l'accès actuel à l'éducation préscolaire aux villages

**3 – Définition des instruments par cible**

<b>Cibles</b>	<b>Instruments de collecte des données</b>
- Enseignants	Questionnaire
- Elèves baka de la SIL	Jeux et activités
- Parents baka	Guide de focus group discussion

# QUESTIONNAIRE ADRESSÉ AUX ENSEIGNANTS

## I – Préambule

Dans le cadre de l'étude de faisabilité du projet « **Chasser deux lièvres à la fois** », nous vous prions de bien vouloir nous aider à bien mener cette étude en remplissant ce questionnaire en toute sincérité. Nous vous garantissons que vos réponses resteront anonymes et confidentielles, et que vous serez informés des résultats de cette étude.

Le remplissage de ce questionnaire vous prendra en moyenne 30 minutes. En vous assurant qu'aucune de vos réponses ne sera jugée juste ou fausse, nous vous demandons de bien vouloir **compléter les pointillés**.

## II – Identification du répondant

- 1- Localité /village : .....
- 2- Ecole : .....
- 3- Grade : .....
- 4- Sexe : .....
- 5- Années d'expérience d'enseignement avec les élèves Baka

## III – Corps du questionnaire

### A- La préparation de l'enfant Baka pour l'école.

- 6- Quels sont les points forts d'apprentissage pour les enfants Baka à l'école au niveau SIL ? (Quels sont les aptitudes d'apprentissage que les enfants Baka possèdent dès l'entrée à la SIL ?)

.....  
.....  
.....

- 7- Quels sont les causes de ces points forts ? (Comment est-ce qu'ils ont acquis ces aptitudes ?)

.....  
.....  
.....

- 8- Comment peut-on capitaliser sur ces points forts (aptitudes) pour mieux renforcer l'apprentissage chez les élèves Baka ?

.....  
.....

- 9- Quand les enfants Baka arrivent à l'école au niveau SIL, est ce qu'ils sont suffisamment prêts à apprendre à lire et écrire ?

.....  
.....

- 10- Quand les enfants Bantou arrivent à l'école au niveau SIL, est ce qu'ils sont suffisamment prêts à apprendre à lire et écrire ?

.....

- 11- Si les enfants Baka ne sont pas suffisamment prêts, quels sont les connaissances qui leurs manquent ?

.....

.....  
.....  
12- En quoi ces connaissances seront-elles nécessaires pour la suite de l'apprentissage ?

.....  
.....  
.....

13- Veuillez cocher les connaissances que la majorité des élèves Baka et Bantou ont à l'arrivée au niveau SIL

<u>Connaissance</u>	Baka Oui/Non	Bantou Oui/Non
Connaissance des noms des lettres		
Connaissance des sons des lettres		
Connaissance des sons des mots dans la langue parlée		
Compréhension de base de la langue française		
Passionné et intéressé à l'école		
Capacité de suivre et retenir les contes et les leçons		
Confiance en leur capacité d'apprendre à l'école		
Connaissance des chiffres		

14- Quelles sont les difficultés générales auxquelles les enfants Baka font face dans le processus d'apprentissage ?

.....  
.....  
.....

15- Quels sont les causes de ces difficultés ?

.....  
.....  
.....

16- Dans quelle langue s'expriment les élèves baka à l'école ?

.....

17- En situation de classe, est-il parfois nécessaire de traduire certains concepts en langue Baka pour que les enfants comprennent mieux ? (Cerclez : Oui Non)

Si oui, quel pourcentage de temps enseignez-vous en langue Baka ? .....

### **C – La perception de la tradition Baka parmi les enfants**

18- Les enfants Baka ont-ils une bonne perception de la culture Baka ? Comment est-ce que l'enfant Baka perçoit sa culture ?.....

.....

19- Quel est l'importance de la culture Baka dans l'enseignement des plus petits enfants ?

.....  
.....

### **D- Les méthodes d'enseignement traditionnel des Baka**

20- Que peut-on apprendre de la tradition Baka?

.....  
.....

21- Quelles méthodes les parents Baka utilisent-ils pour transmettre les connaissances aux enfants?

.....  
.....

22- Peut-on adopter les méthodes d'apprentissage traditionnel des Baka dans l'enseignement de l'éducation formelle ?

.....

23- Si oui, comment? Si non, pourquoi ?

.....  
.....

Nous vous remercions d'avoir accepté de consacrer un peu de votre temps et de votre énergie pour le remplissage de ce questionnaire.

