



**Malawi *Timawerenga!* We Can Read!
Endline Report:
Early Grade Reading Assessment (EGRA) and
Household Literacy Survey**

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Finally, we would like to dedicate this report to Karen Wiener. Karen's brilliance, conviction and passion inspired *Timawerenga!* and touched many individuals throughout her life. Her untimely passing after leading the initial workshops and start up activities for *Timawerenga!* is a huge loss for her family, friends, colleagues, and worldwide community. Her memory will continue to inspire many across the globe who strive to improve children's literacy.

ABBREVIATIONS

CERT	Center for Educational Research and Training
clpm	correct letters per minute
cspm	correct syllables per minute
cwpm	correct words per minute
DEM	District Education Manager
EdDataII	Education Data II (USAID contract mechanism)
EGRA	Early Grade Reading Assessment
EPDC	Education Policy and Data Center
HHS	Household survey
IRB	Institutional review board
LOI	Language of instruction
MIE	Malawi Institute for Education
MoEST	Ministry of Education, Science, and Technology
MTPDS	Malawi Teacher Professional Development Support project
NED	Non-experimental design
PEA	Primary Education Adviser
RTI	Research Triangle Institute International
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
USAID	United States Agency for International Development

INTRODUCTION

Timawerenga! was implemented by FHI 360 and its Malawian partner, the Center for Education Research and Training (CERT), with funding from the USAID Grand Challenge for Development. Student literacy in Malawi is critically low. The baseline assessment for the project that is the subject of this report, Malawi *Timawerenga!* We Can Read!, revealed that less than 1% of Standard 1 and 2 students in the four intervention districts were able to read a word of text at the beginning of the school year. This finding is supported by other assessments. For example, using the same early grade reading assessment tool, Pouezevara and Costello (2013) found that, nationally, Standard 2 students' oral reading fluency for a connected text was only 1.3 correct words per minute (cwpm).

Many factors create nearly insurmountable performance barriers. Chief among these are materials, learning environment, and teacher training and support. Classrooms in Malawi are extremely overcrowded (averaging one teacher to approximately 120 students in the early grades), lack reading materials (only 17% of Standard 1 and 2 students had a learner's book in this study), and in many cases lack basic infrastructure such as benches and chalkboards (it is not uncommon to see classes held under trees). In addition, most teacher training colleges lack a reading curriculum so teachers are not well prepared to support student reading and writing. Furthermore, high student absenteeism causes significant learning loss.

The Malawi *Timawerenga!* We Can Read! project (referred to in the report from this point on as *Timawerenga!*) aimed to influence a few key factors that must be present to ensure student reading achievement. The project was implemented in schools during the 2013–2014 school year. It provided low-cost, culturally and linguistically appropriate reading materials for Standard 1 and 2 Malawian primary school students in four districts in Malawi (Blantyre Urban, Chikwawa, Mzimba South, and Mangochi). The program included; 1) the creation of instructional materials and learner reading materials in Chichewa, 2) training and support for teachers in using these materials, and 3) community involvement through production of small decodable books called minibooks.

To measure the impact of *Timawerenga!*, FHI 360 conducted a baseline study in September 2013, followed by an endline in June of 2014. The purpose of this study is to explore changes over time that could be attributable to project interventions, including changes in attitudes and behaviors around literacy in students' households and student reading abilities. The report compares baseline and endline data to determine whether the interventions led to change in the classrooms and communities that *Timawerenga!* serves. It also explores the relationship between the degree of implementation of the project, and changes at school and household levels (that is, fidelity of implementation).

The FHI 360 team worked with CERT, a local research center under the Faculty of Education, on *Timawerenga!* design, implementation, and evaluation. CERT conducts policy oriented research in education to inform the Ministry of Education, Science, and Technology (MOEST), donors and NGOS. Notably, CERT has experience conducting early grade reading assessment (EGRA) studies and can draw from their pool of experienced local data collectors. For Malawi *Timawerenga!*, CERT was responsible for implementing the data collection for the baseline and endline and monitoring and supporting the teachers using the methodology and community participation. CERT also participated in the design and

implementation of the *Timawerenga!* teacher training and materials development. The close collaboration of CERT helped ensure that the knowledge gained and resources created through this project will remain in Malawi past the end of the project period.

TIMAWERENGA! PROGRAM DESIGN AND INTENDED IMPACT

Through *Timawerenga!*, FHI 360 aspired to contribute to Malawi’s goal of improving reading outcomes for early grade students. *Timawerenga!* aimed to achieve the following as direct results: 1) improve teachers’ instruction and use of appropriate reading materials in the classroom, 2) increase family and community involvement in children’s literacy, and 3) develop expertise within local and national systems to develop and implement reading programs. To accomplish these results, *Timawerenga!* worked with national education stakeholders to produce a package (“digest”) of decodable short stories, then trained teachers and community leaders to work with parents to locally duplicate the short stories at low cost.

DESCRIPTION OF INTERVENTION TOOLS

Digest: The key tool of *Timawerenga!* was a “digest” of decodable stories that Malawian teachers could use to give their students the opportunity to practice and apply their growing knowledge of the alphabetic principle. Decodable stories are defined by 1) a high degree of phonic regularity and 2) a controlled vocabulary based primarily on the letters, sounds, and high frequency words that children have learned. By nature, decodable stories are short, often limited to only a few sentences. The digest was accompanied by read-aloud stories that teachers could use in the classroom to increase listening comprehension skills.

Teacher’s Guide: To complement the decodable stories and read aloud stories, teachers were provided with a teacher’s guide. The Guide included a brief sample lesson plan that the teacher could use as part of a daily routine to explicitly teach letters/letter blends following the scope and sequence of the decodable digest, and offered ideas on how to use the decodable stories in the classroom. Also in the guide were vocabulary and comprehension questions that the teachers could use before, during, and after reading the read-aloud stories provided by the project.

PROGRAM DESIGN FEATURES:

- **Low cost :** hand-written on paper
- **Appropriate materials for beginning readers:** local language, decodable
- **Community engagement:** parents and household members central to material creation, while learning about their role in supporting reading
- **Local partners:** implemented mainly through local partners and systems

Community Workshops: The other key component of *Timawerenga!* was community participation. With the support of community leaders, teachers conducted workshops in which parents or older siblings copied the decodable stories into homemade books for their children or siblings. The community aspect of the initiative allowed parents and families to be involved in their children’s education in a meaningful way as they worked with them to copy, illustrate, and ultimately read the texts in their homes. The teachers’ guide mentioned previously had guidelines for running the community workshops, which included a brief explanation to parents about why reading is important and how to use the decodable stories at home. Specifically, parents were provided with ideas for home activities that gave students additional reading practice.

This report focuses on two direct outcomes of *Timawerenga!*: 1) enhanced reading instruction, and 2) increased family and community involvement in children’s literacy. It also

explores the question of whether changes in student reading may be potentially attributable to *Timawerenga!*.

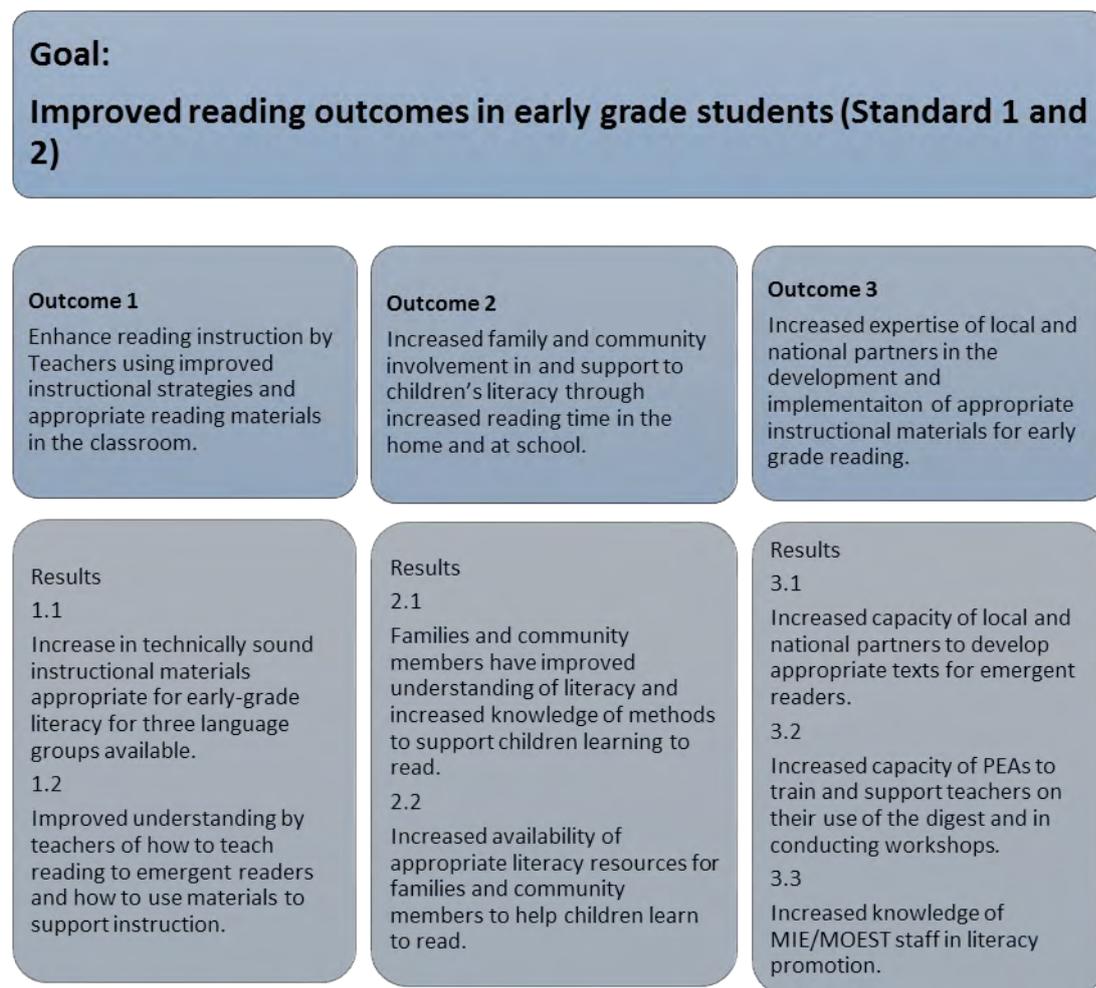
To achieve the two desired outcomes, *Timawerenga!* had four direct results. To accomplish the first outcome, *enhance teacher reading instruction*, the initiative increased the amount of technically appropriate reading materials in the local language used to teach reading in schools (Chichewa), and provided training in how to employ the materials as well as how to teach emergent readers. To accomplish the second outcome, *increase engagement with family and communities around literacy*, teachers provided information to household members to increase family and community knowledge about literacy and understanding of how to help students learn to read. Project activities also increased availability of appropriate reading materials in the home so that parents and community members could help students with reading.

This study employed a household literacy survey, an early grade reading assessment tool, and questionnaires for teachers and head teachers. By increasing students' practice of decoding through the decodable stories as well as increasing the use of read-aloud stories in the classroom, *Timawerenga!* endeavored to improve students' skills in alphabetic principle (including letter-sound knowledge and decoding), fluency, and listening comprehension. The early grade reading assessment (EGRA) helps determine what changes in reading occurred simultaneously with the implementation of *Timawerenga!* The household literacy survey measures whether or not the community workshops influenced changes in households in terms of reading practices and attitudes toward literacy, and provides more information on the household factors that may influence a child's ability to read.

TIMAWERENGA! RESULTS FRAMEWORK

The following framework outlines the logic behind *Timawerenga!*, including the three main outcomes and the result areas that feed into those outcomes. The focus of this study is on Outcome 1 and Outcome 2, below.

Figure 1: *Timawerenga!* results framework



IMPLEMENTATION

Timawerenga! was undertaken by pairing international technical assistance with local implementation. To confirm the program framework and create the tools and materials, national partners worked with technical assistance from a reading specialist. The main product of that work was the “digest” of decodable stories in Chichewa. To support the implementation of the digest, a teachers’ guide was also created. To increase the potential for sustainability, the project worked with Primary Education Advisors (PEAs) in preparation for training. PEAs then held a one-day training for Standard 1 and 2 teachers in participating schools. Teachers were provided with a stationary kit to use for duplicating the decodable stories contained in the digest. Following the training, teachers held workshops at their schools for parents and community members. The parents in attendance were invited to take a portion of the decodable storybooks home with them, while other storybooks stayed in the classroom for teachers to use with students.

RESEARCH DESIGN AND METHODOLOGY

The baseline and endline studies use a non-experimental design approach (NED). NED is considered one of three basic approaches to quantitative, experimental design. It examines changes in outcomes of program participants but does not include comparison groups of individuals or groups not exposed to the program. Of the three types of experimental designs: randomized control trials, quasi-experimental, and non-experimental, NED is generally the weakest in controlling for internal and external validity. This approach was selected for *Timawerenga!* because of the small number of schools the program is targeting. To increase the rigor of results, FHI 360 used *One-Group Pretest-Posttest Design* where measurement of student reading outcomes takes place prior to and following the interventions in the treatment schools.

The specific objectives of the evaluation (baseline and endline studies) include:

- 1. To measure change in household literacy environment in communities where *Timawerenga!* is being implemented.** Our theory of change suggests that increasing student and community access to decodable stories, building capacity for students’ older family members to create materials for use in the home through community workshops, and building understanding and enthusiasm around the use of appropriate materials, contribute to improved reading outcomes among the target populations.
- 2. To understand household factors (that is, mother tongue, parental/sibling support, availability of reading materials) that have been shown to influence a child’s ability to read.** The issue of language of instruction is critical, particularly in developing countries. In recent years, a broad research base has focused on mother-tongue instruction as well as monolingual, bilingual, and multilingual educational models. As Brock-Utne (2000) reflects, “*If the African child’s major learning problem is linguistic...then all the attention of African policymakers and aid from Western donors should be devoted to strengthening the African languages as languages of instruction, especially in basic education. The concept ‘education for all’ becomes a*

completely empty concept if the linguistic environment of the basic students is not taken into account” (p. 141). Parental support and the availability of appropriate reading materials also contribute to helping students learn to read in any language.

- 3. To understand the impact, if any, of *Timawerenga!* on students’ literacy skills.** FHI 360 believes that access to decodable stories, additional reading practice through increased interaction with parents and siblings at home, and teacher lesson guides contribute to improved student reading skills. *Timawerenga!* tests this theory on a small scale.

SAMPLING FRAME

There are 34 districts in Malawi’s six divisions, of which four were selected to implement *Timawerenga!* in the 2013–2014 school year: Blantyre Urban, Chikwawa, Mangochi, and Mzimba South. The minimal resources available for the project limited the project’s ability to reach additional districts. The main criterion for choosing these districts was that at the time of selection they were not engaged in other literacy-focused projects or interventions. This allowed project staff to create treatment groups that had minimal influence from other projects. Within the districts, 80 schools were chosen to participate in the intervention from those that historically had not been involved in literacy-focused projects or interventions. The baseline and endline studies were carried out in a stratified random sample of 40 of the intervention primary schools, with 10 in each district. Given the small number of sampled schools, they are not representative of the district itself.

The target population for the EGRA assessment included boys and girls in Standards 1 and 2 from participating schools in all four districts. In each school, a stratified random sample of 20 students was assessed, including 10 students per Standard (five girls and five boys in each of Standard 1 and 2). The final number of students assessed at baseline was approximately 800, including 400 in each standard, 200 from each district, and 400 of each sex.

The sampling frame for the household literacy survey was a convenience sample of parents and family members of Standard 1 and 2 students. A convenience sample is one in which not all members of a population have the same probability of being sampled (as compared to a random sample). Convenience samples rely on available data, selected by those who provide it. The household literacy survey data was collected at the same schools where EGRA was undertaken. The head teacher at each selected school was given a letter that explained the project, the EGRA, and the household literacy survey, and asked for their help in getting family members to come to school to participate in the survey. Specifically, the head teachers were asked to invite 20 family members of Standard 1 and 2 students (10 from each Standard) who live in the close proximity to the school and might be available to participate in the survey on the day of the data collection. The final respondents were limited to parents (or available family members, if parents were not available) who came to the school on the day of the survey. The data collectors surveyed approximately 10 people at each school depending on how many people arrived to participate in the survey. Due to logistical constraints, no attempt was made to link the students participating in the EGRA with the family members being surveyed.

Convenience sampling suffers from a number of biases, including: 1) the sample is unlikely to represent the population being studied, and 2) it leads to under or over representation of certain groups. Consequently, the results of the literacy household survey should be taken with caution, and any positive final results should be followed up with a more rigorous study.

DATA COLLECTOR TRAINING AND DATA COLLECTION

For both the baseline and endline, FHI 360 and CERT trained the data collectors for five days, from September 9–13 in 2013 and from June 16–20 in 2014. Training included an introduction and practice on administering the household survey and EGRA, including practice in schools; guidance on the ethics and practicalities of conducting research with children; and use of both paper and electronic means (tablets) to collect data. The research plans were reviewed and approved by the institutional review board (IRB) in Malawi and at FHI 360. Trainers took language ability into account when assigning data collectors to districts to facilitate communication. In particular, Citumbuka and Ciyawo are majority first languages in two districts of the intervention, so speakers of these languages were matched with those districts.

Data collection efforts were overseen by Dr. Grace Chiuye from CERT for both the baseline and endline. Data collectors were not employees of the MOEST, potentially reducing the chance of a positive bias on results.

Data was collected from September 16–26, 2013 and from June 23–July 4, 2014. The eight data collectors visited four schools each day in teams of two, with two leaders providing oversight on the ground. The teams spent one day at each school. The following provides a summary of what happened at each school, in chronological order:

1. Arrival at schools prior to start of the school day;
2. Introductions with head teacher or deputy head teacher, followed by an explanation of the research and schedule for the day;
3. Set up of quiet testing area for EGRA;
4. Drawing random sample of students;
5. Administration of EGRA for Standard 1 and Standard 2;
6. Administration of household literacy survey with the parents or family members who came to the school;
7. Verification that dataset is complete and thanking the head teacher;
8. Rearranging the testing area;
9. Completing the daily activity checklist; and
10. Uploading of data.

OVERVIEW OF INSTRUMENTS

The instruments used in this study included an EGRA and a household literacy survey. EGRA was chosen because of its rigorous design and because it had already been adapted and validated for use in Malawi. In addition, employing an instrument already used nationally provided a basis with which to compare results. The household literacy survey complements this data by providing a much more detailed picture of change over time regarding literacy attitudes and practices in homes and of families of students in the schools participating in *Timawerenga!*. Detailed descriptions of each of the instruments are below.

EGRA INSTRUMENT

EGRA is designed to assess foundational reading skills for children in the early grades. The instrument used in this study was adapted and tested for reliability and validated by the USAID-funded Malawi Teacher Professional Development Support (MTPDS) project. The instruments included an early grade reading assessment along with a short student background questionnaire in Chichewa. More information about instrument validation can be found at www.eddataglobal.org.¹ Copies of the EGRA instrument can be found in Appendix 2.

The following adaptations were made to the EGRA instruments and process:

- *Sound identification was tested instead of letter identification* – The project chose to assess letter sounds because the emphasis of *Timawerenga!* is on knowing the sounds that the letters make in order to decode words, and thus, the sound identification test would give FHI 360 more information on the impact of the project on this skill. EGRA content from the validated assessment did not change, just the instructions to the child. This was done to maintain characteristics of the original assessment, such as letter frequency based on their frequency in Chichewa.
- *The instrument was adapted for use on tablets using Tangerine² software* – Minor changes were made to the language of the student and enumerator instructions in order to facilitate the use of EGRA on the tablets.
- *The student background survey was shortened* – The background information section of the student survey was shortened slightly so that only information pertinent to *Timawerenga!* was collected.

The EGRA instrument for this study is in the Chichewa language. The decision that all students be assessed on their ability to read and respond to questions in Chichewa was

¹ For information on instrument components and construction see, “Early Grade Reading Assessment Toolkit, 2009,” RTI (2009). For specific information on the instrument adapted for Malawi, see, “USAID funded Malawi Teacher Professional Development Support Program (MTPDS) Program, 2010 Early Grade Reading Assessment: National Baseline Report.”

² More information on Tangerine is available at <http://www.tangerinecentral.org/projects/egra>.

because no matter what their first language, Chichewa is the language in which all students must learn to read in early primary, according to the national curriculum. Independent of which language teachers use when they speak to students (the language of instruction), school reading textbooks and other reading-related teaching and learning materials are always in Chichewa. In addition, the books being reproduced by communities through *Timawerenga!* are in Chichewa, and thus, the evaluation of potential impact must be in the same language.

The EGRA was conducted using Tangerine, a tablet-based version of the assessment. Tangerine standardizes the administration of assessment and minimize data collector error.

The EGRA instrument used in this study included the following subtests;

1. *Letter sound fluency, correct letters per minute (clpm)*: ability to say the sounds of letters of the alphabet (timed).
2. *Syllable reading fluency, correct syllables per minute (cspm)*: ability to read commonly occurring syllables (timed).
3. *Familiar word fluency, correct words per minute (cwpm)*: ability to read high-frequency words (timed).
4. *Unfamiliar word fluency (cwpm)*: ability to decode words that do not exist but are linguistically constructed in the same way as words of the language being assessed (timed).
5. *Oral reading fluency of connected text (cwpm)*: ability to read a story at approximately a Standard 1–2 level, and approximately 60 words long (timed).
6. *Reading comprehension of connected text*: ability to answer comprehension questions based on the oral reading fluency story. On this assessment, there were five questions asked.
7. *Listening comprehension*: ability to understand a story read orally that was written for Standard 1–2 students. On this assessment, there were five questions asked.

