Lack of engaging Arabic language digital resources

ZERO
Differentiation in the classroom

13 Million
Out of school children in the region

Arabic Language Literacy Challenges (350 million speakers, 90 million > age 10)

Poor scores in standardized tests among youths

100,000+
Cannot read and write at grade level (Grades 1-3)

15 minutes
Arab child reads/year

13 Million
Out of school children in the region
QYSAS APP
Building a reading library of 125 levelled Books

ICT Innovation in Literacy
Hypothesis:
If children have access to a differentiated and levelled Arabic reading program their reading results will improve.

Basic Elements:
- Technology and hardware
- Student participation
- 48 hours of dosage

Testing:
- 800 Grade 2 students
- In 20 public schools in Jordan (10 treatment, 10 control)
- Using EGRA
- 3rd party testing
Product Features

- 125 levelled books
- Differentiated Approach
- Iterative, practice-based approach
- Tasks: Read, Listen, Reading Comprehension
- Available Offline

Hardware Support (Private Donors)

- Tablets
- Earphones
- Charging Stations
Project Implementation

- Teacher Training
- Literacy Sessions
- 45 minutes/ 2x week
- Full Academic Year
Results

Percentage of Students Receiving Zero Scores by Group at Endline (%)

Statistically Significant Average Gains Scores by Group

- Oral Reading Fluency:
  - Intervention: 16.6%
  - Comparison: 13.3%

- Syllable Identification:
  - Intervention: 13.5%
  - Comparison: 10.8%

- Reading Comprehension (out of five):
  - Intervention: 1.0
  - Comparison: 0.8

- Oral Reading Fluency:
  - Intervention: 12.6%
  - Comparison: 19.1%

- Syllable Identification:
  - Intervention: 12.3%
  - Comparison: 15.1%

- Reading Comprehension:
  - Intervention: 32.3%
  - Comparison: 49.4%
Students:
• 95% said they increased motivation to read after session
• 93.5% said their reading skills improved because of the program

Teachers:
• All happy with the platform and students progress
• 7 out of 10 believe that students’ reading skills improved due to the app