## GUIDE DE DISCUSSION AVEC LES PARENTS

*Instructions : Form a focus group of five adults, with at least two women and at least two men. Explain that the purpose of the study is to understand Baka culture and how Baka children learn. Explain that, for each question, each person will be asked to give a response. Once each person responds, we will continue to the next question. If a person wants to speak more than once, they may do so. Each question will be asked first in French, then in Baka. When taking notes, be sure to mark the initials of the person who spoke, and whether they are male or female (m/f).*

### **A ( La perception de la tradition Baka chez les enfants)**

- 1- Comment est-ce que l'enfant Baka perçoit sa culture ?
- 2- Quelle est l'importance de la culture dans l'enseignement des plus petits enfants Baka ?
- 3- Est-ce que les enfants Baka voient l'importance d'apprendre leur culture ?
- 4- Pourquoi ?

### **B- Les méthodes d'enseignement traditionnel des Baka**

- 5- Qu'est ce que vos enfants savent bien faire ? Comment ont-ils appris ces connaissances ?
- 6- Que peut-on apprendre de la tradition Baka ?
- 7- Pensez-vous que certaines de ces valeurs peuvent aider les enfants à réussir à l'école ?
- 8- Les enfants Baka sont-ils tous soumis aux enseignements de la tradition ?
- 9- A partir de quel âge les enfants peuvent ils recevoir ces enseignements ?
- 10- Quel est l'importance de ces enseignements ?
- 11- Pensez vous que ces enseignements soient indispensables pour l'éducation des enfants Baka ? Pourquoi ?

### **B – La préparation de l'enfant Baka pour l'école**

Voyez-vous que les enfants Baka apprennent facilement quand ils arrivent à l'école ?

- 12- - Est-ce que votre enfant a l'occasion d'apprendre les suivants avant d'aller à l'école ?

<u>Connaissances</u>	<u>Oui/Non</u>
Les lettres	
Les chiffres	
Les mots français	

- 13- Si oui, ou est-ce qu'il les a appris ?

## JEUX AVEC LES ENFANTS POUR ATTEINDRE DES INFORMATIONS.

### **Instructions :**

- 1. Form a group of five children, with at least two girls, and at least two boys, all of pre-primary age.**
  - 2. Make sure their parents consent to their participation in the study – request that parents sign the bottom of the page to indicate their consent.**
  - 3. Spend some time playing simple games with the children before starting the interview – play tag, skip rope, or dance, in order to help the children feel at ease.**
  - 4. Explain that candy will be given to every child who participates. Also explain that every answer is a good answer – there is no wrong or right answer to any question or game.**
  - 5. Once all the children are content and ready, begin the games!**
- Note: all games and songs should be conducted in Baka.**

### **A – L’image de soi parmi les élèves préscolaire (cet exercice va se faire en Baka)**

1. Objectif : Comprendre jusqu’à quel niveau comptent-ils continuer à l’école

#### Activité :

**Dire aux enfants qu’on va jouer un jeu pour savoir qui va fréquenter jusqu’à chaque niveau à l’école.**

#### **Chanter :**

##### **Pour l’école primaire :**

Quelqu’un va finir l’école, finir l’école primaire ! Ce qui va finir l’école, c’est celui ici !

Comptez combien était identifié \_\_\_\_\_

Comptez combien entre eux se sont identifié \_\_\_\_\_

##### **Pour l’école secondaire :**

Quelqu’un va finir l’école, finir l’école secondaire ! Ce qui va finir l’école, c’est celui ici !

Comptez combien était identifié \_\_\_\_\_

Comptez combien entre eux se sont identifié \_\_\_\_\_

##### **Pour l’université :**

Quelqu’un va finir l’école, finir l’école universitaire ! Ce qui va finir l’école, c’est celui ici !

Comptez combien était identifié \_\_\_\_\_

Comptez combien entre eux se sont identifié \_\_\_\_\_

2. Objectif : déterminer les connaissances que les enfants pensent posséder, et de quels connaissances sont-ils fiers.

#### Activité :

##### **Arrange les enfants dans un cercle. Chante :**

« Qu’est-ce que tu sais bien faire ? »

[Un enfant entre dans le cercle. L’enfant répond :] « Je connais bien bien \_\_\_\_\_ ! »

[Les autres enfants répètent] « Il connaît bien bien \_\_\_\_ ! Comment tu l’avais appris ? »

[L’enfant répond :] « J’ai appris \_\_\_\_\_ ! »

Cette chanson se répète jusqu’à ce que 5 enfants aient donné une réponse.

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[L'enfant répond :] « J'ai appris \_\_\_\_\_ ! »  
 Cette chanson se répète jusqu'à ce que 5 enfants aient donné une réponse.

**Arrange les enfants dans un cercle. Chante :**

« Qu'est-ce que tu sais bien faire ? »  
 [Un enfant entre dans le cercle. L'enfant répond :] « Je connais bien bien \_\_\_\_\_ ! »  
 [Les autres enfants répètent] « Il connaît bien bien \_\_\_\_ ! Comment tu l'avais appris ? »  
 [L'enfant répond :] « J'ai appris \_\_\_\_\_ ! »  
 Cette chanson se répète jusqu'à ce que 5 enfants aient donné une réponse.