A short questionnaire at the end of the assessment included questions that were posed to students about their background. Questions related to schooling experience, socio-economic status, language spoken at school versus in the home, availability of reading materials, and parental education. Several of these were used to examine the relationship between factors known to influence reading outcomes and student performance on EGRA.

HOUSEHOLD LITERACY SURVEY INSTRUMENT

The household literacy survey (HHS) was adapted from a home literacy environment survey designed by Dr. Karen Wiener (2011) and is included in Appendix 2. The variables included in the HHS have been found to predict reading performance. The survey for this study included the following topic areas; A. General information (about family and learner backgrounds); B. Languages spoken in the home; C. Household characteristics; D. Household members; E. Attitudes toward reading; F. Oral storytelling; G. Early grade school history; H. Interaction with school; I. Reading habits of those who can read (literate respondents); J. Writing habits; and K. Interaction with child and literacy. The purpose of the survey was to assess the impact of community workshops on these variables. Although the main focus of community workshops was to increase access to decodable books, the workshops also equipped parents and older siblings involved in the process with strategies for the production

and use of decodable books in the home. This study looks at variety of factors in the HHS that could have been influenced through the increased information and interaction around reading in addition to material provision.

EGRA RESULTS

Malawian students in early primary are struggling with reading fundamentals. Pouezevara, Costello, and Banda (2013) found that oral reading fluency is only 1 word per minute at the beginning of Standard 2, and zero scores on fluency are at 90%. Unfortunately, reading difficulties persist into upper grades. The recent draft Monitoring Learning Achievement in Primary Education Report by the MOEST (2014) found that the majority of the students sampled (by random selection) in standards 2, 4, and 7 demonstrated no achievement in either English or Chichewa.

The *Timawerenga!* EGRA baseline showed similarly low reading results. At baseline only 1% of Standard 1 and 2 students sampled were able to read an item such as a letter or word of text. At endline, students had increased their oral reading fluency to approximately 5 cwpm. In further examining the results, it is possible to determine that schools that implemented the program to a higher degree had identifiable results, in contrast to schools that implemented to a lesser degree.

The following section provides an overview of student demographics, a comparison of general EGRA scores at baseline and endline, and an analysis of the difference between schools with relatively higher and lower implementation of the *Timawerenga!* model. Without an experimental design, the analysis of fidelity provides additional understanding regarding the influence *Timawerenga!* may have had on reading skill development.

SAMPLE

The EGRA was administered to 794 students at baseline and 799 students at endline. Students at were nearly equally represented at baseline and at endline by Standard, district, and gender.

TABLE 1: NUMBER OF STUDENTS ASSESSED BY GENDER, STANDARD, AND DISTRICT

	Baseline	Endline
Gender		
Male	407	407
Female	387	392
Standard		
Standard 1	396	404
Standard 2	398	395
District		
Blantyre Urban	192	202
Chikwawa	202	199
Mangochi	199	200
Mzimba South	201	198

Table 2 presents a descriptive analysis of select background questionnaire items, including questions on school background, family, and socioeconomic status. At endline, more students

reported that they attended preschool than at baseline (51% as compared to 44% at baseline). More students report having a textbook at endline, but the number is still very low (7% at baseline and 17% at endline). Repetition was reported at nearly the same rate at endline and baseline, with much higher numbers of students repeating in Standard 1. At baseline 37% of students repeated Standard 1, and 14% repeated Standard 2; at endline those numbers were similar at 41% and 14%, respectively.

TABLE 2: LEARNER BACKGROUND INFORMATION, PERCENT POSITIVE RESPONSES

Factor	Baseline	Endline
Home language matches instructional language	75%	66%
Attended preschool	44%	51%
Repeated current Standard	26%	28%
Has a textbook	7%	17%
Has other reading materials at home	6%	30%

The socioeconomic status of students was very low at both baseline and endline. As Table 3 shows, at endline 6% of students indicated that they had a flush toilet in their home; 11% indicated that they had a refrigerator; 26% had electricity; and 25% had a television. A few factors were higher endline in the categories of radio, bike, telephone, and electricity. The biggest differences were for radio (12% higher at endline) and telephone (16% higher at endline).

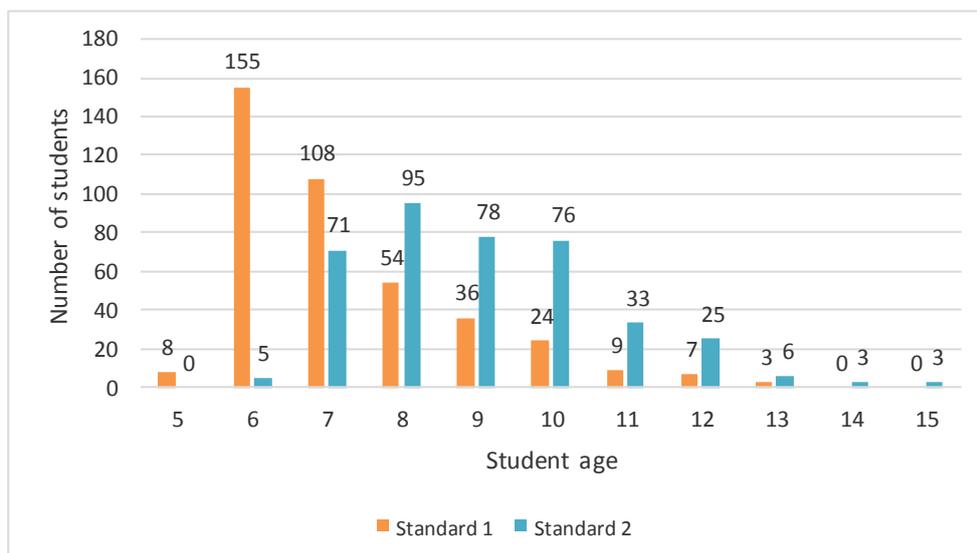
TABLE 3: LEARNER SOCIOECONOMIC STATUS INDICATORS

Item	% who own, baseline	% who own, endline
radio	63	75
bike	58	64
telephone	54	70
television	23	25
electricity	21	26
motorcycle	10	8
fridge	9	11
flush toilet	5	6

The age of learners is important to consider in teaching and learning methods and pedagogy. A wide range of ages presents a series of challenges for teachers, including 1) differing maturity levels and experiences; 2) facility to learn; and 3) attendance in class (that is, older students are more likely to have work or family obligations and thus be absent more often). In addition, most teachers are not trained to effectively manage multi-age classrooms. In Malawi the official school entry age is 6 years old, and the average age in this sample was 7 years old for Standard 1, and 9 years old in Standard 2. However, from Figure 2 below, it is clear that these averages mask a wide range of ages—from 5 to 13 in Standard 1, and 6 to 15 in

Standard 2. We also found that 11% of students in Standard 1 are 10 years old or more, and 40% in Standard 2 are 10 years old or more. This finding replicates results from the *Timawerenga!* baseline study (Miksic & Chaluda, 2013) as well as the MTPDS 2013 national EGRA study, which reported an age range of 5 to 15 years old in Standard 2 (Pouezevara, Costello & Banda, 2013).

Figure 2: Number of students by age in Standard 1 and Standard 2



As indicated in Table 2, there are high levels of repetition; in Standard 1 it is approximately 41%. By comparison, according to most recent data compiled by FHI 360 Education Policy and Data Center (EPDC),³ the average Standard 1 repetition rate in Sub-Saharan Africa between 2009 and 2011 was approximately 13.1%–13.5%. The Standard 2 repetition rate is more similar to other rates in Sub-Saharan Africa. Approximately two-thirds of Malawian students do not have access to pre-primary programming.⁴ For this reason, teachers often spend the entire first trimester of Standard 1 focusing on socialization activities and easing the transition from home to school. Students are then expected to pass exams during the third trimester, so many students are unprepared and repeat the year. Once students enter Standard 2, they are expected to maintain pace with the curriculum from the beginning of the year, so the repetition rate drops.

³ See www.epdc.org to access data from FHI 360’s Education Policy and Data Center.

⁴ Ministry of Gender, Children and Community Development, Early Childhood Development, 2010 Annual Report, and UNICEF country program document, 2012–2016.

EGRA SUBTEST RESULTS

The following overview summarizes the subtest results on foundational text-based skills and connected text reading included in the Malawi EGRA.

Highlights from endline results:

- **Oral reading fluency was approximately 4.6 cwpm by the end of Standard 2, up from 0.5 cwpm at baseline**
- **Zero scores for Standard 2 students decreased by 21% on oral reading fluency, 34% on letter identification, and 23% on listening comprehension**
- **Standard 1 student results showed much less change than for Standard 2 students, with an oral reading fluency of less than 1 cwpm at endline**

OVERVIEW OF RESULTS: TEXT-BASED READING SKILLS

At endline, students continue to struggle with the fundamentals of reading. Although Standard 2 students showed some progress on each subtest, this progress is among a small number of students. Research on education in Malawi has shown that females are at a disadvantage; though significance testing did not confirm the gap in achievement by gender, the trend in all of the subtests is toward lower results for girls.

Standard 2 students gained between 3 and 6 items per minute on each subtest. Student fluency with letter sound identification remains low, at 4.7 cwpm. The same is true for syllables, at 7 cspm. Text reading (oral reading fluency) had some gains, at 4.6 cwpm. However, 4.6 cwpm is still low in relation to the fluency needed for a student to begin to comprehend. Students' poor mastery of letter sounds, a critical tool for word reading, helps explain the limited results. Knowing letter sounds is fundamental to reading because letter sounds are what link the spoken sounds in a language to the code that is written text. Learning letter sounds provides students with an efficient way to pronounce words and understand those words in a connected text.

Standard 1 student' means remain close to zero. As reflected in Table 4, average results for letter sounds and syllable identification are between 1 and 2 items per minute, while word and text reading remains below 1 item per minute.

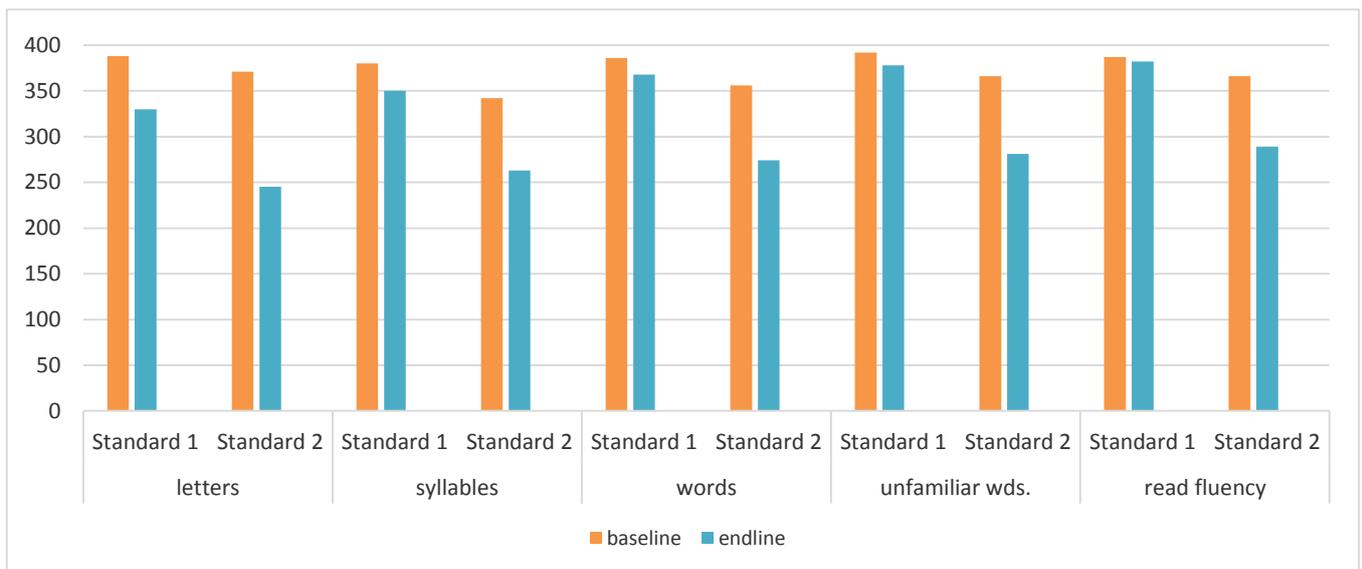
Females consistently score lower than males on all subtests, and corresponding gains by females are also lower.

TABLE 4: STANDARD 2 STUDENT MEANS INCREASED BY 3–6 ITEMS PER MINUTE ON ALL TEXT-BASED READING SKILLS

	Gender	Standard 1			Standard 2		
		baseline	endline	gain	baseline	endline	gain
Letter sounds (clpm)	Female	0.31	1.12	0.81	0.20	4.20	3.99
	Male	0.08	1.28	1.19	0.30	5.18	4.88
Syllables (cspm)	Female	0.05	0.91	0.86	0.75	6.74	5.99
	Male	0.12	1.78	1.65	1.13	7.14	6.01
Familiar words (cwpm)	Female	0.03	0.60	0.57	0.68	4.56	3.88
	Male	0.05	0.95	0.89	0.53	5.08	4.55
Unfamiliar words (cwpm)	Female	0.01	0.34	0.34	0.40	3.81	3.41
	Male	0.03	0.92	0.88	0.83	4.52	3.70
Oral reading fluency (cwpm)	Female	0.02	0.29	0.28	0.35	4.35	4.00
	Male	0.07	0.79	0.72	0.70	4.84	4.14

Zero scores. Students who were unable to identify an item, such as a letter or word, on the fluency subtests were still a majority when tested at the endline. For Standard 2 students, however, zero scores decreased by 20% or more on all subtests. The most reduction was for Standard 2 students on letters, at 34%. Standard 2 students’ zero scores dropped by 21% on text reading fluency, and 23% on syllable identification. For Standard 1 students, zeros were most reduced on letters (15%), and least on text reading (1%). Syllables were in the middle, at an 8% reduction in zeros.

Figure 3: Zero scores decreased from baseline to endline



READING COMPREHENSION

Reading comprehension is the main goal, or outcome of learning to read. In the EGRA instrument, the oral reading fluency subtest is paired with reading comprehension questions to measure the overall competency of text reading. A child's ability to comprehend text depends on their ability to read fluently (accurately and automatically), so the results will reflect one another. The reading comprehension subtest assesses the ability to make connections between words (sentences and stories) and their meaning, as well as to make inferences to fill in missing information.

This subtest presented students with five reading comprehension questions that tested two types of comprehension: literal comprehension and inferential comprehension. The questions focus on the story from the oral reading fluency subtest of the assessment.

At endline only 6% of students (44 out of 799) students were able to provide one correct answer to the reading comprehension questions. This result underlines the fact that if students are not learning the basics of letter sounds, word decoding, and reading fluency, they will not be able to understand what they read.

TABLE 5: SIX PERCENT (6%) OF STUDENTS WERE ABLE TO ANSWER ONE OR MORE COMPREHENSION QUESTIONS

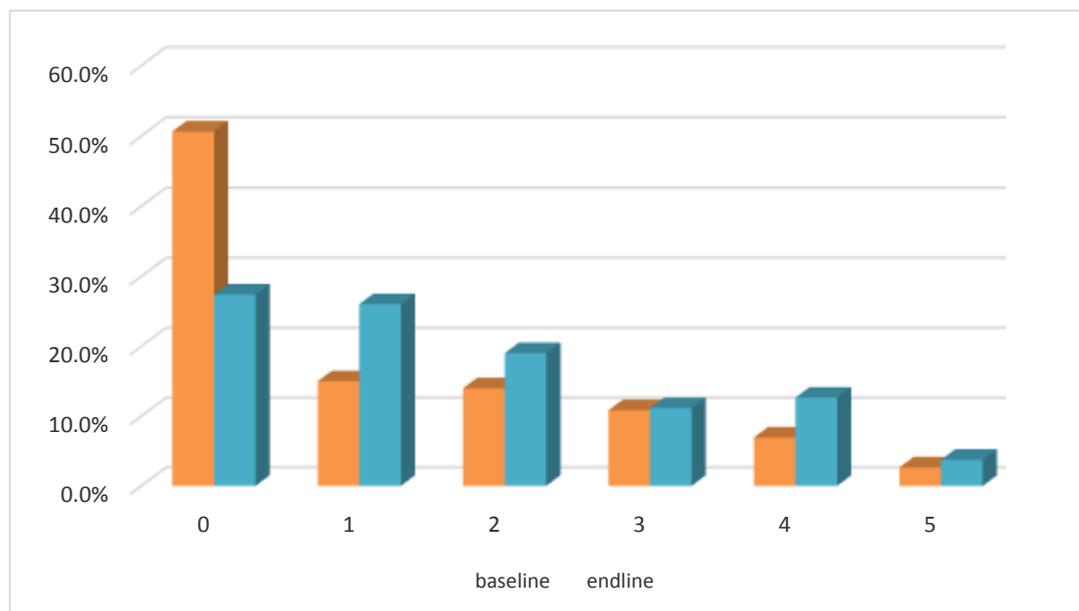
	baseline		endline	
	Number	Percent	Number	Percent
0	788	99.24	755	94.49
1	4	0.5	26	3.25
2	2	0.25	17	2.13
3	0	0	1	0.13

LISTENING COMPREHENSION

Listening comprehension is related to children's ability to understand the meaning of words they hear and relate to those words in some way. When children hear a story, good listening comprehension enables them to understand the story, remember it, talk about it, and even retell it in their own words. It is a critical skill to develop at the early stages of literacy development because good listeners become strong readers and communicators. In this subtest the data collector read a brief story to the learner twice. Then the learner was asked five listening comprehension questions, including literal and inferential questions. More students in the sample are able to listen and understand than read and understand text. Approximately half of the students were able to answer at least one question correctly.

The graph below shows results for zero scores as well as the proportion of students who correctly responded to a certain number of questions. It shows that 23% less students scored zero on the listening comprehension assessment (decreasing from 51% to 27%). The largest increase (11%) was in the number of students answering one question correctly (up from 15% to 26%). The number of students answering two or three questions correctly increased by 5% (combined). The number of students answering four or five questions correctly increased by 7% (combined).

Figure 4: Proportion of students answering each number of questions correctly at baseline and endline



PREDICTIVE FACTORS

An analysis of predictive factors allows researchers to identify what characteristics of study participants are associated with achievement (or non-achievement). In education, they can be used to help target interventions to increase learning. A number of predictive factors for reading were included in the student questionnaire that preceded the EGRA assessment. Regressions were used to search for significant differences in learning based on those factors.

The following factors were included in the model: age, socioeconomic status, gender, standard, district, whether the learner has a textbook, and whether the learner's language was the same as the language used in school for instruction (language match). Note that the language match question leaves ambiguity around other aspects of language. For example, it is possible that the students' language matched the language used for instruction (the language teachers use when they speak to students in the classroom), but did not match the language they are expected to learn to read in (Chichewa). Oral reading fluency was used as the outcome variable for regressions because it demonstrates students' actual ability to read. Attaining a high level of reading fluency is critical to being able to then comprehend text.

Logistic regressions compared two groups: students with a zero versus students with one or more items correct. The only significant factors (p-value at 0.05) found at endline were Standard and district. For some of the other factors, it could be that the low scores, and thus low variation, reduced the statistical power to detect differences (such as differences in gender and language). So, although gender was not found to be significant, the consistently lower results for females may indicate underlying gender differences that affect performance. Some examples of possible reasons for gender differences cited by partners in the project included higher absenteeism rates among girls (who are expected to contribute more domestic and farm labor than boys) and less engagement in the classroom than boys (this could be due to current gender norms for girls - causing girls to be less likely to raise their hands, or by actions teachers in classrooms whether intentionally or not - such as assigning boys more often as reading group leaders).

Schools with greater fidelity to *Timawerenga!* had more consistent gains in syllable reading.

Because of the non-experimental design of *Timawerenga!* the researchers used a variety of analyses to attempt to better understand the possible effects of the program. This analysis used endline data to explore differences in student reading performance between schools (in particular, syllable reading fluency and oral reading fluency) based on the degree of implementation of *Timawerenga!*. To do this, a single indicator of school-wide fidelity was created using key questions about the most important aspects of the *Timawerenga!* model. This indicator (that is, the fidelity index) was then used to compare student outcomes across schools.

The questions used in the fidelity index were drawn from surveys with teachers, head teachers, and parents. The questions teachers were asked included:

1. Did you participate in a *Timawerenga!* training?
2. Do you have the *Timawerenga!* digest with you today?
3. Can you show me the *Timawerenga!* digest?
4. How many days per week did you use the Tima lesson plans?
5. If you used the *Timawerenga!* minibooks, how often did you use the minibooks/decodable readers?
6. If you used *Timawerenga!*, how often did you use the big books?
7. If you used *Timawerenga!*, how often did you use the chalkboard stories?
8. If you used *Timawerenga!*, how often did you use read-aloud storybooks?
9. How many minibooks did you make during the community workshops?

Questions asked to head teachers included:

1. Did the head teacher observe a lesson using *Timawerenga!* materials and provide feedback?
2. Did the PEA observe a lesson using *Timawerenga!* materials and provide feedback?

In the household questionnaire, posed to parents, we asked the following questions:

1. Did you attend a storybook meeting at your school?
2. Do you have any minibooks at home?

Chronbach's alpha was used to measure internal consistency. The Chronbach's alpha coefficient for these items is 0.801, which is well above 0.70, the minimum coefficient typically accepted in social science research. It suggests that when a school's average increases on one of these questions, its average on the other items also tends to increase. This means we can feel confident using the questions in a single index of fidelity.

To compare schools with higher and lower levels of implementation, the top third and bottom third of schools (according to their score on the index) were made into groups. There were 11 in the bottom third and 11 in the top third. Because of its construction, the index should be interpreted as follows: schools with a higher fidelity index score were more likely to consistently implement all the aspects of the *Timawerenga!* model, while those with lower scores were more likely to implement the model in a piecemeal manner.

Syllable identification and text reading fluency were used as the outcome variables. There were no clear findings in looking at text reading fluency. This may be due to the fact that there were relatively few students who could read words; then the students were being analyzed at the school level, making findings very difficult to interpret.

Standard 1 students in schools that followed *Timawerenga!* (meaning the school implemented more aspects of the program) had more consistent and measurable gains in syllable reading fluency. For the low fidelity group, student performance was unpredictable, some schools showing improvement but more not showing improvement. The proportion of schools with students recognizing syllables decreased in five schools, three schools had more students recognizing syllables, and two schools stayed nearly the same. For the high fidelity group, the majority showed progress. Seven (7) schools had increased numbers of students reading syllables, one school decreased, and three stayed the same.

Figure 5: More students learned to read syllables in schools with higher fidelity to the *Timawerenga!* program model

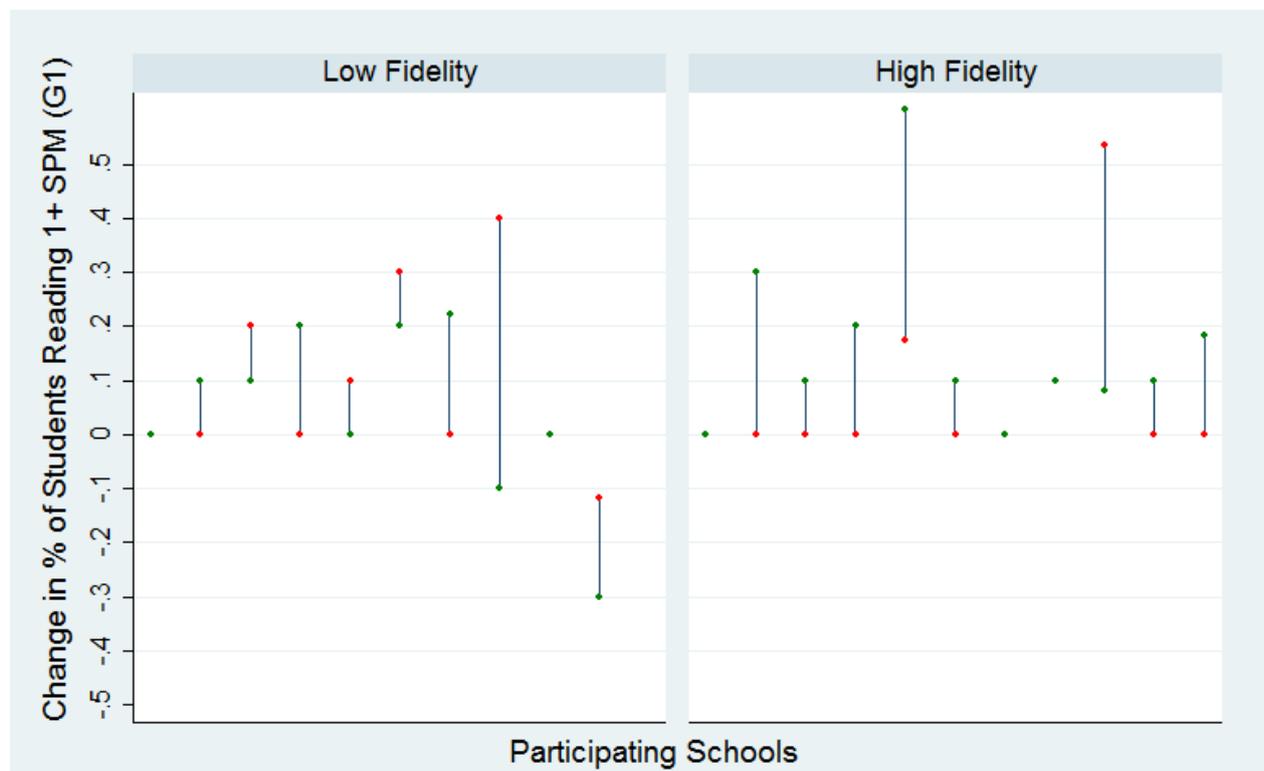


Table 6 describes many of the characteristics of schools that fell into the high and low fidelity groups (a few questions were difficult to capture in a table format and not included). It is possible that certain factors could be lower in schools rated as having a high fidelity, for the following reason. The steps in the process of creating the index were to, 1) select questions from the questionnaires that represent the original theory of change, 2) combine these into an index that represents all of the data for a particular school in a single number – giving a sort of “fidelity score”, then 4) looking at how this score of fidelity may be related to outcomes. In this case, we compared schools with a high “fidelity score” and a low “fidelity score”. The “score” or “index” doesn’t represent any one particular characteristic of a school (such as involvement of head teachers, or number of workshops), but a combination of these. Therefore, a combination of important factors can outweigh any single factor. So while the

table below paints a picture of the differences between the groups, we can't draw conclusions from the individual factors.

Schools varied widely in their implementation of *Timawerenga!*. For example, schools in the high fidelity group reported using minibooks frequently (three to five days per week) 76% of the time, whereas schools with low fidelity only reported using minibooks with that higher level of frequency 42% of the time. The difference was even more exaggerated in looking at use of the *Timawerenga!* lesson plans, which were frequently used 80% of the time in high fidelity schools and only 22% of the time in low fidelity schools.

In terms of supervision, 100% of schools in the high fidelity group had at least one lesson observed by a head teacher, which is 39% higher than low fidelity schools. The percent of schools that experienced at least one coaching visit by PEAs on *Timawerenga!* was also quite different in the high and low groups, at 81% and 33%, respectively. This may indicate better supervision and management overall in those schools. Household participation was also higher in the high fidelity group, ranging from 49% to 60%, while in the low fidelity group it was only 13%-24%. Participation in the minibook creation workshops was the main activity of the *Timawerenga!* program. Unfortunately, less than a quarter of households in the low fidelity group participated in the minibook creation workshops (in Table 6 below "a meeting to make decodable readers"), consequently, very few (13%) had two or more minibooks at home.

It is notable that while teacher factors were all over 60% for high fidelity groups, household participation rates remained at 60% or less, revealing that community engagement was a challenge. In fact, teachers and head teachers surveyed consistently responded that their main challenge was in trying to increase household participation. The issues with participation, as mentioned by teachers included; general parental reluctance, lack of interest, misunderstanding of the goals of the program, lack of reading and writing skills to participate, and the sense among some parents that teachers were trying to push their responsibilities onto parents. The moderate to low participation in minibook workshops and the uneven implementation of *Timawerenga!* has probably diminished the likelihood of seeing changes in student outcomes that could be attributed to the program.

TABLE 6: SCHOOLS WERE MORE SUCCESSFUL IN CLASSROOM IMPLEMENTATION THAN IN ENGAGING THE COMMUNITY

	Low	High	Difference
Teacher Survey			
1. Participated in <i>Timawerenga!</i> training	79%	77%	-2%
2. Said they have the digest today	44%	95%	51%
2.b. Able to show the presence of the digest	35%	95%	60%
3. Used the <i>Timawerenga!</i> lesson plan	75%	95%	20%
4. Used the <i>Timawerenga!</i> lesson plan 4-5 days per week	15%	73%	58%
5. Used the following material 3-5 days per week			
lesson plans	53%	67%	14%
minibooks (decodable readers)	42%	76%	34%
big books	22%	80%	58%
chalkboard stories	50%	62%	12%
read-aloud storybooks (read Malawi)	33%	62%	29%
12. Head teacher observed a <i>Timawerenga!</i> lesson	61%	100%	39%
13. PEA observed a <i>Timawerenga!</i> lesson	33%	81%	48%
Household Survey			
Reported attending a meeting to make decodable readers	24%	49%	25%
Reported having decodable readers at home	22%	60%	38%
Reported having two or more decodable readers at home	13%	52%	39%

EGRA LIMITATIONS

All research and evaluation studies have limitations in the design, sampling, or tools that are used for data collection. The following section discusses the limitations of the EGRA baseline for *Timawerenga!*.

1. Schools for *Timawerenga!* were purposefully selected because the schools had not received any reading interventions prior to the start of the project. Because of the small budget for the project and this impact evaluation, however, EGRA was conducted in all schools receiving the interventions using a non-experimental design approach. Because of the nature of non-experimental design, the results from this study can only be generalized to the schools being served by *Timawerenga!*. Results cannot be generalized to a regional or national level.
2. The list of predictive factors found in the student questionnaire was brief. The decision to keep the student questionnaire short was taken to ensure that students could go back to their classrooms quickly and avoid test fatigue. This study does not consider potential obstacles to learning as predictive factors, which could be included in future studies.
3. The predictive factors were self-reported, which can lead to a bias in the results since students may or may not fully grasp questions about factors such as socio-economic

context. The students may also report their opinion rather than reality if they do not understand the question correctly.

4. The analysis of language did not look at the individual child, which could mask subtleties in the analysis if the schools (and thereby districts) had a mix of mother-tongue languages represented among the students (that is, students were not asked about their mother-tongue language, rather it was inferred by the region). In the future, it would be interesting to collect additional data on the language of each child and use it as a basis in looking for performance differences.
5. In cleaning the data, analysts found that errors in implementing EGRA had occurred at baseline. For example, a certain number of EGRA timed subtests were stopped before the full minute was over even if there was a correct response in the first row. A possible explanation is that assessors may have felt that students were not performing well and stopped the assessment manually. Fortunately, the manner in which the assessment is scored makes it possible to estimate what the learner could do in full a minute so the results are comparable to those of other students.

EGRA CONCLUSIONS

Timawerenga! students show reading achievement from baseline to endline.

After one year of implementation, Standard 2 students were reading at approximately 5 cwpm, up from less than 1 cwpm at baseline. Syllable reading also improved, at approximately 7 cspm, up from 1 cspm at baseline. In general, students gained between 3 and 6 items per minute on each subtest. Given the research design, it is not possible to compare to control schools. Unfortunately, while the national EGRA results for MTPDS are reported over several years, the data are from the beginning of Standard 2 and not following a cohort. However, in the Literacy Boost Malawi, Year 2 Report (2011) Amy Jo Dowd reported results for over approximately 16 months of intervention (16 months for nine of the schools, and 3 months for three of the schools), including control and treatment groups. For Standard 2, control group students showed an increase in fluency of 1 cwpm, while the treatment group result was 3 cwpm. Although there is no direct basis of comparison between *Timawerenga!* and Literacy Boost in Malawi, given that the two groups may have different background characteristics, it does provide evidence that there may have been positive impact on *Timawerenga!* students' reading performance.

Timawerenga! demonstrated consistent improvement among high fidelity schools after one year of implementation.

School-level results based on fidelity to the *Timawerenga!* model—meaning schools that implemented more aspects of the program with greater frequency than other schools—indicate that *Timawerenga!* has likely contributed to improvement in reading performance. The change is measurable as positive trends in achievement when looking at the syllable reading subtest. Schools that did not apply *Timawerenga!* as completely, or with low fidelity in implementation, did not show the same positive trends. There are a number of ways in which using schools as the unit of analysis weakens the ability to identify reading results, including the fact that the two sets of schools are both implementing the program (so the difference between them would be less), and the high number of zero scores make averages

low and mask variation in performance between individuals. Given these difficulties in the design, it is encouraging to see these positive trends.

Students in early grades continue to struggle with reading.

At endline, high zero scores remain, and progress on reading achievement remains minimal. This is particularly true in Standard 1, but it also applies to Standard 2. Teachers report their continued struggles with teaching in the Malawian context, including overcrowded classrooms (averaging approximately 120 students per teacher), classrooms with multi-aged student populations, and students who do not speak the language of the reading curriculum in their homes. We also know, as confirmed in the household surveys, that there are many students who do not speak Chichewa at home, which is the language they must learn to read. Oral language skills are the basis for literacy development, particularly in the realms of phonological awareness and comprehension (including vocabulary and grammatical structures). Students who have not had adequate time to develop Chichewa language skills, whether at home or in a preschool environment, for example, will be at risk for failure in developing reading skills (Nag, Chia, Torgerson, & Snowling, 2014). Until some of these systemic factors are ameliorated, changes in performance will be minimal.

Most students are not learning basic reading skills.

Most students have not attained the basics to be able to decode; a majority of students still don't know letter sounds and syllables, which are the most basic building blocks in learning to read words. In fact students were only able to identify 5 letter sounds per minute and 7 syllables per minute at the end of Standard 2. Although positive, the 5 correct words per minute that students in this study attained is still low, considering that reading comprehension in Malawi has been linked to approximately 40 cwpm oral reading fluency (Pouezevara, Costello, & Banda, 2013). The slow pace of change may in part be due to shifting language policy, from teaching using global methods to teaching using a research-based balanced approach that combines decoding skills with comprehension. Teachers may not yet be fundamentally oriented to the new balanced program, or may not be fully on board with the changing methodology. Unfortunately, students are not going to be able to move to higher levels of reading ability—reading words and understanding—if they do not master the basic foundations of letter-sound knowledge and reading fluency, alongside their continued focus on comprehension. This becomes clear when considering that only 6% of students could provide one or more correct answers to the reading questions by the end of the school year. There is no question that a robust and intensive program will be needed to assure teachers can teach the reading skills that the *Timawerenga!* book-creation endeavor aims to reinforce through practice at home.

HOUSEHOLD SURVEY FINDINGS

Household surveys (HHS) collect information by sampling the homes where people live and interviewing one or more members of that household to gather information relevant to the study. Household surveys have three key advantages: 1) Most people live in households so it allows for almost complete coverage of a population; 2) Households are convenient places to where people can be contacted for an interview; and 3) when large numbers of HHS are collected, it allows for cross-validation of data.

The initial intent of developing a HHS for *Timawerenga!* was to allow researchers to travel to households and systematically gather data from families about student and family reading practices in the home. Because of budget and time constraints, however, the HHS used convenience sampling and administered the survey to parents who were able to come and meet researchers at the schools. As a result, the data collected through this HHS is not representative of the school populations for the sample in this study. However, it does provide some interesting insights into possible reading practices in the home in support of this study.

Below is a description of the sample (baseline and endline). The two methods used to analyze the data to determine change over time were baseline and endline comparison, and creation of a composite index to compare households that participated in *Timawerenga!* and those that did not.

SAMPLE

As discussed in the methodology section, FHI 360 researchers employed a convenience sampling approach to collect the HHS data. From the 40 schools included in the household survey, there were 377 respondents at baseline and 327 at endline.

Ideally, the sample of respondents would have a very similar profile at baseline and endline, making the two groups as comparable as possible. Overall, respondent characteristics were similar but not identical. The respondents represented each of the districts with very similar proportions by district at baseline and endline (between 21% and 27% per district). Table 7 reports the number of respondents from each district at baseline and endline.

TABLE 7: RESPONDENT DISTRICT, BASELINE AND ENDLINE

Factor		Baseline	Endline
Blantyre Urban	Frequency	92	85
	Percent	24%	26%
Chikwawa	Frequency	86	85
	Percent	23%	26%
Mangochi	Frequency	98	88
	Percent	26%	27%
Mzimba South	Frequency	101	69
	Percent	27%	21%

There were no statistically significant differences in socioeconomic status of respondents when comparing baseline and endline. Table 8 shows the similarity between the samples.

TABLE 8: RESPONDENT SOCIOECONOMIC STATUS, BASELINE AND ENDLINE

Factor	Baseline	Endline
electricity	16%	18%
radio	61%	65%
tv	24%	21%
computer	3%	4%
internet	10%	9%
cellphone	70%	70%

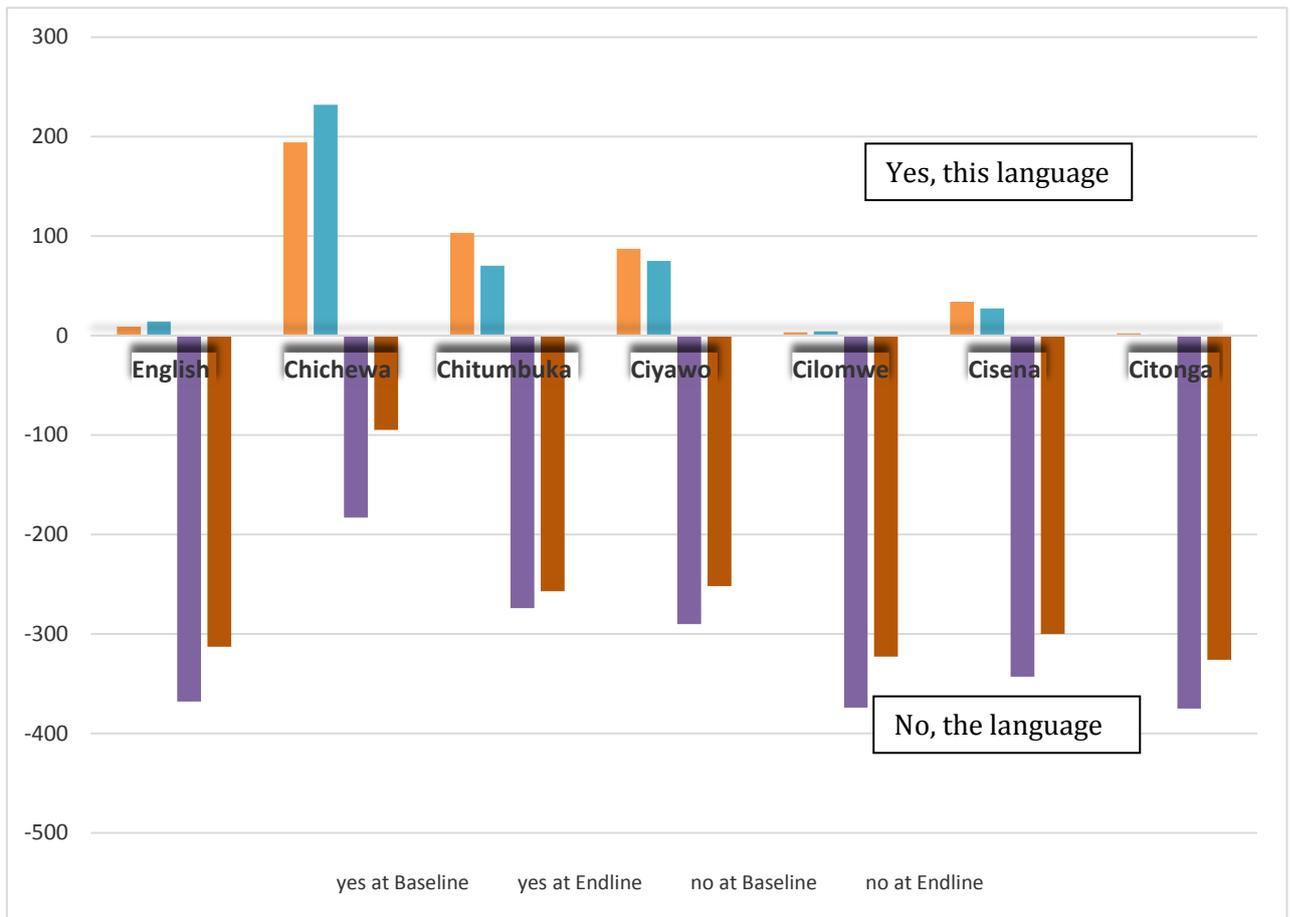
Each household had a student in the intervention schools, in either Standard 1 or 2. We compared the proportion of households who had a student at each Standard (1 or 2). There were similar proportions by grade at baseline and endline. The percent of respondents who were associated with Standard 1 was 55% at baseline and 53% at endline, and for Standard 2, the number was 45% at baseline and 47% at endline. When asked whether they were a parent to the student, 82% responded yes at baseline, and 79% responded yes at endline.

The proportions of respondents remained similar with higher numbers of women, approximately two-thirds and three-quarters female at baseline and endline, respectively. The fact that more females participated in the household survey could mean that mothers and female caregivers are more involved with schools or have more time to participate. This reinforces what we know – that it is important to include females when engaging communities and parents. Also, more efforts should be made to understand why more men were not present for the survey, and what impact their level of engagement may have on children's success.