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 [L'enfant répond :] « J'ai appris \_\_\_\_\_ ! »  
 Cette chanson se répète jusqu'à ce que 5 enfants aient donné une réponse.

**Arrange les enfants dans un cercle. Chante :**

« Qu'est-ce que tu sais bien faire ? »  
 [Un enfant entre dans le cercle. L'enfant répond :] « Je connais bien bien \_\_\_\_\_ ! »  
 [Les autres enfants répètent] « Il connaît bien bien \_\_\_\_ ! Comment tu l'avais appris ? »  
 [L'enfant répond :] « J'ai appris \_\_\_\_\_ ! »  
 Cette chanson se répète jusqu'à ce que 5 enfants aient donné une réponse.

**B – La perception de la culture Baka**

**3. Montrer les images aux enfants et demande-leurs quel image est mieux. Chaque enfant doit répondre. Marquer la réponse de chaque enfant.**

- 1)
  - a. Image d'un chasseur à la lance ;
  - b. Image d'un cultivateur avec la houe
- 2)
  - a. Image d'un mongoulou ;
  - b. Image d'une hutte en tôle
- 3)
  - a. Image de la forêt ;
  - b. Image de la ville
- 4)
  - a. Image des enfants dans les arbres
  - b. Image des enfants devant la télévision

No. image	Réponse d'enfant (cercler un)				
	Enf 1	Enf 2	Enf 3	Enf 4	Enf 5
1	A / B	A / B	A / B	A / B	A / B
2	A / B	A / B	A / B	A / B	A / B
3	A / B	A / B	A / B	A / B	A / B
4	A / B	A / B	A / B	A / B	A / B

**C – La perception de la langue Baka**

**4. Montrer les images de différentes personnes aux enfants. Demande-leurs qui parmi les personnes peut parler en langue Baka**

- a. Un policier
- b. Un enseignant



- c. Une femme avec un bébé au dos
- d. Un homme dans une pirogue
- e. Une femme « moderne » (dans une robe non-traditionnelle, par exemple)

No. Image	Réponse d'enfant (oui/non)				
	Enfant 1	Enfant 2	Enfant 3	Enfant 4	Enfant 5
a	Oui/non	Oui/non	Oui/non	Oui/non	Oui/non
b	Oui/non	Oui/non	Oui/non	Oui/non	Oui/non
c	Oui/non	Oui/non	Oui/non	Oui/non	Oui/non
d	Oui/non	Oui/non	Oui/non	Oui/non	Oui/non
e	Oui/non	Oui/non	Oui/non	Oui/non	Oui/non

5. Raconte une histoire, utilisant la langue Baka et la langue française. C'est une histoire de deux enfants, qui partent dire un message au chef du village. Un enfant, Abuli, dit son message en Baka [met le message en Baka ici]. L'autre, Maba, dit son message en français [met le message en Français ici]. Le chef accepte les deux messages, il dit merci aux enfants, et les enfants rentrent à la maison. Après avoir raconté cette histoire, demande aux enfants quel enfant dans l'histoire à mieux parlé. Marquez ici combien des votes chaque enfant a reçu.

Abuli \_\_\_\_\_

Maba \_\_\_\_\_

#### D- Les connaissances en français

Objectif : Evaluer les connaissances en français des enfants.

6. Demande à l'enfant de :

	Question	Cochez ici si l'enfant pouvait répondre quand la question était posée en français	Cochez ici si enfant pouvait répondre quand la question était posée en Baka	Cochez ici si l'enfant ne pouvait pas répondre quand demandé en français ou en Baka
1	Dire son nom			
2	Saluer quelqu'un en français			
3	Présenter sa famille			
4	Compter un petit nombre d'objets			

	Question	Cochez ici si l'enfant pouvait répondre quand la question était posée en français	Cochez ici si enfant pouvait répondre quand la question était posée en Baka	Cochez ici si l'enfant ne pouvait pas répondre quand demandé en français ou en Baka
1	Dire son nom			
2	Saluer quelqu'un en français			

3	<i>Présenter sa famille</i>			
4	<i>Compter un petit nombre d'objets</i>			

	<i>Question</i>	<i>Cochez ici si l'enfant pouvait répondre quand la question était posée en français</i>	<i>Cochez ici si enfant pouvait répondre quand la question était posée en Baka</i>	<i>Cochez ici si l'enfant ne pouvait pas répondre quand demandé en français ou en Baka</i>
1	<i>Dire son nom</i>			
2	<i>Saluer quelqu'un en français</i>			
3	<i>Présenter sa famille</i>			
4	<i>Compter un petit nombre d'objets</i>			