In terms of languages spoken, the household groups remained very similar when comparing baseline to endline, with an important exception being the number of Chichewa home language speakers. As in the baseline, the most frequently spoken language was Chichewa (71%), followed by Chitumbuka (21%), Ciyawo (23%) and Cisena (8%). But while the latter three languages were within 6 percentage points, the proportion of Chichewa speakers was higher in the endline sample. Specifically, at baseline, 51% of respondents were Chichewa

speakers, and this percentage was 71% at endline, approximately 20% higher. It is noteworthy that at both baseline and endline significant proportions of respondents did not speak Chichewa in the home (49% and 29%, respectively). However, the decodable readers used in *Timawerenga!* were Chichewa only, which is in alignment with the current policy in Malawi. The policy dictates that schools teach reading to all students in Chichewa, and then transition into English.

Figure 6: Languages spoken (and not spoken) at home



HOUSEHOLD SURVEY RESULTS

COMPARISON OF BASELINE AND ENDLINE

In comparing baseline and endline, any change over 5%, positive or negative, was viewed as a potential finding.⁵ Although it is not possible to draw conclusions about the effect of *Timawerenga!* due to the research design, the following analysis provides insights into changes over time on factors that the program was designed to change.

MATERIALS

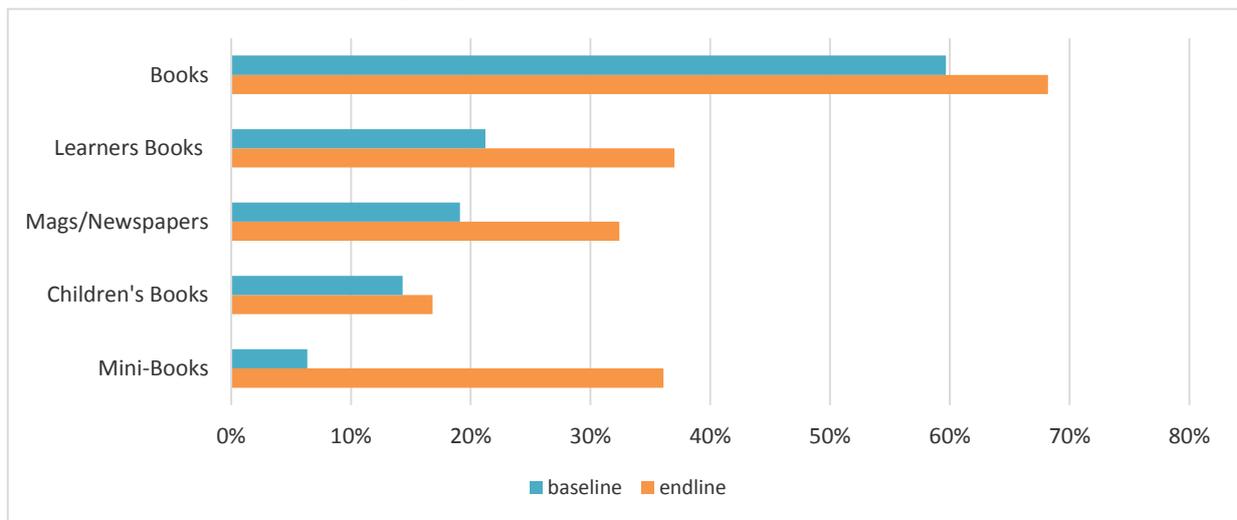
Thirty percent (30%) more households had appropriate, decodable books at the end of the one-year implementation period of *Timawerenga!*. While the number of minibooks increased directly from project activities, access to other books, such as learner's books, also increased.

This section contained questions on the overall number of books found in the household, as well as specific questions about the following types of books: learner's books (such as textbooks and activity books), children's books (such as storybooks, picture books, and other non-school/learner's books), minibooks (booklets made locally/decodable readers), and magazines or newspapers. An important goal of the project was to increase availability of appropriate literacy resources for parents and household members to help children read. Malawi *Timawerenga!* aimed to create minibooks (decodable readers) for use at home, so we looked for an increase in that indicator. For beginning readers (including Standard 1 and 2 students), minibooks and children's books would be considered more appropriate than magazines and newspapers. The learner's book category contains any grade level of learner's book, so it may or may not be appropriate for a beginning reader.

Minibook availability was markedly higher at endline than at baseline, increasing from being present in 6% of households to being present in 36% of households, or 30% over baseline. At the endline, ownership of other books was higher well, but the change was less drastic. Learner's book ownership was 16% higher, magazines and newspapers up 13%, and overall book ownership up 8%. Ownership of children's books stayed relatively low, changing only 3% (from 14% to 17%).

⁵ We selected the 5% in order to apply a standard by which we could discuss the findings. We selected 5% because of the significant variance in results below that threshold.

Figure 7: Minibook ownership rapidly increased from baseline to endline



HOUSEHOLD MEMBERS' INTERACTION WITH SCHOOLS

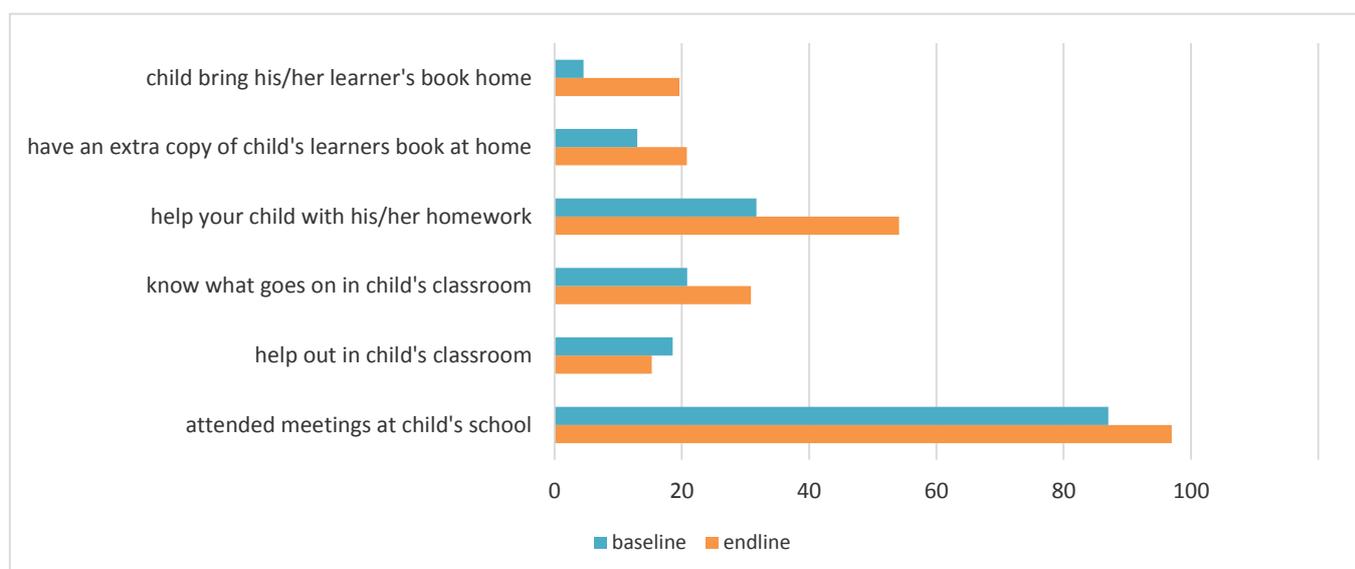
By the end of *Timawerenga!*, 15% more children brought their learner's book home from school, 22% more household members helped their children with homework, and 10% more households attended meetings at their child's school.

Students whose parents are more involved with students' learning generally, and with their school learning in particular, are more likely to be academically successful. The research shows that parental involvement can be a more powerful force for student achievement than other family background variables, such as socioeconomic level, family size, and level a parent's level of education (Flouri and Buchanan, 2004).

Malawi *Timawerenga!* brought together teachers and household members to create reading materials. This section explores some of the ways that individuals in the household interact with schools and other non-literacy specific ways that parents support students' learning at home.

As shown in Figure 8, the endline revealed increased interaction on all factors except one.

Figure 8: Interaction with schools, baseline to endline

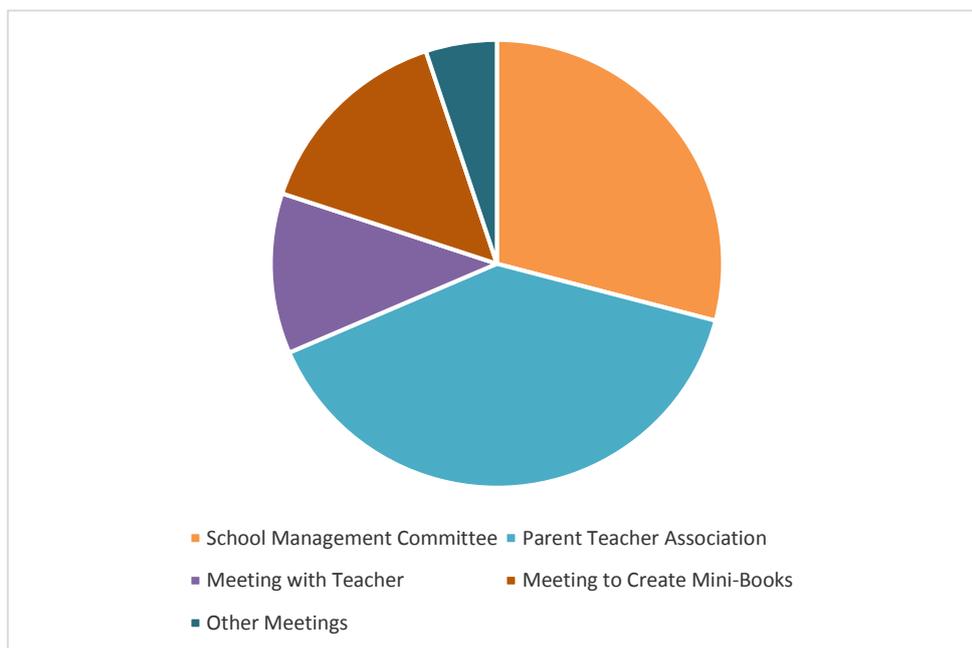


Bringing books home from school. The proportion of children who reportedly brought their learner’s book home from school was 15% higher at endline than baseline. Results like this highlight the linkages between home and school, and value placed on continued learning at home. Given the shortage of resources for learning in the home, it is particularly important for students to have access to school materials. Related to this question, the proportion of children with an extra copy of the child’s learner’s book at home was 8% higher at endline. It would be logical that if parents increasingly understood the value of learning outside of school, both of these factors may increase.

Homework help. The proportion of household members who helped their children with homework showed the biggest change from baseline to endline. The increase was 22% households over baseline (32% at baseline and 54% at endline). This is encouraging, given that the guidance for conducting workshops included messages about the importance of parents and household members in the student learning process, and specific ways they could support students at home. The proportion of household members aiding children at home remains low overall, however, at just over half.

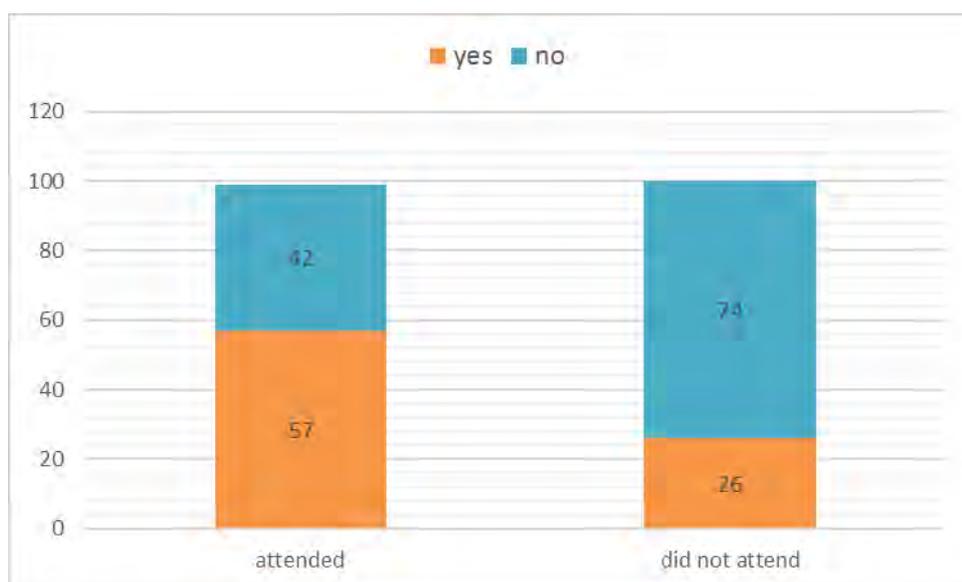
Active participation in school. Two questions that focused on the parents or household members’ active participation in school life were each higher by 10% over baseline. The number of household members who reported having attended a meeting at school rose from 87% to 97%. The fact that the numbers began at a high level but actually increased to nearly 100% is encouraging. Minibook writing workshops may have contributed to the increase in participation given that 32% of households reported participating in a workshop. At endline, 31% respondents reported knowing what goes on in their child’s classroom, an increase of 10% over the baseline proportion of 21%. While the latter aspect of school and household member communication remains low, the results paint a hopeful picture of possible effects of engaging community members in learning-related activities in the school environment.

Figure 9: Thirty-two percent (32%) of households had attended a minibook workshop at school (endline)



As shown in Figure 10, households that participated in the *Timawerenga!* workshops were more likely to have access to minibooks at home. In fact, 57% of the children at participating households had minibooks at home, while that figure is just 26% for non-participating households. In considering why participating households may not have books at home, monitoring reports and partner accounts indicate that some teachers instructed parents to give them to books to use in the classroom after workshops, and others asked parents to keep them for a period of time and then bring them back to the school for the teachers' use. These actions underscore the value of the minibooks to teachers as well as to households.

Figure 10: Minibook access in homes as compared by attendance at *Timawerenga!* workshops



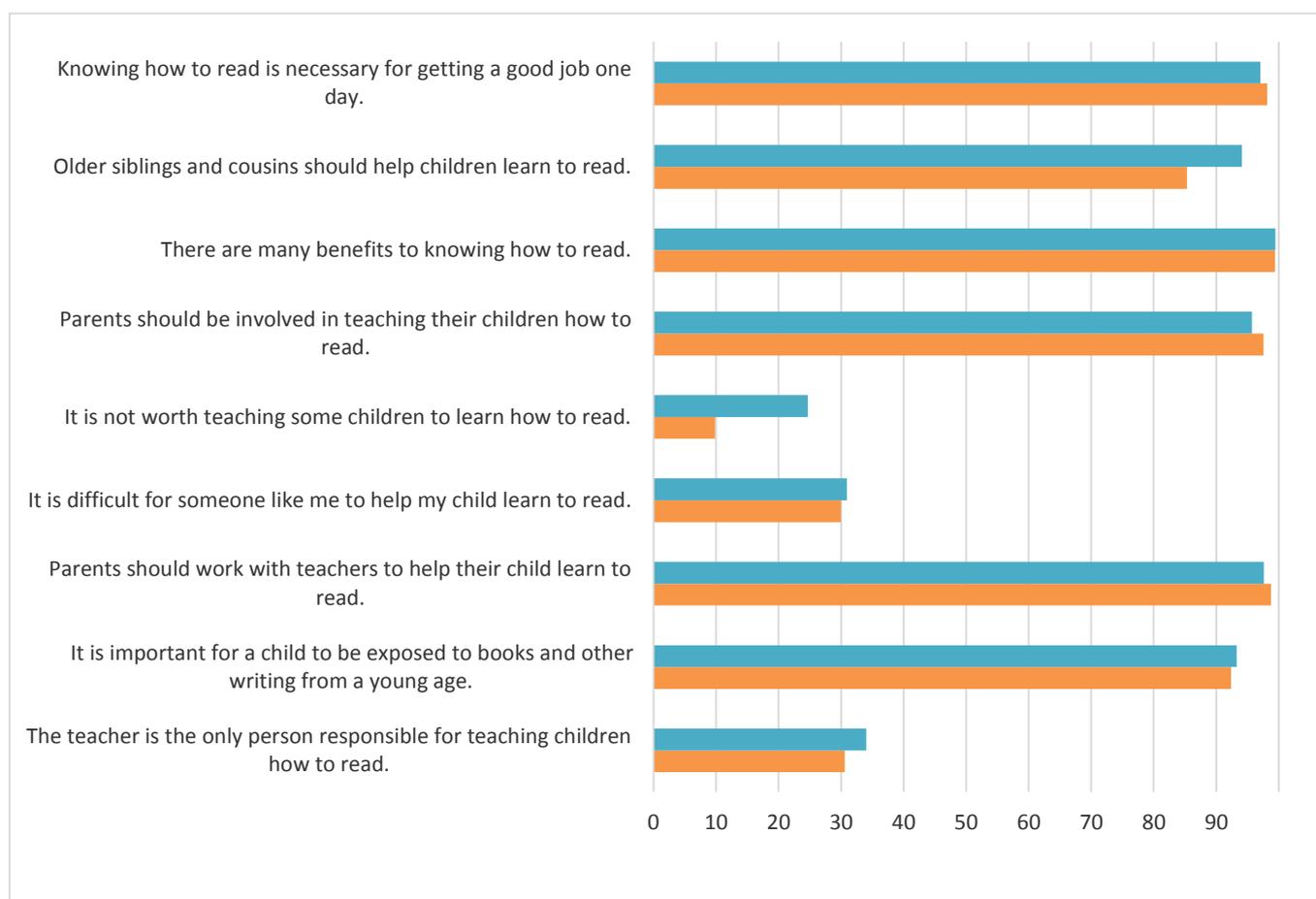
ATTITUDES

By the end of *Timawerenga!*, fewer parents believed that it is not worthwhile teaching all children to read, decreasing from 25% at baseline to 10% at endline.

Parents' attitudes toward their own involvement can play a central role in children's language and literacy development. Parental aspirations and expectations about their children's achievements have a strong impact on children's school results (Fan and Chen, 2001; Desforges and Abouchar, 2003). Also, there is evidence that parents who promote the view that reading is a valuable and worthwhile activity have children who are motivated to read for pleasure (Baker and Scher, 2002).

Is it worth teaching all children to read? The most exciting finding is that the number of household members reporting that it isn't worth teaching some children to read decreased from 25% to 10%. This may or may not relate to the program, but certainly this is an attitude which the program engenders, as a community-based program that aims to provide low-cost material to all students.

Figure 11: Decreased proportion of parents who think some kids are not worth teaching



Several positive attitudes remain strong. Many attitudes were highly positive at baseline, and these factors remained similar at the endline. The study revealed that many participants valued reading for a variety of reasons, including economic reasons. They felt that both parents and household members other than parents (older siblings and cousins) had a role to play in helping younger children to learn to read. Most also agreed that children should be exposed to literacy materials from an early age (93% at baseline and 92% at endline).

Teacher’s responsibility for student reading. The number of respondents who reported that the teacher is the only one responsible to teach children to read remained around 30% (34% at baseline and 31% at endline). It would have been positive to see a decrease in this number. A decrease could signal one of many things, including; 1) increasing recognition that reading is a broad set of skills that parents or other household members could contribute to—for example, if parents are not literate they could broaden topics of conversation with the child, encourage questioning, or have the child read to them, 2) signaling that they are taking increased responsibility in assuring that their children have opportunities outside of school to practice reading or learn reading skills.

Siblings’ and cousins’ support to children’s reading. One surprising finding was that fewer respondents reported that older siblings and cousins should help children learn to read (94% at baseline and 85% at endline). There is nothing to suggest whether this attitude could have been engendered through the program. Hypothetically, it may be possible that this attitude is held by teachers and they could have influenced household members through increased engagement. Since the change is only 9% and the sample was random, however,

this may just be a product of chance. Furthermore, when disaggregating data by respondents who participated and did not participate in *Timawerenga!*, participating respondents were more likely to believe that older siblings and cousins should provide that help.

INTERACTIONS WITH THE STUDENT AND LITERACY

The proportion of respondents who read to their children increased by 13% by the endline, and the frequency of reading also increased.

The HHS mainly provided a descriptive view of the interactions between household members and students around literacy. This section provides an idea of the amount of reading at home, the reasons for reading, and types of reading materials used during reading interactions.

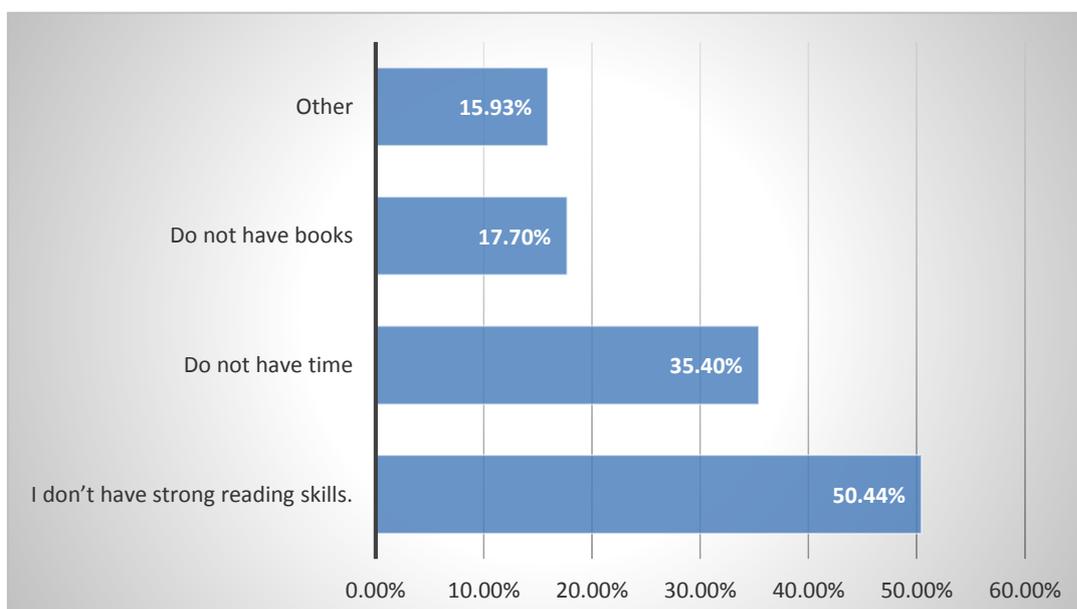
Increased reading in households. The main finding from this section of the survey was that the proportion of respondents reporting having read to the child increased by approximately 13% (from 52% at baseline to 65% at endline). The average frequency of reading also increased slightly, from 3.8 times per week to 4.2 times per week.