	<i>Question</i>	<i>Cochez ici si l'enfant pouvait répondre quand la question était posée en français</i>	<i>Cochez ici si enfant pouvait répondre quand la question était posée en Baka</i>	<i>Cochez ici si l'enfant ne pouvait pas répondre quand demandé en français ou en Baka</i>
1	<i>Dire son nom</i>			
2	<i>Saluer quelqu'un en français</i>			
3	<i>Présenter sa famille</i>			
4	<i>Compter un petit nombre d'objets</i>			

	<i>Question</i>	<i>Cochez ici si l'enfant pouvait répondre quand la question était posée en français</i>	<i>Cochez ici si enfant pouvait répondre quand la question était posée en Baka</i>	<i>Cochez ici si l'enfant ne pouvait pas répondre quand demandé en français ou en Baka</i>
1	<i>Dire son nom</i>			
2	<i>Saluer quelqu'un en français</i>			
3	<i>Présenter sa famille</i>			
4	<i>Compter un petit nombre d'objets</i>			

*Game idea to conduct baseline with children - Candy game: The objective will be to get children to answer questions and participate actively in the exercise in a fun manner, and each child that answers will have a candy. (However, all children will have a candy at the end of the survey).*



Early Grade Reading Assessment Tools and Instructions  
Résumé d'Examen des Connaissances de Pré-Alphabétisme

	<b>Composante</b>	<b>Compétence fondamentale en lecture</b>	<b>Compétence démontrée par la capacité des élèves à :</b>
<b>1</b>	Connaissance du nom des lettres	Reconnaissance des lettres	Donner le nom de lettres (majuscules et minuscules présentées en ordre aléatoire)
<b>2</b>	Connaissance du son des lettres	Capacités d'analyse phonémique	Donner le son des lettres minuscules en ordre aléatoire
<b>3</b>	Identification du premier son des mots	Capacités d'analyse phonémique	Identifier des sons initiaux dans différents mots
<b>4</b>	Identification de tous les sons des mots	Capacités d'analyse phonémique	Identifier tous les sons dans différents mots
<b>5</b>	Compréhension à l'audition	Compréhension à l'audition	Répondre correctement aux différents types des questions, y compris les questions littérales et inférentielles sur le texte que l'enquêteur leur a lu

# 1. Connaissance des noms des lettres :

## Informations Générales

Dans cette évaluation, il est demandé aux élèves de donner le nom (pas le son) de toutes les lettres possibles, pendant une période d'une minute. L'ensemble complet des lettres de l'alphabet est classé dans un ordre aléatoire, 10 lettres par ligne, en utilisant une police de caractères claire, de grande taille et familière, en lignes horizontales avec chaque lettre présentée plusieurs fois. Les lettres sont présentées selon la fréquence à laquelle elles sont utilisées dans la langue en question. La randomisation est utilisée pour éviter que les élèves ne récitent un alphabet mémorisé, c'est à dire, pour réellement tester l'automatisme de la reconnaissance des lettres. Tout l'alphabet (tant les majuscules que les minuscules) est présentée selon l'évidence que les compétences en lecture des élèves, dans les langues européennes, ne progressent qu'une fois que près de 80 % de l'alphabet est connu (Seymour et al., 2003).

Les problèmes de dénomination doivent être gérés avec délicatesse dans cette tâche ainsi que dans les autres tâches. Ici, le problème n'est pas de tester la prononciation « correcte », où « l'exactitude » en conformité avec certaines normes que dénotent un statut social privilégié, mais celle qui est la plus courante dans une certaine région ou dans une forme donnée du français (ou de toute autre langue dans laquelle les tests sont développés). Ainsi, certains enfants qui apprennent à lire le français peuvent, en raison de pratiques pédagogiques largement utilisées dans la francophonie, dénommer les lettres en utilisant leur son (par exemple, dire « be » ou « le », avec un « e » muet, pour les lettres « b » et « l », qui ont comme nom conventionnel « bé » et « èl ». C'est pour cette raison (entre autres) que, comme indiqué dans la Section III (voir la partie « Connaissance des lettres et des graphèmes, et conscience phonémique »), il est suggéré de n'évaluer que la connaissance des graphèmes et de leur prononciation (et non celle du nom des lettres) dans la version française d'EGRA. Cette connaissance peut être considérée comme un premier indicateur du niveau de conscience phonémique de l'enfant.

### *Données pour évaluer la connaissance du nom des lettres.*

Les notes de l'élève pour ce sous-test doivent être calculées comme nombre de lettres correctes par minute. Si l'enfant a dénommé toute les lettres avant que le temps imparti ne soit écoulé, le temps d'achèvement doit être enregistré et les calculs doivent être réalisés selon cette période de temps. Les enquêteurs doivent noter toute lettre incorrecte en traçant une ligne en diagonale (/), placer un crochet (J) après la dernière lettre lue et enregistrer le temps restant au chronomètre une fois l'exercice achevé (les variables sont donc les suivantes : le total de lettres lues, le total de lettres incorrectes, le temps restant sur le chronomètre). Ces trois points de données sont utilisés pour calculer le total de lettres correctes par minute (LCPM) :

**LCPM = (Total de lettres lues – Total de lettres incorrectes) / ((60 – Temps restant sur le chronomètre) / 60)**

# 1. Connaissance des noms des lettres : Formulaire d'Evaluation

Instructions :

1. **Donne à l'enfant un copie du tableau ci-dessous**
2. **Dire à l'élève : « Nous allons jouer un jeu ensemble ! Tu vas me dire le nom de chaque lettre dans le tableau, et tu vas me nommer le plus de lettres que tu peux dans une minute. Tu va montrer chaque lettre avec le doigt, et prononcer son nom. D'accords ? Comprends-tu ce qu'on va faire ? Ok, on y va ! »**
3. Lancez le chronomètre dès que l'enfant commence à lire la première lettre. Suivez avec votre crayon et marquez clairement toutes les lettres lues de manière incorrecte à l'aide d'une barre oblique (/). Comptez les auto-corrections comme bonnes réponses.
4. **Ne dites rien**, sauf si vous donnez des réponses de la manière suivante :
  - Si l'enfant hésite pendant 3 secondes, indiquez-lui le nom de la lettre, indiquez du doigt la prochaine lettre et dites « **Continue, s'il te plait** ». Marquez la lettre que vous indiquez à l'enfant comme un réponse incorrecte.
5. **APRÈS 60 SECONDES DITES « stop ».** Marquez la lettre finale d'un crochet ( ] ).
  - **Règle pour les arrêts prématurés :** Si l'enfant ne donne aucune bonne réponse pour la première ligne, dites-lui « **Merci !** », arrêtez cet exercice, cochez la case en bas de page et passez au prochaine exercice.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	
e	A	r	I	S	t	N	o	U	L		(10)
S	E	n	a	R	é	C	T	i	M		(20)
o	p	ê	N	I	d	A	G	B	O		(30)
Q	e	r	E	u	t	L	i	M	S		(40)
ù	à	C	I	E	ç	S	n	e	è		(50)
p	R	T	o	l	Û	a	C	N	i		(60)
I	U	A	S	E	O	e	û	r	d		(70)
C	S	X	t	a	R	ô	E	é	P		(80)
K	i	r	n	M	G	T	u	e	S		(90)
z	B	S	y	A	j	R	Ï	t	E		(100)

Nombre de secondes restantes indiquées sur le chronomètre (si l'enfant a recité les noms de tous les lettres dans le tableau) \_\_\_\_\_

Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne \_\_\_\_\_

## 2. Connaissance du Son des Lettres : Informations Générales

Savoir comment les lettres correspondent aux sons est une autre compétence essentielle que les enfants doivent maîtriser afin de devenir des lecteurs compétents. La correspondance lettre-son est généralement enseignée par des méthodes syllabiques, qui au cours des dernières décennies ont soit été conseillées ou déconseillées. Ce sous-test, tout comme l'exercice de décodage des mots inventés non familiers, est susceptible d'être quelque peu controversé par certains groupes d'éducateurs. La connaissance du son des lettres est une méthode d'évaluation assez courante et est utilisée dans plusieurs évaluations des compétences fondamentales en lecture, y compris dans le test préscolaire complet de reconnaissance phonologique et de traitement des informations imprimées pour la. L'évaluation couvre un ensemble de graphèmes (avec une seule ou plusieurs lettres comme « ou », « an », « on », « in », « un », « che », « oi »).

**Données.** Comme dans l'exercice où les lettres sont nommées, les notes de l'enfant pour ce sous-test devraient être calculées selon le nombre de son de lettres correctes par minute.

La même page de lettres plastifiée utilisée dans le premier sous-test sur la connaissance du nom des lettres devrait être utilisée pour évaluer la connaissance du son des lettres. Pour les consonnes qui peuvent représenter plus d'un son (c.-à-d. « c » et « g ») chaque réponse est acceptable. Pour les voyelles qui peuvent avoir en français deux les deux sont acceptées comme étant correctes. Par exemple, les deux « a » (dans « avoir » vs « âne »), les deux « o » (dans « dos » vs « or »), les deux « eu » (dans « peu » vs « peur ») et les deux « é/è » (comme dans « dernier » : /dErnje/). Les enquêteurs et les superviseurs devront attentivement entendre les prononciations possibles de chaque lettre.