CONTEXT – THE WHAT AND WHY BEHIND LITERACY INTERACTIONS

The following findings from the endline provide a mental image of reading in Malawian households, and are intended to provide more detail about certain literacy actions and behaviors in connection with the larger study.

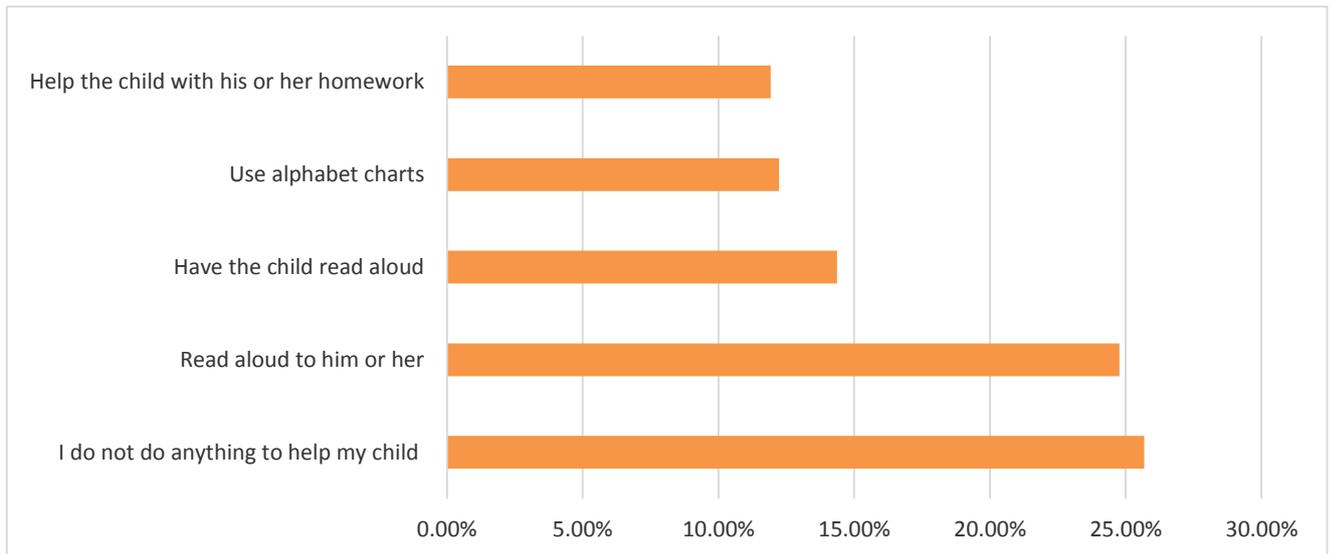
Reasons for not reading to children. When asked whether they read to their children, 65% of respondents said yes and 35% said no. The top two reasons that household members gave for reading with children were to build reading skills (40%) and to build the love and desire to read (38%). For the approximately one-third of respondents who did not read to their children, about half reported that they lack reading skills. Another 35% said that they do not have time, and 18% reported not having books.

Figure 12: Lack of strong reading skills is the top reason for not reading to children



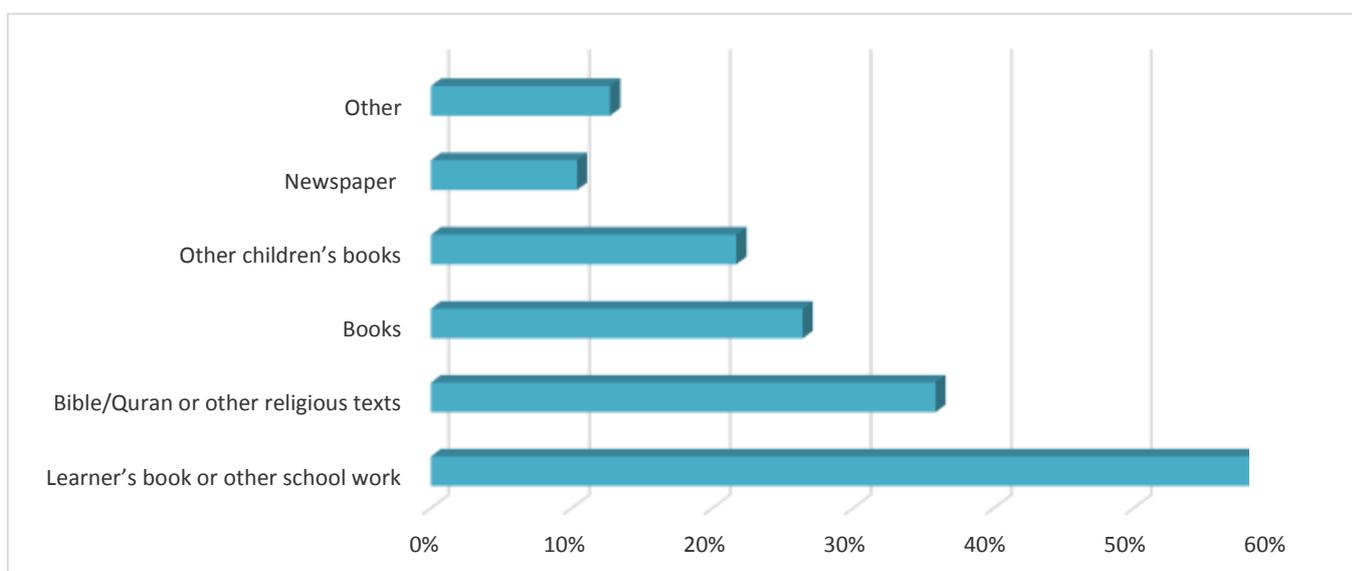
What parents do to help children read and write. Respondents were asked what they do to help the child (in the school associated with this study) learn to read and write. Below are the top five responses. The most frequent response was that they don't do anything (26%). The second was reading aloud (25%) and the third was having the child read aloud (12%).

Figure 13: What parents do to help children read and write



What parents read to children. The materials most likely to be read to children are learner's books (59%) and religious texts (36%). Given the importance of learner's books as a source of reading material in homes, increasing the appropriate school-based materials in homes is a valuable activity. When asked whether their children ever ask to be read to, 60% said yes, and 40% said no. It is difficult to say why children would not ask to be read to. Some possible reasons among many: children may lack the desire to be read to; lack the confidence to express that desire; not feel as if they are permitted to express themselves; or they could undervalue their own opinions, needs, and desires when confronted with those of adults. More study would be required to explain this finding, and learn how best to support children's interest or expression thereof.

Figure 14: What parents read to children



COMPARISON OF RESULTS BASED ON WORKSHOP PARTICIPATION

- **Participants in *Timawerenga!* book-making workshops were 21% more likely to read to their children, and 15% more spent at least 30 minutes per session when reading to their children.**
- **Attitudes, materials, and involvement were all stronger for participants, to a highly statistically significant degree.**
- **Households not participating in *Timawerenga!* also had *Timawerenga!*-produced minibooks at home, indicating a wider variety of beneficiaries.**

Results from the household survey are positive and promising. Because participation in the material development workshops was the only way that *Timawerenga!* engaged household members, we compared results of respondents who reported participating to those who did not participate. Given the non-experimental design of the study, it wasn't possible to separate effects of the program from outside factors that may have influenced the respondents between the baseline and endline. Furthermore, self-selection bias is likely. Participating household members tended to have more reading materials at home, and less frequently reported that they lacked the skills necessary to read to their children. Although it is not possible to say to what degree the differences were a result of *Timawerenga!*, or conversely, were a characteristic possessed by the parents who chose to participate, we can hypothesize that both may play an important role in the findings.

First we looked at the likelihood that participants would read to their children, and with what frequency.

Participation in *Timawerenga!*, and reading to children. Participants⁶ in the *Timawerenga!* workshops were significantly more likely to read to their children. Among participants, 81% said they read to their children, compared to 60% of non-participants. Both groups reported reading to their children with the same frequency, 4.2 times per week. But in comparing the duration for reading sessions, participants spent more time reading to children. The proportion of household members who spent 30 minutes or more reading to children was 43% among participants, and only 28% among non-participants.

We also created an index for three topical areas; 1) attitudes towards reading; 2) the availability of reading materials in the household; and 3) parental involvement in children's education (see Annex 1 for more information). This analysis tells us whether by the end of the study participants in the program differed in these factors from non-participants. The data was taken from the endline, because at the time of the baseline these workshops were not yet available to parents. As previously noted, 32% of respondents reported having participated in the minibook writing workshops.

For all three of the indices, Attitudes, Interactions, and Reading Materials, the differences between participants and non-participants were statistically significant ($p < .01$).

The Attitudes Index revealed a higher incidence of positive literacy attitudes for participants. The following factors showed the biggest differences. Fewer participants than non-participants (13% less) felt that the teacher was the only person responsible for teaching children to read (27% versus 40% respectively). Fewer participants (16% fewer) than non-participants felt that they lacked the skills to help their child learn to read (25% versus 42% respectively). More participants (17%) than non-participants felt that older siblings and cousins should help children learn to read. Like other results in this section, for these three questions the reason for these differences is unclear. For example, did the workshops reinforce parental confidence in their ability to support students? Was it that parents who felt they should support students, and had the skills and abilities to do so, were more likely to attend the workshops? For example, participants were more likely than non-participants to agree to what the researchers would consider a positive literacy attitude, that other household members should help children read. This could have been a result of messages during workshops, or participant characteristics.

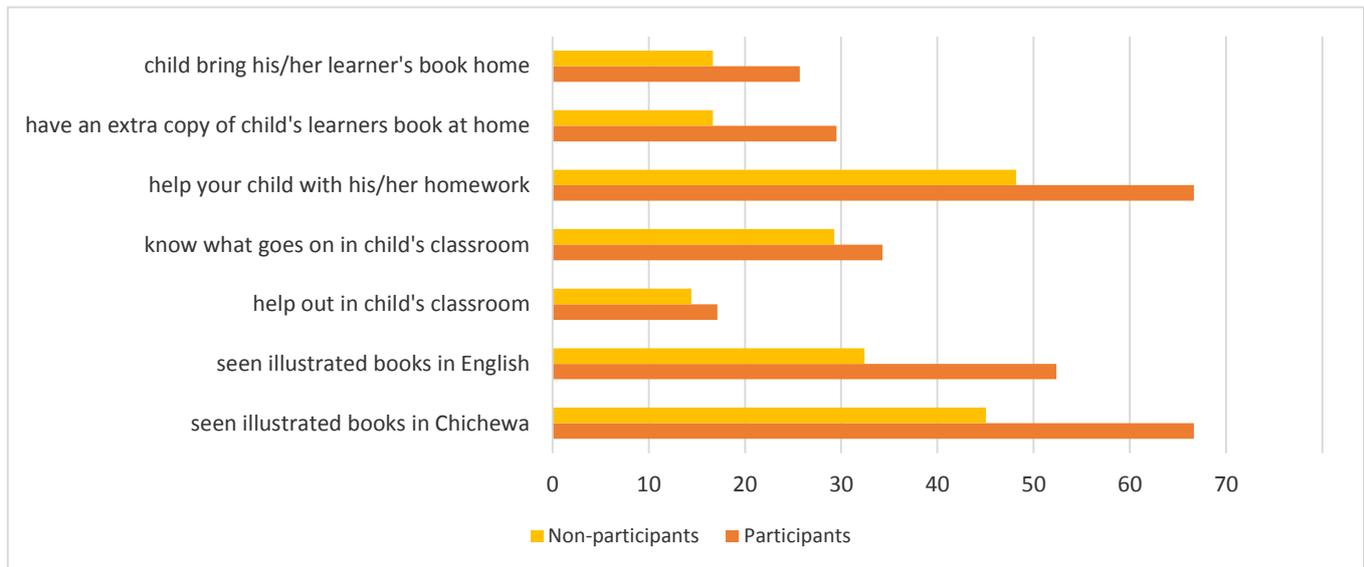
The Interactions Index showed that participants had more access to appropriate learning materials. They had more books that students brought home from school (9% more than non-participants) and school books that were kept at home (13% more than non-participants).

Participants were more involved with their child's learning, both at home and at school. The biggest difference was in the likelihood that respondents helped their children with homework, with 18% more of participants providing help than non-participants. The finding that 67% of participants help children with their homework is encouraging. However, for factors highlighting school and community linkages—participants knowing what goes on in the classroom, and helping out in the classroom—remain low, below 40%. These numbers were just 5% and 3% more for participants, respectively.

⁶ For this section, the term “participants” refers to participants in the *Timawerenga!* workshops.

Interestingly, to the question of whether or not they had ever seen an illustrated book, participants were more likely to have seen them than non-participants, both for Chichewa (22% more) and for English (20% more). This seems to indicate that the household members who participated in the *Timawerenga!* workshops have more exposure to print themselves. This may be one of the reasons that they are motivated to attend.

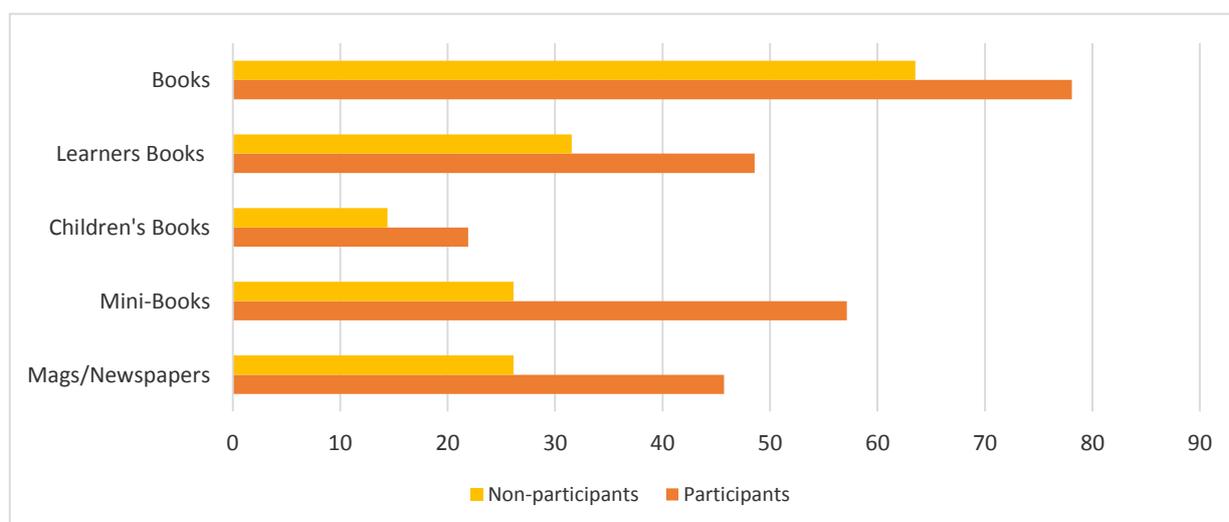
Figure 15: Interactions: Participants versus non-participants



The Household Reading Materials Index. *Timawerenga!* workshop participants were generally more likely than non-participants to have books and other reading materials at home. As expected, more participants had minibooks at home. The difference in availability of the minibooks was 31%. Of those who participated, 57% reported having minibooks at home. One might expect that all participants would have minibooks at home. There are a few possible explanations for why this might not be the case. For instance, the workshop participants or teacher may have decided to keep the books for use in the classroom, or the survey respondent may not have been the same person as the workshop participant and may not have recognized the minibook as described by the data collector. In the case of non-participants, 26% reported having minibooks. This confirms reports that minibooks were created at the workshop then distributed not only to participants, but also to other students in the classroom.

Generally, 15% more participants had books, 17% more had learner’s books and 7% more had children’s books. For other reading materials, 20% more had magazines or newspapers.

Figure 16: Household reading materials: Participants versus non-participants



HOUSEHOLD SURVEY LIMITATIONS

1. The main limitation to these data is that they are self-reported. Self-reported data can be biased toward what the respondent feels that the data collector would like to hear, or may overestimate personal abilities. Reading and writing abilities in this study are self-reported and do not designate the level of ability. For example, a person may interpret being able to read a limited number of words as having reading ability, while not being able to support the learner in reading school books.
2. Another limitation is the non-response rate (approximately 47%). Since only parents who could come to the school were surveyed, the parents who came on the day of the interview could be different than those who did not come, which introduces the possibility of a non-response bias. There is no way to tell what effect this may have on the results, but for example, respondents may have been those with more interest in their child's schooling or who have more resources.
3. Finally, the main limitation of comparing findings based on participation in *Timawerenga!* workshops is that there was no way to determine what differences are changes due to participation in *Timawerenga!* as opposed to self-selection bias (characteristics of the participant group when they entered the program, such as motivation which may have caused their decision to participate).

HOUSEHOLD SURVEY CONCLUSIONS

Local book production workshops can increase the availability of appropriate reading materials in households.

To read, children must have appropriate reading materials available. Not just any reading materials will support the needs of beginning readers. For example, newspapers, magazines, and religious texts are written for people who can already read, including difficult and unfamiliar vocabulary and long words that contain complex letter patterns. The best

beginning reading materials are decodable and structured to gradually increase in difficulty. In fact, studies have confirmed that decodable stories, even when compared with trade books, are more successful in the development of reading skills of early grade, emerging readers. Furthermore, it is important that each child has access to appropriate books. Research Malawi has shown that owning a learner's book is significantly associated with better reading performance in early grade learners (Miksic & Harvey; 2012). *Timawerenga!* demonstrates that it is possible to increase appropriate, decodable reading materials in homes by engaging parents in writing workshops. By the end of the intervention, 36% of households reported the availability of minibooks in the home.

Local book production has the potential to benefit non-participating households.

Households that did not participate directly in book-making workshops also benefitted from these activities. More than a quarter (26%) of households that did not participate in workshops reported that they had minibooks at home. Workshop participants in *Timawerenga!* were encouraged to make books not only for themselves, but for other parents. This reveals the potential for programs like *Timawerenga!* to reach more disadvantaged children. According to the attitude survey at endline, 17% of household members said they did not read with students because they lacked books. To increase impact, future efforts could pair minibook distribution efforts with demand, targeting families with interest in reading to children but without resources. Although 50% of parents who didn't read to their children reported that they lacked the necessary skills, 85% of all respondents thought older siblings and cousins should help students read at home. So while parents may not be able to read to children, getting books into homes of these children means there is an increased possibility for them to practice reading independently or to read with older siblings, cousins, or neighbors. Future implementation efforts for similar projects could make this linkage more concrete by having teachers mentor home-based family tutors, or helping organize spaces and volunteer facilitators to hold reading group meetings in the community.

Availability of appropriate beginner reading books in homes may increase the number of households reading to students, and the duration of time spent reading at home.

The proportion of parents reading to children increased 13% from baseline to endline. The average frequency of reading also increased, from parents reading 3.8 per week to 4.2 times per week. Although it is not possible to attribute the increase to *Timawerenga!*, we can hypothesize that engaging in the activity of making books, and having the minibooks available in the homes of participants provided increased opportunity and motivation for reading. As further support to this hypothesis, more participants in *Timawerenga!* workshops read to their children (21% more than non-participants) and participants also read for longer periods of time with their children (15% more read at least 30 minutes per day).

Household support to schools and schoolwork increased, but overall, remains low.

Several questions were chosen to illuminate the ways in which parents were involved with students' school work generally. At baseline, several factors were low (between 15% and 31% positive), including: help with homework, bringing learner's books home, having a copy of learner's books at home, knowing what's happening in the child's classroom, and helping in the classroom. It was of interest to explore as part of this research whether, through both the engagement in book-making and promotion through workshops of parental support for reading outside schools, *Timawerenga!* may have a secondary effect on school involvement.

In fact, all but one of these factors were higher at endline by between 8% and 22% percentage points. The absolute numbers remain low, however, with only homework help being present in more than 50% of households. Future efforts should seek to improve these numbers.

Significant differences exist between Timawerenga! participants and non-participants in personal characteristics as well as behaviors, attitudes, and interactions.

Participants in *Timawerenga!* had a different personal profile than non-participants. They also had measurably different ways of thinking and behaving. In terms of personal characteristics, participants more likely to be Chichewa speakers, and were more likely to report having reading skills necessary to support their students. It is likely that since the workshops were aimed at the production of minibooks in Chichewa, parents who did not speak or feel comfortable reading and writing Chichewa may not have participated as fully in the program. In fact, 29% of endline respondents reported that they do not speak Chichewa in the home. Contained within teacher feedback on the program were comments on a lack of participation in certain schools. From the teachers' point of view, parents who didn't participate mainly fell into two categories: those who lacked interest, and those who lacked reading and writing skills themselves.