## 2. Connaissance du Son des Lettres : Formulaire d'Evaluation

### Instructions :

1. **Donne à l'élève un copie du tableau ci-dessous**
2. **Dire à l'élève : « Nous allons jouer un autre jeu ensemble ! Tu vas me dire le son de chaque lettre dans le tableau, et tu vas me nommer le plus de lettres que tu peux dans une minute. Tu va montrer chaque lettre avec le doigt, et prononcer le son. D'accords ? Comprends-tu ce qu'on va faire ? Ok, on y va ! »**
3. Lancez le chronomètre dès que l'enfant commence à lire la première lettre. Suivez avec votre crayon et marquez clairement toutes les sons des lettres prononcés de manière incorrecte à l'aide d'une barre oblique (/). Comptez les auto-corrrections comme bonnes réponses.
4. **Ne dites rien**, sauf si vous donnez des réponses de la manière suivante : si l'enfant hésite pendant 3 secondes, indiquez-lui la prononciation de la lettre, indiquez du doigt la prochaine lettre et dites « **Continue, s'il te plaît** ». Marquez la lettre que vous indiquez à l'enfant comme une réponse incorrecte.
5. **APRÈS 60 SECONDES DITES « stop ».** **Marquez la lettre finale d'un crochet ( ] ).**
  - **Règle pour les arrêts prématurés :** Si l'enfant ne donne aucune bonne réponse pour la première ligne, dites-lui « **Merci !** », arrêtez cet exercice, cochez la case en bas de page et passez au prochain exercice.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	
e	A	r	I	S	t	N	o	U	L		(10)
S	E	n	a	R	é	C	T	i	M		(20)
o	p	ê	N	I	d	A	G	B	O		(30)
Q	e	r	E	u	t	L	i	M	S		(40)
ù	à	C	I	E	ç	S	n	e	è		(50)
p	R	T	o	l	Ü	a	C	N	i		(60)
I	U	A	S	E	O	e	û	r	d		(70)
C	S	X	t	a	R	ô	E	é	P		(80)
K	i	r	n	M	G	T	u	e	S		(90)
z	B	S	y	A	j	R	ï	t	E		(100)

Nombre de secondes restantes indiquées sur le chronomètre (si l'enfant a recité les noms de tous les lettres dans le tableau) \_\_\_\_\_



Cochez ici si l'exercice a été arrêté par manque de réponses correctes à la première ligne \_\_\_\_\_

### 3. Identification du Premier Son des Mots (Capacités d'Analyse Phonémique) : Information Générale

Afin de lire, chacun de nous doit transformer les lettres que nous voyons en sons, les sons en mots et les mots en signification. Une gestion réussie de ce processus nécessite la capacité d'effectuer l'opération inverse : c'est à-dire de comprendre que les mots sont composés de sons individuels (les phonèmes : cf. glossaire) qu'il faut, d'une part, pouvoir segmenter (reconnaître qu'il y a 3 sons différents dans le mot « bol » et pouvoir identifier ces trois sons) et, d'autre part, pouvoir discriminer (comprendre que le mot « bol » ne se différencie du mot « vol », que par un seul phonème, et donc être capable de discriminer « b » de « v »). Cet examen effectue une évaluation préliminaire de la conscience phonémique de deux manières différentes : en utilisant la segmentation des phonèmes et l'identification de l'attaque et la rime (les premiers et derniers sons).

Jusqu'ici, la segmentation des phonèmes, lors de tests pilotes effectués au Sénégal (français), en Gambie (anglais) et au Nicaragua (espagnol), s'est révélée difficile à administrer et à dévoiler de grands problèmes d'effet plancher. Un exemple de test a utilisé pendant la phase préliminaire est inclus dans ce manuel. Si des problèmes similaires surgissent des tâches plus simples telles que l'identification des sons initiaux devraient être effectuées. L'identification des sons initiaux a préliminairement été effectuée en espagnol (Nicaragua) et en anglais (Guyane et Libéria).

### 3. Identification du Premier Son des Mots (Capacités d'Analyse Phonémique) : Formulaire d'Evaluation

Cet exercice est uniquement à l'oral. Il ne faut pas montrer les mots écrits à l'élève. L'épreuve n'est pas chronométrée. Donnez d'abord à l'élève les exemples, l'un après l'autre en lui expliquant la tâche. Après chaque exemple, demandez-lui de répondre tout seul.

Instructions :

#### **Dire à l'élève :**

1. « Cet exercice est un exercice oral. Je vais te dire un mot deux fois. Puis je veux que tu me dises le tout premier son du mot que tu entends, d'accord ?
2. Par exemple : Le mot « soupe » commence avec le son « ssss », n'est-ce pas ? Quel est le tout premier son dans le mot « soupe » ? « Soupe » ? [Attendre que l'élève répète le son « ssss ». S'il ne répond pas, dites-lui « Le tout premier son du mot « soupe », c'est « ssss ».]
3. Essayons encore quelques exemples :
  - a. Quel est le tout premier son dans le mot « jour » ? « Jour » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Le premier son dans le mot « jour », c'est « jjjj ».
    - Si l'élève ne répond pas, dites-lui : « Le premier son dans le mot « jour », c'est « jjj ».
  - b. Quel est le tout premier son dans le mot « chic » ? « Chic » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Le premier son dans le mot « chic », c'est « ch ».
    - Si l'élève ne répond pas, dites-lui : « Le premier son dans le mot « chic », c'est « ch ».
  - c. Quel est le tout premier son dans le mot « poule » ? « Poule » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Le premier son dans le mot « Poule », c'est « p ».
    - Si l'élève ne répond pas, dites-lui : « Le premier son dans le mot « poule », c'est « p ».
4. Tu comprends ce que je te demande de faire ? Maintenant je vais te dire d'autres mots. Je vais lire chaque mot deux fois. Ecoute bien, et dis-moi le tout premier son que tu entends, d'accord ?
5. Si l'enfant a donné un reponse correcte, cercler « correct. » Si l'enfant a donné un reponse incorrect, cercler « incorrect. » Si l'enfant n'a pas donné un reponse, cercler « pas de reponse. »
6. Ne pas corriger l'élève pendant le test : En cas de non-réponse ou d'hésitation de sa part, après 3 secondes marquer le cas « Pas de réponse » et passez au prochain item.
7. Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule réponse correcte parmi les cinq premiers mots, demandez-lui gentiment de s'arrêter, et cocher le cas « auto-stop ». Passez au prochain exercice.

<b>Quel est le tout premier son dans le mot « ____ » ? « ____ » ?</b>					
<b>No.</b>	<b>Mot (LIRE A L'ELEVE)</b>	<b>Premier Son</b>	<b>Reponse (Cercler un selon la reponse de l'élève)</b>		
<b>1</b>	Maman	/mmmm/	Correct	Incorrect	Pas de réponse
<b>2</b>	Bois	/ B' /	Correct	Incorrect	Pas de réponse
<b>3</b>	Robe	/rrrrr/	Correct	Incorrect	Pas de réponse
<b>4</b>	Poisson	/P' /	Correct	Incorrect	Pas de réponse
<b>5</b>	Chien	/ch/	Correct	Incorrect	Pas de réponse
<b>6</b>	Danse	/D/	Correct	Incorrect	Pas de réponse
<b>7</b>	Miel	/mmmm/	Correct	Incorrect	Pas de réponse
<b>8</b>	Feu	/ffff /	Correct	Incorrect	Pas de réponse
<b>9</b>	Sel	/ssss/	Correct	Incorrect	Pas de réponse
<b>10</b>	Viande	/vvvvvv/	Correct	Incorrect	Pas de réponse

Cochez Ici si l'exercice a été arrêté par manque de réponses correctes parmi les 5 premiers mots (auto-stop)\_\_\_\_\_

4. Identification de tous les sons des mots  
(Capacités d'Analyse Phonémique) :

Formulaire d'Evaluation

(Pour faire seulement si l'enfant à réussi de faire l'exercice  
d'identification des premiers sons des mots)

Cet exercice est uniquement à l'oral. Il ne faut pas montrer les mots écrits à l'élève. L'épreuve n'est pas chronométrée. Donnez d'abord à l'élève les exemples, l'un après l'autre en lui expliquant la tâche. Après chaque exemple, demandez-lui de répondre tout seul.

Instructions :

**Dire à l'élève :**

1. « Cet exercice est un exercice oral. Je vais te dire un mot deux fois. Puis je veux que tu me dises tout les sons qui constituent le mot que tu entends, d'accord ?
2. Par exemple : Le mot « ton » commence avec le son « t », n'est-ce pas ? Quel est le tout premier son dans le mot « ton » ? « ton » ? [Attendre que l'élève répète le son « t ». S'il ne répond pas, dites-lui « Le tout premier son du mot « ton », c'est « t ».] Et après « t », le prochain son dans « ton », c'est « ooooo ». « oooo ». Ton. « t », « oooo ». Et le dernier son, c'est quoi ? Le dernier son dans « ton » c'est « nnnn » Donc « ton », c'est « T ». « oooo », « nnnnn ».
3. Essayons encore quelques exemples :
  - a. Quel sont les sons dans le mot « saut » ? « saut » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Les sons dans le mot « saut », sont « ssss », « auuuu », « ttttt ».
    - Si l'élève ne répond pas, dites-lui : « Les sons dans le mot « saut », sont « ssss », « auuuu », « ttttt »
  - b. Quel sont des sons dans le mot « six » ? « six » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Les sons dans le mot « six », c'est « ssss », « iiiii », « x »
    - Si l'élève ne répond pas, dites-lui : « Les sons dans le mot « six », c'est « ssss », « iiiii », « x ».
  - c. Quel sont les sons dans le mot « nom » ? « nom » ?
    - Si l'élève répond correctement, dites-lui : « Très bien ! Les sons dans le mot « nom », sont « nnnn », « ooooo », « mmmm » .
    - Si l'élève ne répond pas, dites-lui : « Les sons dans le mot « nom », sont « nnnn », « ooooo », « mmmm ».
4. Tu comprends ce que nous allons faire ? Maintenant je vais te dire d'autres mots. Je vais lire chaque mot deux fois. Ecoute bien, et dis-moi les sons que tu entends, d'accord ?
5. Si l'enfant a donné un reponse correcte, cercler le son qu'il a donné correctement. Si l'enfant a donné un reponse incorrect, barrer avec / le son qu'il a donné incorrectement. Si l'enfant n'a pas donné un reponse, cercler « pas de reponse. »