All three indexes (Materials, Attitudes, Interactions) measuring differences between households participating in *Timawerenga!* as compared to those not participating showed statistically significant differences. For example, 18% more provided homework help to their children, 17% more felt that older siblings and cousins should help children to read at home, and 13% fewer felt that the teacher was the only person responsible for teaching the child to read. There is no way to tell whether these differences were a result of self-selection into the program or the effect of the program on participants. It is possible that there was a "virtuous cycle" in which certain household members were more predisposed to participate given their skills and attitudes, and the same household members were able to benefit more from the program, improving their access to reading materials, gaining knowledge that alter their attitudes in positive ways, and increasing their involvement with the schooling process.

OVERALL ENDLINE CONCLUSIONS

Parental involvement in children's literacy practices positively affect children's academic performance and literacy development. The research even shows that parental involvement can be a more powerful force for student achievement than other family background variables, such as socioeconomic level, family size, and a parent's level of education (Flouri and Buchanan, 2004).

The innovation that *Timawerenga!* provided was a low-cost, locally implemented model to increase availability of appropriate, decodable reading materials in homes. Parents and other household members were invited to book-making workshops facilitated through schools and by teachers. At these workshops household members used kits of paper and writing utensils supplied by the project to create minibooks, using leveled and decodable stories written by Malawians for this purpose. Household members also discussed the importance of reading and ways in which they could support reading at home using the minibooks. The following reflections result from measuring changes over an academic year, and between schools with various levels of implementation. It is hoped that these results will provide a picture of the ways in which the innovation could contribute to expanded efforts that involve communities and household support to student learning.

Three important limitations should be kept in mind while reading the findings and conclusions of this study. First, the *Timawerenga!* was only implemented for one year. Major changes in teaching, learning, and individual behavior normally takes longer than one academic year to achieve. Secondly, in considering the HHS results that compare participants and non-participants, there is a major limitation of self-selection bias. For example, and as mentioned previously, individuals who were more skilled in reading were more likely to participate. Finally, the project as originally conceived would have included more local languages than Chichewa. However, plans for the additional languages were not carried out because of conflicts with the larger policy environment. This may also have had an impact on the success of efforts under *Timawerenga!*

The *Timawerenga!* book-making workshop model increased availability of appropriate reading materials in homes.

The number of available minibooks in homes rose over the course of the project from 6% at baseline to 36% at endline. Given that the minibook concept was relatively new in Malawi, it is extremely likely that *Timawerenga!* caused this growth. In fact, by the end of the project the proportion of households with minibooks was almost equal to those with learner's books (36% versus 37%, respectively). Although minibook availability rose 30%, learner's book availability only rose 16% during the school year. In fact, the learner's book availability for Standard 1 and 2 students in particular was lower than the overall availability of learner's books in households. The EGRA student learner background data indicated that only 17% of Standard 1 and 2 students had a learner's book at endline. Meanwhile, for the same students on the EGRA, the number who reported having access to "other" reading materials at home rose from 6% at baseline to 30% at endline, likely reflecting the newly accessible minibooks in homes. (This number roughly reflects the percentage of available minibooks reported by households at 36%, despite the fact that the household convenience sample were not from the same families as the early grade reading student sample, which was a random sample.) In

other words, the rate of introduction of appropriate early grade reading material to households through *Timawerenga!* was much faster than the pace at which learner's books were becoming available to students.

During the implementation of *Timawerenga!* there were improvements in household engagement and behavior supportive to reading.

Studies for low-income children in the United States reveal that parent–child reading interaction are significant predictors of childrens literacy performance when controlling for family demographics (Bracken & Fischel, 2008). Malawi *Timawerenga!* was focused on not only making materials available, but putting parents and household members at the center of the effort and providing them with information so that they could increase their support of reading in the home. In fact, the results of our analyses are strongly positive for household factors. All but one of the responses that focused on household support to schooling activities improved from baseline to endline, including homework help (22% more households reported helping students with homework at endline), bringing learner's books home (15% improvement at endline), and knowing what goes on in the classroom (10% improvement at endline). Although attitudes remained similar between baseline and endline, possibly because that many were close to 100%, there was a marked change for household members who reported the belief that it is not worth teaching some children to read, which declined from 25% to 10%. When examining schools based on their rates of participation in *Timawerenga!*, we found that there was a strongly statistically significant and positive difference for schools adhering to *Timawerenga!* in all three components of interest: Attitudes, Interactions (with schools), and Materials. This provides strong evidence of the potential effects not only on student reading, but on more general parental engagement with schools, increasing critical at-home support for the learning process.

Although *Timawerenga!* workshops attracted household members with relatively more reading and writing skills, it benefitted a wider group of students.

There was clear interest on the part of certain parents and household members to be involved in *Timawerenga!*, given the 30% growth in the proportion of homes with *Timawerenga!* books available. A greater proportion of parents who were involved (as compared to those who were not) felt they had reading skills necessary to help their children, and more of them spoke Chichewa. While there was a marked growth of the availability of minibooks in these same homes, there was also a 26% growth in the availability of books in non-participant households. This is because the program encouraged parents to make books not only for their children, but for distribution to other children. Hypothetically, these findings could be important on a several levels. First, some parents may have felt excluded, or just unmotivated to participate in *Timawerenga!* given their background and skillset. Future studies of similar models could take a deeper look at reasons why parents decided not to participate. At the same time, a number of households that did not participate (hypothetically some households with less reading skill, motivation and reading behaviors) did benefit from access to books. Furthermore, although most parents felt that teachers had the primary responsibility to teach reading to children, they also felt strongly that older siblings and cousins should help children to read. This provides avenues for study and potential expansion of similar reading efforts in the future: 1) identifying and making explicit the ways in which parents with all levels of skill and ability can be involved in book-making workshops, 2) assuring non-participating households, which may be more disadvantaged, receive materials, 3) providing mentoring for

older students and cousins who are tasked with helping younger children learn to read, 4) providing parents with other ways to engage students to develop their reading skills, such as in vocabulary development and conversations about a variety of subject matter, and 5) as appropriate and acceptable to communities, identifying additional opportunities for students who do not come from Chichewa-speaking backgrounds to develop Chichewa oral communication skills.

The *Timawerenga!* innovation could be amplified if used to complement a school-based reading program or national reading reform effort.

The *Timawerenga!* reading results (in particular 5 cwpm at the end of Standard 2), though not strong, may have been an improvement over what achievement would be expected in Standard 2, as evidenced in the findings section (by comparing with another initiative that employed an experimental design). Furthermore, the *Timawerenga!* model provides additional evidence of improvement among high fidelity schools. The main interventions to affect change were making appropriate reading resources available through the engagement of communities. However, system conditions in schools, the environment, and poor initial teacher training reduces the likelihood of an isolated project having a large and measurable effect on reading scores. In responses to questionnaires, teachers frequently cited the need for additional training on the classroom instruction activities that were part of *Timawerenga!*. This desire for more training reveals the awareness teachers have of their need in terms adequate training and support to assure students learn fundamental reading competencies. Research has highlighted the most important skills that predict reading success: phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. although appropriate decodable reading books can provide practice on decoding and fluency, students need to know the letters and letter sounds well. Unfortunately, these skills were very limited among students in this study. Therefore, it was likely that most students would not be able to make use of the books. If used to complement a program with a more intensive teacher training and support component, this activity has the potential for more measurable, concrete results. In this scenario, students would be able to apply their basic skills outside of school, and increased their practice; dedicated, regular practice time is necessary to become fluent. And only with fluency can students make meaning of the text.

Attitudes, Household Reading Materials, and Interaction Indices

In order to better understand how attitudes toward reading, the availability of reading materials in the household, and parental involvement in children's education differed between participants and non-participants in the household survey, we created an index for each of these three topics. The following questions were included in the indices:

Attitudes Index

- 1) The teacher is the only person responsible for teaching children how to read (true or false)
- 2) It is important for a child to be exposed to books and other writing from a young age (true or false)
- 3) Parents should work with teachers to help their child learn to read (true or false)
- 4) It is difficult for someone like me to help my child learn to read (true or false)
- 5) It is not worth teaching some children to learn how to read (true or false)
- 6) Parents should be involved in teaching their children how to read (true or false)
- 7) You have the skills to help my child learn to read (true or false)
- 8) Older siblings and cousins should help children learn to read (true or false)
- 9) Knowing how to read is necessary for getting a good job one day (true or false)

Household Reading Materials Index

- 1) Are there books in your house?
- 2) Are there school/learner's books of any subject in your house?
- 3) Are there children's books (storybooks, picture books, other non-school/learner's books) in your house?
- 4) Are there minibooks for new readers (booklets made locally/decodable readers) in your house?
- 5) Are there any magazines and/or newspapers in your house?

Interaction Index

- 1) Do you help out in your child's classroom?
- 2) Do you know what goes on in your child's classroom?
- 3) Do you help (your child) with his or her homework?
- 4) Do you have an extra copy of (your child's) learner's book at home?
- 5) Does (study child) ever bring his/her learner's book home from school?
- 6) Have you ever seen illustrated/pictures books for children in Chichewa?
- 7) Have you ever seen illustrated/pictures books for children in English?

Questions included in the Attitudes Index had three possible answers: disagree, uncertain, and agree, and were coded as 1 when a response suggested a positive attitude toward reading (depending on the tone of the question it was either "disagree" or "agree"). The remaining responses were coded as 0. All of the questions in the Household Reading Materials Index and in the Interaction Index had three possible answers: "yes," "no," or "don't know," and were coded as 1 for "yes" and 0 for "no" or "I don't know." Because of their construction, the indices should be interpreted as: respondents with a higher index score had a more positive attitude toward reading, were more likely to have reading materials at home, and were more likely to be involved in their children's education.

The independent variable used to differentiate participants from non-participants, is in Section H of the household survey. The specific set of questions are: questions H1 A (*Do you or a household member attend meetings at your child's school?*), and H1B (*If you or another household member attend meetings at your child's school, what meeting do you attend?*), response 4, *"meetings to make storybooks"* (minibook writing workshops).

Timawerenga!
Malawi Early Grade Reading Assessment: Student Response Form
Administrator Instructions and Protocol, September 2013
Chichewa

Malangizo:

Muyenera kukhazikitsa ubwenzi wabwino ndi wophunzira amene mukumuyesa kudzera mu nkhani zifupizifupi komanso zosangalatsa kuti aone mafunsowa ngati sewero chabe osati ntchito yovuta. Nkoyenera kuwerenga zigawo zokhazo zomwe zili mumabokosi mokweza, momveka bwino ndi modekha.

Uli bwanji? Dzina langa ndi _____ ndipo ndimakhala ku _____. (Chezani ndi wophunzira munjira yomwe ingathandize kuti amasuke).

Kupempha chilolezo

- Ndikuuze chifukwa chimene ndabwerera kuno. Ndimagwira ntchito ku Unduna wa za Maphunziro, za Sayansi ndi Luso.
- Ndikufuna kudziwa m'mene inu ophunzira mumaphunzirira kuwerenga. Mwa mwayi iwe wasankhidwa kuti ndicheze nawe.
- Ndikufuna kuti tikambirane pa zimenezi koma ngati sukufuna, utha kubwerera m'kalasi.
- Tichita sewero lowerenga. Ndikufunsa kuti undiuzze maliwu a malembo, undiwerengere maphatikizo, mawu ndi nkhani mokweza.
- Ndigwiritsa ntchito wotchi iyi kuti ndiwone nthawi yomwe utenge powerenga.
- Awa simayeso, ndipo sizikhudzana ndi zotsatira za maphunziro ako.
- Sindilemba dzina lako ndipo palibe amene adziwe zimene tikambirane.
- Ndiwerezanso kuti uli ndi ufulu woyankha mafunso kapena ayi. Ngakhale fili mkati mwa kucheza uli ndi ufulu kukana kuyankha mafunso.
- Uli ndi funso tisanayambe? Tikhoza kuyamba?

Chongani mukabokosika ngati ophunzira wavomereza kuyesedwa: INDE

(Ngati wophunzira sanavomereze kuyesedwa, muthokozeni ndi kuitana ophunzira wina pogwiritsa ntchito chipepala chomwechi.)

A. Tsiku la Mayeso	Tsiku : _____	G. Kalasi	<input type="radio"/> 1 = Sitandade 1
	Mwezi : _____		<input type="radio"/> 2 = Sitandade 2
B. Dzina la Woyesa		H. Dzina la Mphunzitsi	
C. Boma		I. Sitalimu	
D. Zoni		J. Nambala ya chinsinsi ya ophunzira	
E. Dzina la Sukulu		K. Zaka zakubadwa	
F. Mtundu wa Sukulu :	<input type="radio"/> 1 = Tsiku lonse	L. Mwamuna kapena Mkazi	<input type="radio"/> 1 = Mwamuna
	<input type="radio"/> 2 = M'mawa		<input type="radio"/> 2 = Mkazi
	<input type="radio"/> 3 = Masana	M. Nthawi Yoyambira	____ : ____

Gawo 1. Kudziwa Liu la Lembo

Onetsani ophunzira pepala la malembo mu buku la ophunzira. Nenani:

Ili ndi tsamba la malembo a alifabeti. Ndiuze maliwu a malembo amene ungate.

Mwachitsanzo, liu la lembo [lozani lembo la 'F'] ndi F

Tiye tiyesere: ndiuze dzina liu la lembo ili [lozani lembo la 'V']

Ngati ophunzira ayankhe bwino, nenani: Wakhoza liu la lembo ili ndi 'Vii':

Ngati ophunzira alephere kuyankha molondola, nenani: Liu la lembo ili ndi 'Vii'

Tsopano yesera lembo lina: ndiuze liu la lembo ili [lozani lembo la M]:

Ngati mwana wayankha molondola, nenani: **Wakhoza, liu la lembo ili ndi "Mmm"**

Ngati mwana walephera kuyankha molondola, nenani: **liu la lembo ili ndi "Mmm"**

Kodi ukudziwa chomwe ukuyenera kuchita?

Ndikanena kuti "Yamba" Chonde undiuze liu la lembo liri lonse mofulumira ndi mosamala. Yamba pano ndipo ndi kupitiriza motere [Lozani lembo loyamba mu mndandanda woyamba pamathero a chitsanzo ndipo lozetsani chala pa mzere woyamba.

Wakonzeka? Yamba tsopano.



Yambani kuwerengera nthawi pamene ophunzira watchula liwu la lembo loyamba. Yendetsani pensulo ndi kuchonga

moyenera yankho lolakwa pogwiritsa ntchito pensulo polemba chizindikiro ichi (✓). Werengerani lembo limene walikonza yekha ngati lolondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa lembolo ndi kupitirira. Khalani chete pokhapokha akamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekandi atatu, Perekani liu la lembo, lozani lembo lotsatira ndi kunena, "Pitiriza". Chongani lembo lomwe mwapereka kwa mwana ngati lolakwa. Ngati ophunzira apereke dzina la lembo osati liu la lembo, mpatseni liu la lembolo ndi kunena: "Tandiuze liu la limbo ili". Izi ziyenera kuchitika kamodzi kokha.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI (60) nenani "lekeza pomwepo." Lozerani lembo lomalizira kuwerenga ndi chizindikiro ichi ({}).

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani "Zikomo". Siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : F v M

1	2	3	4	5	6	7	8	9	10	
T	i	J	N	S	n	A	t	e	h	(10)
l	z	a	V	B	o	H	r	N	A	(20)
A	C	f	C	S	a	S	o	E	U	(30)
e	N	t	O	a	e	C	t	o	O	(40)
d	L	E	d	G	E	N	o	m	t	(50)
h	e	K	w	T	i	L	g	y	H	(60)
e	i	e	t	H	I	S	e	T	f	(70)
R	y	W	p	U	s	i	l	e	I	(80)
R	o	a	E	d	n	D	a	s	I	(90)
r	C	n	U	r	T	P	t	m	h	(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Gawo 2. Kuwerenga Maphatikizo

Onetsani wophunzira pepala la maphatikizo kuchokera m'buku la ophunzira. Nenani,

Awa ndi maphatikizo a malembo. Ndikufunsa kuti uwerenge maphatikizo ochuluka mmene ungathere. Mwachitsanzo, phatikizo ili ndi: "jo".

Tiye tiwerenge phatikizo ili: [lozani phatikizo loti "kwa"]:

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, phatikizo ili ndi "kwa"

[Ngati ophunzira alephere kuyankha molondola, nenani]: **phatikizo** ili ndi "kwa"

Yesa phatikizo lina: werenga phatikizo ili [lozani phatikizo loti "se"]

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, phatikizo ili ndi "se"

[Ngati ophunzira alephere kuyankha molondola, nenani]: **phatikizo** ili ndi "se"

Ndikanena kuti yamba, uwerenge maphatikizo mofulumira ndi mosamala. Werenga maphatikizo ali pa mzere uli wonse. Ndikhala chete kukumvetsera. Kodi ukudziwa zomwe ukuyenera kuchita? Ngati wakonzeka tiye tiyambepo.



Yambani kuwerengera nthawi pamene ophunzira wawerenga phatikizo loyamba. Yendetsani pensulo ndi kuchonga

moyenera yankho lolakwa pogwiritsa ntchito pensulo polemba chizindikiro ichi (/). Werengerani phatikizo lomwe wazikonza yekha ngati lolondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa phatikizolo ndi kupitiriza. Khalani chete pokapokha ophunzira akamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekondi atatu, Perekani phatikizolo, lozani phatikizo lotsatira ndi kunena, "Pitiriza". Izi ziyenera kuchitika kamodzi kokha. Chongani phatikizo lomwe mwapereka kwa mwana ngati lolakwa.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani "lekeza pomwepo." Lozerani phatikizo lomalizira kuwerenga ndi chizindikiro ichi.

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani "Zikomo". Siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : jo kwe se

1	2	3	4	5	6	7	8	9	10	
da	ye	pe	ngi	mbe	yi	ti	no	pa	le	(10)
chi	ka	ni	dya	zo	li	ku	ngo	dzi	ndo	(20)
e	wu	lo	kwa	si	wi	phu	ri	se	nzi	(30)
nkho	fa	go	mi	zi	ra	mfu	mse	po	ya	(40)
sa	tho	la	mbo	mda	fi	mo	ta	te	na	(50)
nda	nja	mu	pi	ntha	u	m	wa	mnya	lu	(60)
va	tsa	i	kho	tu	tsi	nthu	tso	nga	za	(70)
mle	me	ko	yo	ne	cha	mkha	mwa	bwa	thu	(80)
ndu	mba	A	mbi	fu	wo	dza	nkha	mphu	ba	(90)
ndi	ke	re	Be	ma	ki	nyu	kwe	bwi	o	(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 3. Kuwerenga Mawu Odziwika

Onetsani ophunzira pepala la malembo kuchokera m' buku la ophunzira. Nenani :

Awa ndi mawu a m'Chichewa. Ndipo ndikufuna iwe undiwerengere mawu ambiri omwe ungate. Mwachitsanzo, mawu awa: ndi "gona".

Tiye tiwerenge mawu awa: [lozani mawu oti "chili."]:

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, mawu awa ndi "chili"

[Ngati ophunzira alephere kuyankha molondola, nenani]: **mawu awa ndi "chili"**.

Yesa mawu ena: werenga mawu awa [lozani mawu oti "fodya"]

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, mawu awa ndi "fodya"

[Ngati ophunzira alephere kuyankha molondola, nenani]: **mawu awa ndi "fodya"**

Ndikanena kuti yamba, uwerenge mawu mofulumira ndi mosamala. Werenga mawuwo pa mzere uli wonse. Ndikhala chete kukumvetsera pokhapokha ukafuna chithandizo. Kodi ukudziwa zomwe uchite? Ngati wakonzeka tiye tiyambepo.

 Yambani kuwerengera nthawi pamene ophunzira wawerenga mawu woyamba. Yendetsani pensulo ndi kuchonga moyenera yankho lolakwika pogwiritsa ntchito pensulo polemba chizindikiro ichi (✓). Werengerani mawu odzikonza yekha ngati olondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa lembolo ndi kupitiriza. Khalani chete pokapokha mukamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekondi atatu, werengani mawuwo, lozani mawu otsatira ndi kunena, "Pitiriza". Izi ziyenera kuchitika kamodzi kokha. Chongani mawu omwe mwapereka kwa mwana ngati olakwa. Izi ziyenera kuchitika kamodzi kokha.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI (60) nenani "lekeza pomwepo." Lozerani mawu omalizira kuwerenga ndi chizindikiro ichi (✓).