6. **Ne pas corriger l'élève pendant le test : En cas de non-réponse ou d'hésitation de sa part, après 3 secondes marquer le cas « Pas de réponse » et passez au prochain item.**
7. **Règle d'auto-stop : Si l'élève ne réussit pas à donner une seule réponse correcte parmi les cinq premiers mots, demandez-lui gentiment de s'arrêter, et cocher le cas « auto-stop ». Passez au prochain exercice.**

Quel est le tout premier son dans le mot « ____ » ? « ____ » ? Quel est le son secondaire dans le mot « ____ » ? « ____ » ? Quel est le tout dernier son dans le mot « ____ » ? « ____ » ?					
No.	Mot (LIRE A L'ENFANT)	Premier Son	Deuxième Son	Son Final	
1	Dur	/D'/	/uuuu/	/rrrr/	Pas de réponse
2	Lac	/lllll/	/aaaa/	/C'/	Pas de réponse
3	Car	/K'/	/aaaa/	/rrrr/	Pas de réponse
4	Sac	/sssss/	/aaaa/	/C'/	Pas de réponse
5	Jour	/jjjjj/	/ou/	/rrrr/	Pas de réponse
6	Fil	/ffffff/	/iii/	/lllll/	Pas de réponse
7	Tour	/T'/	/ou/	/rrrr/	Pas de réponse
8	Balle	/B' /	/aaaa/	/llll/	Pas de réponse
9	Par	/P'/	/aaaa/	/rrrr/	Pas de réponse
10	Vol	/vvvvvv/	/oooo/	/llll/	Pas de réponse

Cochez Ici si l'exercice a été arrêté par manque de réponses correctes parmi les 5 premiers mots  
 (auto-stop)\_\_\_\_\_

## 5. Compréhension à l'audition

### Formulaire de l'Évaluation

Cette section n'est pas chronométrée et il n'y a pas de stimuli de l'élève. Vous allez lire à haute voix une petite histoire, deux fois, puis demander à l'élève quelques questions de compréhension.

Instructions :

1. Dire à l'élève :

**Maintenant, je vais te lire une histoire deux fois. Après cela, je vais te poser quelques questions sur cette histoire. Tu vas bien écouter, et ensuite tu répondras aux questions le mieux que tu peux. D'accord ? Tu comprends ce que je te demande de faire ?  
Commençons ! Ecoute bien :**

**Maman va en forêt avec Papa.**

**Maman trouve les poissons et les champignons.**

**Papa trouve de la viande et du miel.**

**Ils voient un gorille sous les arbres**

**Ils fuient le gorille.**

**Maman et Papa arrivent au village**

**Ils retournent à la maison pour partager la nourriture avec la famille.**

2. Lisez les questions dans le tableau à l'enfant.
3. Notez les réponses de l'élève dans l'espace « Réponses de l'élève » de la manière suivante : Mettez une croix dans la case qu'il correspond à sa réponse correcte par rapport à chaque question.
  - « Correct » : l'élève donne une réponse correcte ou a donné une réponse incorrecte mais s'est corrigé par la suite (auto-correction). Les réponses correctes peuvent être fournies en langue français ou en langue Baka.
  - « Incorrect » : L'élève donne une réponse incorrecte
  - « Pas de réponse » : L'élève n'arrive pas à donner une réponse après 5 secondes.

Question (LIRE A L'ELEVE)	Réponse Correct (NE PAS LIRE A L'ELEVE)	Réponse de l'élève (cercler un)		
		Correct	Incorrect	Pas de réponse
1. Ou va Maman avec Papa ?	En forêt			
2. Qu'est ce que Maman et Papa ont trouvé en forêt?	Beaucoup des choses, comme poissons, champignons, viande, miel.			
3. Qu'est-ce que Maman et Papa ont vu en forêt ?	Un gorille			
4. Que font Maman et Papa ?	Ils ont fuit le gorille			

5. Qu'est-ce qu'ils font au village ?	Ils partagent la nourriture avec la famille	Correct	Incorrect	Pas de réponse
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