Lamulo loyamba: Ngati ophunzira alephere kuwerenga mawu amodzi mu mzere woyamba, nenani "Zikomo" siyilani pomwepo ntchitoyi ndipo chongani m'kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo :	gona	chili	fodya		
	1	2	3	4	5
ena	chimanga	fisi	kalulu	pamanda	(5)
kusamala	Mutu	mnyamata	malangizo	nyumba	(10)
atate	zina	ndi	Kudziwa	nkhalango	(15)
koma	izi	akulu	agogo	mlendo	(20)
tsiku	kwambiri	mbalame	mbatata	ana	(25)
lata	mbewu	chakudya	mbozi	anthu	(30)
iwo	amayayi	zinthu	zambiri	zakudya	(35)
zovala	Iye	lina	bwino	chiwala	(40)
ambiri	agogo	adali	mlonda	kuti	(45)
kwa	monga	mphunzitsi	mitengo	zipatso	(50)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi:)

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Gawo 4. Kuwerenga Mawu Opeka

Onetsani wophunzira pepala la malembo kuchokera m' buku la ophunzira. Nenani,

Awa ndi mawu ongopeka m'Chichewa. Ndipo ndikufuna undiwerengere mawu omwe ungate. Mwachitsanzo, “yono”.

Yesera kuwerenga mawu awa: [lozani mawu oti “ndodi”]:

[Ngati wophunzira anene kuti “biva” nenani]: **Wakhoza**, mawu awa ndi “ndodi”

[Ngati wophunzira alephere kuwerenga mawu woti “ndoni” nenani] **Mawu awa timatchula** kuti “ndodi”

Yesera mawu ena: werenga mawu awa [lozani mawu woti “biva”]:

[Ngati wophunzira anene kuti “biva” molondola, nenani]: **Wakhoza**, mawu awa ndi “biva”

[Ngati wophunzira alephere kutichula “biva” molondola nenani]: **Mawu awa timatchula** kuti “biva”

Ndikanena kuti yamba, uwerenge mawu mofulumira ndi mosamala. Uwerenge mawuwo kuyambira mzere woyamba. Ndikhala chete kumvera pamene ukuwerenga, ukalephera kuwerenga mawu ena ndikuthandiza. Ngati wakonzeka yamba.



Yambani kuwerengera nthawi pamene ophunzira wawerenga mawu woyamba. Yendetsani pensulo ndi kuchonga

mayenera yankho lolakwika pogwiritsa ntchito pensulo polemba chizindikiro ichi (1). Werengerani mawu odzikonza yekha ngati olondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa lembolo ndi kupitiriza. Khalani chete pokapokha mukamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekondi atatu, werengani mawuwo, lozani mawu otsatira ndi kunena, “Pitiriza”. Izi ziyenera kuchitika kamodzi kokha. Chongani mawu omwe mwapereka kwa mwana ngati olakwa. Izi ziyenera kuchitika kamodzi kokha.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI (60) nenani “lekeza pomwepo.” Lozerani mawu omalizira kuwerenga ndi chizindikiro ichi (1).

Lamulo loyamba: Ngati ophunzira alephere kuwerenga mawu amodzi mu mzere woyamba, nenani “Zikomo”. Siyilani pomwepo ntchitoyi ndipo chongani m'kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : yono ndoni biva

	1	2	3	4	5	
iso	tapuli	patu	omo	udo		(5)
popo	eze	mphwika	ilu	nkhiki		(10)
phena	uto	bwazo	ntchuka	ngogo		(15)
soola	ndwigo	mng'ene	sati	goju		(20)
thyata	nthibe	pwika	nkhwena	faano		(25)
upa	tetu	bzyata	mnhawi	leta		(30)
booli	fese	juje	geba	khuda		(35)
atu	ono	chizi	laafi	mpholi		(40)
tchefe	nyanu	aza	thobi	zeepi		(45)
Suule	mvuvu	mnapa	deeni	zefa		(50)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi):

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa wophunzira analibe mayankho olondola mu mzere woyamba.

Gawo 5a. Kuwerenga ndi Kumvetsa Nkhani

Iyi ndi nkhani yayifupi. Ndikufuna iwe undiwerengere mokweza, mofulumira koma mosamala. Ukatha kuwerengako, ndikufunsa mafunso pa zomwe wawerenga. Yamba kuwerenga.



Yambani kuwerengera nthawi pamene wophunzira wawerenga mawu oyamba. Yendetsani pensulo ndi kuchonga moyenera yankho lolakwa pogwiritsa ntchito pensulo polemba chizindikiro ichi (/). Werengerani ngati cholondola pamene wophunzira wadzikonza yekha. Ngati munachonga kale mawu wodzikonza yekha ngati olakwa, lembani mzere mozungulira mawuwa ndi kupitirira. Khalani chete wophunzira akamawerenga, ngati wophunzira wadodoma kuwerenga pa mphindi zitatu, muwerengereni mawuwo kenak lozani mawu otsatira ndikumuuza kuti “pitiriza”. Izi ziyenera kuchitika kamodzi kokha Chongani mawu omwe mwapereka kwa wophunzira.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI (60) NENANI “Ilekeza pomwepo.” Lozerani mawu omalizira kuwerenga ndi chizindikiro ichi (!)

Lamulo loyamba: Ngati wophunzira walephera kuwerenga mawu a mumzere woyamba, nenani “Zikomo”. Siyilani pomwepo ntchitoyi ndipo chongani m'kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Gawo 5b. Kuwerenga ndi kumvetsa nkhani

Pakatha masekandi 60 kapena wophunzira akatsiriza kuwerenga ndime m'masekandi osaposera 60, chotsani ndimeyo patsogolo pa ophunzira ndipo werengani funso loyamba.

Mpatseni wophunzira masekandi 15 kuti ayankhe funsolo. Chongani yankho la wophunzira ndi kumuwerenga funso lotsatira.

Werengani mafunso a mzere uliwonse mpaka pamene ophunzira walekeza kuwerenga.

		Tsopano ndikufunsa mafunso angapo okhudzana ndi nkhani yomwe wawerengayi.		
		wakhoza	walakwa	Palibe yankho
Lidali tsiku lachisanu pamene sukulu yathu ya Kapeni idasewera mpira ndi ya Chimutu.	13	Kodi ndi sukulu ziti zinkasewera mpira? <i>(Kapeni ndi Chimutu)</i>		
Tidakonzekera kwambiri ndi cholinga choti tipambane. Nawonso ochemelera sadalekelere.	22	Chifukwa chiyani a Kapeni anakonzekera kwambiri? <i>(kuti apambane)</i>		
Mpira udayamba. Mwadzidzidzi, oyimbira mpira adayimba wezulo ndipo nthawi yomweyo ochemelera a Chimutu adalowa m'bwalo akuvina ndi kuimba.	40	Kodi chidachititsa a Chimutu kuti alowe m'bwalo akuvina ndi kuimba ndi chiyani? <i>(amasangalalira chigoli, sukulu yawo idagoletsa chigoli, oyimbira adayimba wezulo)</i>		
Osewera athu sadakhutire ndi chigolicho chifukwa adaona kuti oyimbirayo sadatsatire malamulo.	51	Kodi oyimbira mpira adaonetsa khalidwe lanji? <i>(lokondera, losadziwa)</i>		
Ngakhale zidali choncho masewero adapitilira ndipo potsiriza sukulu yathu idapambana.	61	Ukuganiza kuti ndi chifukwa chiyani mpira udapitilira? <i>(A Kapeni amadzidalira, a Kapeni adakonzekera kwambiri, aphunzitsi adawalimbikitsa)</i>		

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa wophunzira walephere kuwerenga mawu molondola mu mzere woyamba.

Gawo 6. Kumvetsera Nkhani

Ntchito iyi siyofunika kugwiritsa ntchito TSAMBA LA WOPHUNZIRA. (Werengani ndimeyi mokweza kawiri mopatsa chidwi.)

Ndikuwerengera ndime yayifupi kawiri kenaka ndidzakufunsa mafunso angapo. Chonde umvetsere bwino pamene ndikuwerenga nkhanayi. Uyenera kuyankha mafunsowa m'mene ungathere. Kodi ukudziwa chomwe ukuyenera kuchita? Kodi wakonzeka? Tiyeni tiyambe tsopano.

Dzina langa ndine Madalitso. Ndimaphunzira ku Kwerani pulayimale sukulu. Kuyambira Lolemba mpaka Lachisanu, ndimayenera kuvala yunifolomu. Tsiku lina ndikusewera chipako ndi anzanga, ananding'ambira yunifolomu. Ndinadandaula kwambiri. Ndinadzimvera chisoni ndipo ndinapita kunyumba ndikulira. Nditafika kunyumba, ndinafotokoza zomwe zinachitika ndipo anandilonjeza kuti andigulira ina

Tsopano ndikufunsa mafunso angapo okhudzana ndi nkhanu yomwe ndawerengayi.			
	wakhoza	walakwa	palibe yankho
Kodi ndi sukulu yiti yomwe Madalitso amaphunzira? [Madalitso amaphunzira ku Kwerani pulayimale sukulu]			
Ndi chifukwa chiyani Madalitso akudandaula? [Yunifolomu yake yang'ambidwa, azivala chiyani popita]			
Kodi Madalitso akuliranji? [Madalitso amaopa kuti makolo ake akamukalipira]			
Madalitso anamva bwanji ndi zomwe makolo analonjeza? [Anakondwera, anavinavina]			
Kodi ubwino wa yunifolomu ndi chiyani? [Imadziwitsa komwe mwana akuphunzira, amaoneka okongola.]			

Nthawi yomaliza kuyesa ophunzira:

_____ : _____ (maola 24)

Gawo 7. Kucheza ndi ophunzira

Funsani ophunzira funso lililonse momveka bwino monga mmene amachitira pocheza. Musawerenge mayankho onse kwa ophunzira mokweza. Dikirani ophunzira kupereka yankho ndipo mulilembe pa mpata womwe waperekedwa kapena kulemba mzere wozungulira chizindikiro cha yankho lomwe wophunzira wapereka. Ngati palibe malangizo ena otsutsana, yankho limodzi ndi limene likuloleldwa.

1a	Kodi chiyankhulo chomwe umaphuzirira kusukulu ndi chimenenso mumayankhula kunyumba?	Ngati ayi, pitani ku funso 1b0 Inde1 Sakudziwa/Palibe yankho.....9		
1b	<i>[Ngati yankho la funso 1a likhale Ayi] kodi ndi chiyankhulo chiti chimene umayankhula kunyumba? [Mayankho angapo ndi ololedwa]</i>	Chichewa1 Tumbuka2 Yao3 Chingelezi4 zina (fotokozani):5 Sakudziwa/Palibe yankho9		
Kodi kunyumba kwanu kuli zinthu ngati izi:		Inde	Ayi	Sakudziwa
2	wailesi?	2	1	9
3	telefoni kapena telefoni ya m'manja?	2	1	9
4	magetsi?	2	1	9
5	televiziyoni?	2	1	9
6	filiji?	2	1	9
7	chimbudzi cha mnyumba ?	2	1	9
8	njinga ?	2	1	9
9	njinga ya moto ?	2	1	9
10	galimoto, galimoto ya lole, thilakita kapena bwato la injini, ngolo, golosale, chigayo?	2	1	9
11	Kodi unapitapo kusukulu ya mkaka usalowe kalasi yoyamba?	Ayi0 Inde1 Sakudziwa/Palibe yankho.....99		
12	Kodi unali kalasi iti chaka chatha?	Sindinali pa sukulu0 Sitandade 12 Sitandade 23 Sitandade 34 Sitandade 45 Sakudziwa/Palibe yankho99		
13	Kodi chaka chatha unajombapo kusukulu kupyola sabata imodzi?	Ayi0 Inde1 Sakudziwa/Palibe yankho99		
14	Kodi uli ndi mabuku owerenga a sukulu?	Ayi0 Inde1 Sakudziwa/Palibe yankho99		
15	Kupatula mabuku a kusukulu, kodi pali mabuku ena, nyuzipepala kapena zinthu zina zowerenga kunyumba kwanu?	Ayi0 Inde1 Sakudziwa/Palibe yankho99		
	[Ngati inde, Funsani funso 15] chonde Perekani zitsanzo.	(sikoyenera kulemba mayankho)		
16	<i>[Ngati inde kufunso 6] kodi mabuku amenewa kapena zinthu zimenezi zili mu chiyankhulo kapena ziyankhulo zANJI ?</i>	Chingelezi1 Chichewa2 Tumbuka3 Zina (fotokozani):8 Sakudziwa/Palibe yankho99		

	<i>[lolani mayankho ochuluka]</i>	
17	<i>Kodi kunyumba kwanu umakhala ndi yani ?</i>	Makolo anga0 Amayi anga1 Atate anga2 Agogo3 Amalume4 Azakhali5 Achimwene6 Achemwali7 Ena (fotokozani)8
18	Kodi amayi ako kapena okuyang'anira ako analekezera pati sukulu?	Palibe 0 Sukulu ina 1 Anatsiriza sukulu ya pulaimale 2 Anafika ku sukulu ya sekondale 3 Anatsiriza sukulu ya sekondale 4 Sukulu ya za umisili 5 Sukulu ya ukachenjede 6 Zina (fotokozani) 8 Sakudziwa/Palibe yankho 99
19	Kodi abambo ako kapena okuyang'anira ako analekezera pati sukulu?	Palibe 0 Sukulu ina 1 Anatsiriza sukulu ya pulaimale 2 Anafika ku sukulu ya sekondale 3 Anatsiriza sukulu ya sekondale 4 Sukulu ya za umisili 5 Sukulu ya ukachenjede 6 Zina (fotokozani): 8 Sakudziwa/Palibe yankho 99

Nthawi yomaliza kuyesa ophunzira: _____ : _____ (maola 24)

Timawerenga!

-We can read!-

HOUSEHOLD LITERACY QUESTIONNAIRE

ENUMERATOR INSTRUCTIONS

- Make sure to identify a quiet comfortable place to administer the survey.
- When you meet the household representative greet the person, introduce yourself and thank him or her for coming.
- Let him or her know that you are part of a team doing a study on methods to improve children's reading skills, and that part of the study is to try and understand the relationship between certain household factors and children's reading ability.
- Tell him that as part of the study you are conducting a household survey to gather information for the study.
- Tell the household representative that he or she has been selected to participate in the survey because he or she has a child who is a Standard 1 or 2 student and for no other reason.
- Confirm with the household representative that she or he does in fact have a child in the class and shift for which she or he was selected to participate in the survey.
- Ask the name of the child who is in the Standard 1 or 2 class for which you are conducting the interviews.
- Tell the household member that when you refer to the child in a question, you are referring to (child's name) mentioned above

Interview Date and Time:

Interview date	(DD/MM/YY): ____/____/____
Interview start time	(HH:MM): ____:____

Interviewer Information:

Interviewer's Name:	First Name : _____	Last Name : _____
Interviewer's Title:	Title : _____	

CONSENT TO PARTICIPATE.

Read the following statement to the household member being interviewed:

(If the respondent answers NO, end the interview by thanking him or her for his or her time and willingness to talk to you.)

The *Timawerenga!* project is working with the Ministry of Education to improve reading skills of early grade students. The research study focuses on understanding how children learn to read and to on methods to improve children's reading skills. As part of the study we would like to understand the relationship between certain household factors and children's reading ability.

To gather information about household factors that may help children learn to read and write we are asking parents questions about certain practices in their home. You have been selected to participate in the survey because you have a child who is a Standard 1 or 2 student and for no other reason.

I would like to interview you and ask you some questions about yourself and the other people who live in this house. The interview will take approximately 30-40 minutes. All names and any information that could potentially link you to the information that you provide during this interview will be removed before any of the information is entered for use. There is very little risk of anyone being able to link you to the information that you provide. All information herein is strictly confidential. You do not have to participate in the survey if you do not want to or if you feel uncomfortable. If you choose to participate in the survey, you are not obligated to answer any question that you do not feel comfortable responding to. If you chose to participate in the survey, you can choose to stop at any time. There are no consequences for not participating in this study. If you have any questions about this survey or about the study, you may contact the head teacher at your child's school who will be able to reach the team conducting the study.

Do you have any questions?

Do you agree to participate in the household survey for *Timawerenga*?

Yes

No

A. GENERAL INFORMATION

A1	Location: <i>Enter the name of the child's school, town or village, division, district, and zone.</i>	
	A	Division: _____
	B	District: _____
	C	Zone: _____
	D	Town/Village _____
E	School: _____	

Child Class Information :	
A	What standard is your child in? <input type="checkbox"/> Standard 1 <input type="checkbox"/> Standard 2
A2	B Who are your child's teacher? Teacher 1: First Name : _____ Last Name : _____ Teacher 2: First Name : _____ Last Name : _____
	C Is your child's teacher a man or a woman? <input type="checkbox"/> Male <input type="checkbox"/> Female
A2	D What language or languages does your child's teacher use in the classroom? <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages
	If other, list all other languages: _____ List Other Languages: _____

B. LANGUAGES SPOKEN IN THE HOME

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

Languages	B1. To the best of your knowledge, what languages are the members of your household able to speak?	B2. To the best of your knowledge, what languages do members of your household speak to/with the child?
1. English	<input type="checkbox"/>	<input type="checkbox"/>
2. Chichewa	<input type="checkbox"/>	<input type="checkbox"/>
3. Chitumbuka	<input type="checkbox"/>	<input type="checkbox"/>
4. Ciyawo	<input type="checkbox"/>	<input type="checkbox"/>
5. Cilomwe	<input type="checkbox"/>	<input type="checkbox"/>
6. Cisena	<input type="checkbox"/>	<input type="checkbox"/>
7. Citonga	<input type="checkbox"/>	<input type="checkbox"/>
8. Other Languages	List Other Languages: _____	List Other Languages: _____

C. HOUSEHOLD CHARACTERISTICS

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

C1	How many separate rooms does your house have? <i>Write the number of rooms in the house. (Do not count bathrooms, toilets, storerooms, or garage, but do include kitchens and other rooms.)</i>

C2	What is the roof of the house primarily made of? <i>Check the material that most closely corresponds with the material from which the roof of the house is primarily composed.</i> <input type="checkbox"/> Grass thatch <input type="checkbox"/> Clay tiles <input type="checkbox"/> Iron/tin sheets <input type="checkbox"/> Concrete/cement <input type="checkbox"/> Plastic sheeting <input type="checkbox"/> Other _____

C3	What are the exterior (outer) walls of the house primarily made of? <i>Check the material that most closely corresponds with the material from which the walls of the house are primarily composed.</i> <input type="checkbox"/> Grass thatch <input type="checkbox"/> Mud (Yomata) <input type="checkbox"/> Compacted earth (Yamadindo) <input type="checkbox"/> Mud brick (unfired) <input type="checkbox"/> Burnt brick <input type="checkbox"/> Concrete/cement <input type="checkbox"/> Wood <input type="checkbox"/> Iron/tin sheets <input type="checkbox"/> Other

C4	What is the floor of the house primarily made of? <i>Check the material that most closely corresponds with the material from which the floors of the house are primarily composed.</i>			
	<input type="checkbox"/> Sand	<input type="checkbox"/> Smoothed mud	<input type="checkbox"/> Smooth cement	<input type="checkbox"/> Wood <input type="checkbox"/> Tile <input type="checkbox"/> Other _____
C5	What is your household's primary cooking fuel? <i>Check the fuel type that most closely corresponds with the type of cooking fuel the household uses the most.</i>			
	<input type="checkbox"/> Collected firewood	<input type="checkbox"/> Purchased firewood	<input type="checkbox"/> Paraffin/Kerosene	<input type="checkbox"/> Electricity <input type="checkbox"/> Gas <input type="checkbox"/> Charcoal
	<input type="checkbox"/> Crop residue	<input type="checkbox"/> Saw dust	<input type="checkbox"/> Animal waste	<input type="checkbox"/> Other: _____
HOUSEHOLD TOILET FACILITY				
C6	What kind of toilet facility does your household primarily use? <i>Check the type of toilet facility that most closely corresponds with the type of facility the household uses the most.</i>			
	<input type="checkbox"/> Flush toilet (piped water)	<input type="checkbox"/> Pour flush toilet	<input type="checkbox"/> Composting toilet	
	<input type="checkbox"/> VIP (Ventilated Improved latrine)	<input type="checkbox"/> Traditional latrine with roof	<input type="checkbox"/> Traditional latrine without roof	
	<input type="checkbox"/> No facility	<input type="checkbox"/> Other: _____		
B	Is the primary toilet facility shared by more than one household?			
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Do not know	<input type="checkbox"/> No response
HOUSEHOLD WATER SOURCE				
C7	What is the main source of drinking water for the household? <i>Check the type of water source that most closely corresponds with the drinking water source the household uses the most.</i>			
	<input type="checkbox"/> Piped onto dwelling	<input type="checkbox"/> Piped onto yard/plot	<input type="checkbox"/> Communal standpipe	<input type="checkbox"/> Open well in yard/plot
	<input type="checkbox"/> Open public well	<input type="checkbox"/> Protected well in yard/plot	<input type="checkbox"/> Protected public well	<input type="checkbox"/> Borehole
	<input type="checkbox"/> Spring	<input type="checkbox"/> River/stream	<input type="checkbox"/> Pond/lake	<input type="checkbox"/> Dam
	<input type="checkbox"/> Rainwater	<input type="checkbox"/> Tanker Truck/Bowser	<input type="checkbox"/> Bottled water	<input type="checkbox"/> Other _____
HOUSEHOLD ENERGY/LIGHT SOURCE				
C8	Does your house have electricity?			
	<input type="checkbox"/> Yes (If yes continue to C8b) <input type="checkbox"/> No (If no skip to C8c) <input type="checkbox"/> Do not know (If DK skip to C8c) <input type="checkbox"/> No response			
	If your house has electricity, approximately how many electric lights (lamps/light bulbs) are in the house? <i>Write the approximate number of electric lights in the house.</i>			
C	Approximately how many non-electric lamps are there in the house? <i>Write the approximate number of lamps in the household. (Lamps may be kerosene, solar, battery powered, or gas.)</i> _____			
HOUSEHOLD TRANSPORTATION				
C9	Which of the following forms of transportation are owned by the household? <i>Check the types of vehicles that are owned by the household. Check all that apply.</i>			
	<input type="checkbox"/> Car	<input type="checkbox"/> Lorry	<input type="checkbox"/> Motorcycle/scooter	<input type="checkbox"/> Bicycle <input type="checkbox"/> Ox cart <input type="checkbox"/> Other _____
B	How does your child most frequently travel to school? <i>Check the type of vehicle that the child uses the most to get to school. Check Only One.</i>			
	<input type="checkbox"/> Car or truck	<input type="checkbox"/> Motorcycle	<input type="checkbox"/> Bicycle	<input type="checkbox"/> Donkey or Mule <input type="checkbox"/> Horse <input type="checkbox"/> Ox cart <input type="checkbox"/> Foot <input type="checkbox"/> Other _____
HOUSEHOLD ITEMS <i>For each question below, check one answer only.</i>				
C10	A Does the household have a table			
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response			
	B Does the household or a household member have a RADIO?			
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response			
	C Does the household have a TELEVISION?			
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response			
	D Does the household or a household member have a functioning COMPUTER?			
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response				
E Do you have Internet access at the house? <i>Check only one response. (Internet access includes access on a Smartphone, a USB Key, Wireless, Dial-up, Satellite dish or other means)</i>				
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response				
F Does the household or a member of the household have a SIM card that works?				
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response				
G Does the household or a household member have a working MOBILE/CELL TELEPHONE?				
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response				

C11	HOUSEHOLD READING MATERIALS	
	A	Are there BOOKS in your house? <input type="checkbox"/> Yes (If yes answer the question C11B) <input type="checkbox"/> No (If no skip to question C11J) <input type="checkbox"/> Do Not Know (If no skip to question C11J) <input type="checkbox"/> No response
	B	In what languages are the BOOKS in your house? <i>Check all that apply.</i> <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages _____
	C	Approximately how many BOOKS (all kinds) do you have in your house? <i>Write the approximate number of adult books</i> _____
	D	Are there SCHOOL/LEARNERS' BOOKS of any subject in your house? <i>School or learner books may include textbooks, workbooks, exercise books, study guides, etc.</i> <input type="checkbox"/> Yes (If yes answer the question C11E) <input type="checkbox"/> No (If no skip to question C11G) <input type="checkbox"/> Do Not Know (If no skip to question C11G) <input type="checkbox"/> No response
	E	In what languages are the SCHOOL/LEARNERS' BOOKS that are in your house? <i>Check all that apply.</i> <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages _____
	F	Approximately how many SCHOOL/LEARNERS' BOOKS of any subject do you have in your house? <i>Write the approximate number of other children's learner books</i> _____
	G	Are there CHILDREN'S BOOKS (story books, picture books, other non-school/learners books) in your house? <input type="checkbox"/> Yes (If yes answer the question C11H) <input type="checkbox"/> No (If no skip to question C11J) <input type="checkbox"/> Do Not Know (If no skip to question C11J) <input type="checkbox"/> No response
	H	In what languages are the CHILDREN'S BOOKS (story books, picture books, other non-school/learners books) in your house? <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages _____
	I	Approximately how many CHILDREN'S BOOKS (non-school/learners books) do you have in your house? <i>Write the approximate number children's books</i> _____
	J	Are there MINI BOOKS for new readers (booklets made locally/decodable readers) in your house? <i>Show the respondent an example of a decodable reader and ask if they have any mini books like this in their house.</i> <input type="checkbox"/> Yes (If yes answer the question C11K) <input type="checkbox"/> No (If no skip to question C11M) <input type="checkbox"/> Do Not Know (If no skip to question C11M) <input type="checkbox"/> No response
	K	In what language are the MINI BOOKS for new readers (booklets made locally/decodable readers) in your house? <i>Check all that apply.</i> <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages _____
	L	Approximately how many MINI BOOKS for new readers (booklets made locally/decodable readers) do you have in your house? <i>Write the approximate number children's books</i> _____
	M	Are there any MAGAZINES AND/OR NEWSPAPERS in your house? <input type="checkbox"/> Yes (If yes answer the question C11N) <input type="checkbox"/> No (If no skip to questions D) <input type="checkbox"/> Do Not Know (If no skip to question D) <input type="checkbox"/> No response
	N	In what languages are the MAGAZINES AND/OR NEWSPAPERS in your house? <input type="checkbox"/> English <input type="checkbox"/> Chichewa <input type="checkbox"/> Chitumbuka <input type="checkbox"/> Ciyawo <input type="checkbox"/> Cilomwe <input type="checkbox"/> Cisena <input type="checkbox"/> Citonga <input type="checkbox"/> Other Languages _____
O	Approximately how many MAGAZINES AND/OR NEWSPAPERS do you have in your house? <i>Write the approximate number of magazines and/or newspapers</i> _____	

D. HOUSEHOLD MEMBERS											
D1	Number of people in household. Write the number of people who currently live in the household (including children and babies).										
	Number of people: _____										
D2. Household members' education. Complete the information below for each member of the household. Start with the person who is responding to the survey. Complete all information for a single household member before moving on to the next household member. After completing the all information for one household member, ask the respondent if there is anyone else who is currently living in the household. Continue until there are no more household members to list. The number of household members listed should correspond to the number of people living in the household in question											
No	a First Name	b Age	c Sex	d Enrolled in school	e Highest education level	f Relationship to the child?	g. Read Sentence	h. Write Sentence	i. Reads to Child	j. Helps Child Read	k. Helps Child Write
	<i>Write name of each person who usually eats and sleeps at this house. Start with the person responding to the questionnaire and then list household members from oldest to youngest.</i>	<i>Write age of the person in years</i>	<i>Check one M=Male F=Female</i>	<i>Is this person currently enrolled in school in any capacity? Check One Y= Yes N=No DK=Do not know</i>	<i>Check one If person is currently enrolled this is his/her current level. If person is not enrolled, this is the highest level ever completed. 1=No Formal education 2=Lower Primary Standards 1-4 3=Upper Primary: Standards 5-8 4=Completed Primary 5=Secondary: Form 1-4 6= Completed Secondary 7= Post-Secondary 9=Do Not Know</i>	<i>Circle the number that corresponds with the response Circle one 0. Study Child 1. Parent 2. Grandparent 3. Aunt/Uncle 4. Sibling 5. Family Friend 6. Other</i>	<i>Person can read a simple sentence such as, "My mother is cooking", in any language. Circle All That Apply 0= Cannot read 1. English 2. Chichewa 3. Chitumbuka 4. Ciyawo 5. Cilomwe 6. Cisena 7. Citonga 8. Other Languages 9.=Do Not Know</i>	<i>Person can write a simple sentence such as, "this is my father", in any language. 0=Cannot write 1. English 2. Chichewa 3. Chitumbuka 4. Ciyawo 5. Cilomwe 6. Cisena 7. Citonga 8. Other Languages 9.=Do Not Know</i>	<i>Person read to the child in the last seven days. Check One Y= Yes N=No DK=Do not know NA=Not applicable</i>	<i>Person helped the child read in the last seven days. Check One Y= Yes N=No DK=Do not know NA=Not applicable</i>	<i>Person helped the child write in the last seven days. Check One Y= Yes N=No DK=Do not know NA=Not applicable</i>
1			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
2			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
3			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
4			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
5			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
6			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
7			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
8			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
9			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
10			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
11			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
12			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
13			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
14			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA
15			<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK	1 2 3 4 5 6 7 8	0 1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> DK <input type="checkbox"/> NA

E. ATTITUDES TOWARD READING

E1	By what age do you think a child should be able to read by himself/herself? <i>Write the age that the respondent says. Do not probe and do not make suggestions.</i>	
	Reading age _____	
E2	By what age do you think a child should be able to write by himself/herself? <i>Write the age that the respondent says. Do not probe and do not make suggestions.</i>	
	Writing age _____	
E3	Tell me if you agree or disagree with the following statements. <i>There are no right or wrong answers so please tell me how you really feel. Check one response for each question.</i>	
E3a	The teacher is the only person responsible for teaching children how to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3b	It is important for a child to be exposed to books and other writing from a young age.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3c	Parents should work with teachers to help their child learn to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3d	It is difficult for someone like me to help my child learn to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3e	It is not worth teaching some children to learn how to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3f	Parents should be involved in teaching their children how to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3g	There are many benefits to knowing how to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3h	You have the skills to help my child learn to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3i	Older siblings and cousins should help children learn to read.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree
E3j	Knowing how to read is necessary for getting a good job one day.	<input type="checkbox"/> 1: Disagree <input type="checkbox"/> 2: Uncertain <input type="checkbox"/> 3: Agree

F. ORAL STORYTELLING

Oral storytelling can include religious stories, fables, moral stories, histories (including family histories), stories retold from books and other oral tales.

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

F1	Do you ever tell stories to (child)?	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response	
<i>If the respondent answered YES to F.1, ask questions F.2-F.4. If the respondent answered NO, SKIP to section G.</i>		
F2	How often/frequently do you generally tell stories to him/her? <i>Write the number of times the respondent told stories to the study child in a week.</i>	
	<input type="checkbox"/> does not generally tell stories to child <input type="checkbox"/> tells stories to child once per week <input type="checkbox"/> tells stories to child twice per week <input type="checkbox"/> tells stories to child three times per week <input type="checkbox"/> tells stories to child four times per week <input type="checkbox"/> Other _____ <input type="checkbox"/> tells stories to child five times per week <input type="checkbox"/> tells stories to child six times per week <input type="checkbox"/> tells stories to child seven times per week <input type="checkbox"/> tells stories to child eight or more times per week	
F3	Where did you learn these stories? <i>Check responses below that most closely correspond to the respondents answer. Multiple answers might be checked. Do not probe.</i>	
	<input type="checkbox"/> From my parents/aunts/uncles <input type="checkbox"/> From other children <input type="checkbox"/> From friends <input type="checkbox"/> From my grandparents/older relative <input type="checkbox"/> From reading <input type="checkbox"/> From history lessons <input type="checkbox"/> From school <input type="checkbox"/> From the Bible, Quran, or other religious texts <input type="checkbox"/> Created them myself <input type="checkbox"/> Other _____	
F4	Why do you tell stories to (your child)? <i>Check responses below that most closely correspond to the respondents answer. Multiple answers might be checked. Do not probe.</i>	
	<input type="checkbox"/> Entertainment <input type="checkbox"/> Moral or religious lesson <input type="checkbox"/> History lesson <input type="checkbox"/> Pass on traditions/cultural <input type="checkbox"/> Bond with the child <input type="checkbox"/> Pass on important stories <input type="checkbox"/> Help the child sleep <input type="checkbox"/> Help the child learn language <input type="checkbox"/> Educate the child <input type="checkbox"/> Make the child behave <input type="checkbox"/> Make the child happy <input type="checkbox"/> Other	

G. EARLY GRADE SCHOOL HISTORY

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

G1	Did your child ever attend pre-school?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

G2	At what age did your child first attend Standard 1?
	_____ (Enter in whole numbers.) <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

G3	Has your child ever repeated a Standard?
	<input type="checkbox"/> Yes (if yes continue with G 4-7) <input type="checkbox"/> No (if No skip to NEXT SECTION)

If the respondent answered YES to G.3, ask questions G.4-G.7. If the respondent answered NO, SKIP to Next section.

G4	Since attending Standard 1 for the first time, how many times has your child repeated a Standard?
	_____ (number of times (child) repeated) <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

G5	Which Standard did your child repeat most recently?
	_____ (Standard repeated most recently) <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

G6	When your child repeated this Standard, did she/he attend the same school both years?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

G7	When your child repeated this Standard, what was the reason your child repeated this Standard?
	<p>Check responses below that most closely correspond to the respondents answer. Multiple answers might be checked.</p> <input type="checkbox"/> Too young for the next Standard <input type="checkbox"/> Not expected to progress to the next Standard yet <input type="checkbox"/> Missed too many days of school the previous year <input type="checkbox"/> Exam results were not high enough <input type="checkbox"/> Needed more time to learn the subject material <input type="checkbox"/> Space was not available in the next Standard <input type="checkbox"/> The next Standard was not available nearby <input type="checkbox"/> Other _____

H. INTERACTION WITH SCHOOL

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

H1	A	Do you or a household member attend meetings at your child's school?
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response
	B	If you or another household member attend meetings at your child's school, what meeting do you attend? <i>DO NOT READ THE ANSWER. Check all that apply</i> <input type="checkbox"/> School Management Committee Meeting <input type="checkbox"/> Parent Teacher Association Meetings <input type="checkbox"/> Meetings with my child's teacher <input type="checkbox"/> Meetings to make story books <input type="checkbox"/> Other meetings: _____

H2	Do you help out in your child's classroom?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

H3	Do you know what goes on in your child's classroom?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

H4	Do you help (your child) with his or her homework?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

H5	Do you have an extra copy of (your child's) learner's book at home?
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

H6	Does (study child) ever bring his/her learner's book home from school?
	<input type="checkbox"/> Yes (if yes continue with H7) <input type="checkbox"/> No (if No skip to H8) <input type="checkbox"/> Do Not Know (if DK skip to H8) <input type="checkbox"/> No response (if NR skip to H8)

H7	On average, how many days a week does your child bring his/her learner's book home?
	Write the number of days the study child brings his/her learner book home in the space provided.

H8	Have you ever seen illustrated/pictures books for children in Chichewa? (non-school books with pictures)
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

H9	Have you ever seen illustrated/pictures story books for children in English? (non-school books with pictures)
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know <input type="checkbox"/> No response

I. READING HABITS OF THOSE WHO CAN READ (LITERATE RESPONDENTS)

ONLY ask the following questions of those respondents who reported they **CAN** read.

Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

I1	Who taught you how to read? Check all that apply
	<input type="checkbox"/> Parent/Aunt/Uncle <input type="checkbox"/> Husband/Wife/Partner <input type="checkbox"/> Grandparents/Older relative <input type="checkbox"/> Pastor/Religious figure <input type="checkbox"/> Teacher <input type="checkbox"/> Sibling/Cousin <input type="checkbox"/> Myself <input type="checkbox"/> Friend <input type="checkbox"/> Own Child <input type="checkbox"/> Boss <input type="checkbox"/> Other: _____

I2	What do you read? Probe by asking "Anything else?" Check all that apply
	<input type="checkbox"/> Newspapers <input type="checkbox"/> Magazines <input type="checkbox"/> Emails <input type="checkbox"/> Financial Records / Receipts <input type="checkbox"/> Pamphlets/brochures <input type="checkbox"/> Street signs <input type="checkbox"/> Letters <input type="checkbox"/> Wrappers, boxes, and bottles <input type="checkbox"/> Learner's books from school <input type="checkbox"/> Advertisements <input type="checkbox"/> Directions <input type="checkbox"/> Non-religious books <input type="checkbox"/> Religious books (ex. Bible, Quran) <input type="checkbox"/> I do not read anything <input type="checkbox"/> Other: _____

Skip I3 and I4 if the respondent reported not reading anything in question I.2 above.

I3	Why do you read? DO NOT probe for additional answers. Check all that apply
	<input type="checkbox"/> Religious education or participation <input type="checkbox"/> For fun <input type="checkbox"/> To learn about history <input type="checkbox"/> Help my child with school <input type="checkbox"/> To sing <input type="checkbox"/> Learn about current events <input type="checkbox"/> Develop/build language skills <input type="checkbox"/> To relax <input type="checkbox"/> Learn about people or society <input type="checkbox"/> Develop/build vocabulary <input type="checkbox"/> For my job <input type="checkbox"/> For entertainment <input type="checkbox"/> For health information <input type="checkbox"/> Instructions or directions <input type="checkbox"/> Learn about economics <input type="checkbox"/> Improve or maintain reading skills <input type="checkbox"/> Communicate with friends and family <input type="checkbox"/> Other: _____

I4	How often during the week, do you read books, newspapers, magazines, etc.? Write the number of days in the past week the respondent says he or she read in the last week.
	<input type="checkbox"/> does not read <input type="checkbox"/> reads once per week <input type="checkbox"/> reads twice per week <input type="checkbox"/> reads three times per week <input type="checkbox"/> reads times per week <input type="checkbox"/> reads five times per week <input type="checkbox"/> reads six times per week <input type="checkbox"/> reads times per week <input type="checkbox"/> reads eight or more times per week <input type="checkbox"/> No response

I5	How much money do you spend on reading materials, such as newspapers, magazines, or books, for yourself or your family in the past seven days? Check the one response below that most closely correspond's to the respondents answer. Do not read the choices to the respondent.
	<input type="checkbox"/> None <input type="checkbox"/> MK500-1000 <input type="checkbox"/> MK1-100 <input type="checkbox"/> MK100-500 <input type="checkbox"/> >MK1000 <input type="checkbox"/> No response

J. WRITING HABITS

ONLY ask the following questions of those respondents who reported they **CAN** write. Do not read the potential answers to the respondent. Check the response option that most closely corresponds with the respondent's answer.

J1	Who taught you to write? Check all that apply.
	<input type="checkbox"/> Parent/Aunt/Uncle <input type="checkbox"/> Husband/Wife/Partner <input type="checkbox"/> Grandparents/Older relative <input type="checkbox"/> Sibling/Cousin <input type="checkbox"/> Teacher <input type="checkbox"/> Pastor/Religious figure <input type="checkbox"/> Myself <input type="checkbox"/> Friend <input type="checkbox"/> Own Child <input type="checkbox"/> Boss <input type="checkbox"/> Other: _____

J2	What do you write? Check all that apply. Probe by asking "Anything else?"
	<input type="checkbox"/> Letters <input type="checkbox"/> Emails <input type="checkbox"/> Stories <input type="checkbox"/> Signs or posters <input type="checkbox"/> Personal thoughts and memories <input type="checkbox"/> Poetry/songs <input type="checkbox"/> Lists <input type="checkbox"/> Reports <input type="checkbox"/> Religious passages <input type="checkbox"/> Instructions or Directions <input type="checkbox"/> Financial records and receipts <input type="checkbox"/> I do not write anything <input type="checkbox"/> Other: _____

J3	In the past week, how many days did you write something?

K. INTERACTIONS WITH CHILD AND LITERACY

ONLY ask the following questions of respondents who reported they **CAN READ** or **WRITE** a simple sentence.
DO NOT read the options to the respondent. Check the answer that most closely matches his/her response.

K1 Do you read to (your child)?
 Yes (if yes continue with K2-K5) No (if No skip to K6) Do Not Know (if DK skip to K6) No response (if NR skip to K6)

If the respondent answered YES to K.1 ask questions K.2-K.5. If the respondent answered no, skip to question K.6

K2 In general, how frequently do you read to (your child)?
 Check the response that most closely applies to the number of time per week the respondent states that he/she reads to the study child.
 does not generally read to child reads to child once per week reads to child twice per week
 reads to child three times per week reads to child four times per week reads to child five times per week
 reads to child six times per week reads to child seven times per week reads to child eight or more times per week

K3 When you read to/with (your child), for how long do you read?
 Check the answer that most closely corresponds to the response given.
 10 minutes or less 11 – 30 minutes 31 – 60 minutes More than 60 minutes No response

K4 What do you read to or with (your child)?
 Probe by asking "Anything else? Check all that apply"
 Newspaper Magazines Pamphlets/Brochures
 Books Advertisements Learner's book or other school work
 Other children's books Bible/Quran or other religious texts Nothing Other: _____

K5 Why do you read to (your child)? Do not read the choices to the respondent. Check all that apply
 Develop/build vocabulary Develop/build language skills Develop building blocks for reading
 Learn a language Build reading skills Build love/desire to read
 Bonding time Make child happy Habit
 To help myself read For entertainment Educate my child
 Help my child sleep To pass on culture and traditions To help the child learn about the world
 To help the child learn about other cultures Other: _____

Skip K6 and go to K7 if the respondent answered YES to K1.

K6 If no to K1 ask: Why do you not read to (your child)?
 Check all answers that apply.
 Do not have time Child does not like being read to Do not enjoy reading Do not have books
 I don't have strong reading skills. Other: _____

K7 Does (your child) ever ask you to read a book to him/her?
 Yes No Do Not Know No response

K8 What do you do to help (study child) learn to read or write?
 DO NOT READ THE ANSWER CHOICES! Probe by asking "Anything else?" Check all that apply
 Use alphabet charts Create learning materials Use flash cards
 Have the child read aloud Read aloud to him or her Play learning games
 Purchase school materials Have the child read alone at home Have the child write alone at home
 Help the child with his or her homework Have the child read his or her writing a loud Take the child to a library
 Help the child practice writing his or her name Help the child learn the alphabet Have the child read directions
 Help the child read signs or advertisements Help the child sing the alphabet song
 Make sure the child is getting good grades Talk to the child's teacher about the child's progress
 I do not do anything to help my child Other: _____

Time at end of interview: |__|__|:|__|__| am / pm

END OF THE INTERVIEW
Thank you

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