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Senegal Behavior Change Communication Research Baseline Report

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Measurement and Research Support to Education Strategy Goal 1

Senegal Behavior Change Communication Research Baseline Report

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Abbreviations

ACI	Africa Consultants International
ARED	Associates in Research and Education for Development
CE 1	Cours Elémentaire 1 (grade 3)
CE 2	Cours Elémentaire 2 (grade 4)
CI	Cours d'Initiation (grade 1)
CP	Cours Préparatoire (grade 2)
DFID	Department for International Development (United Kingdom)
EGRA	Early Grade Reading Assessment
GILO	Girls' Improved Learning Outcomes (program, Egypt)
NGO	nongovernmental association
PCA	principal components analysis
PRIMR	Primary Math and Reading Initiative, Kenya
RISE	Research on Improving Systems of Education
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
SBCC	social and behavior change communication
SES	socioeconomic status
USAID	United States Agency for International Development

Executive Summary

To reinforce school-based education efforts, increased attention is being paid to what happens when children are not in school, especially when they are at home. This report presents the key findings from a survey conducted in two regions of Senegal in April 2015 to determine the reading support that children receive at home.

The survey sample was drawn from schools in which the Associates in Research and Education for Development (ARED), a Senegalese nongovernmental organization (NGO), is implementing a bilingual (French/Wolof) curriculum in grade 1 (designated as "CI" in Senegal) and grade 3 (CE 1). Schools were selected from two zones in Senegal: (1) Kaolack, which serves as the intervention area; and (2) Rufisque, which serves as the control area.

As of July 2015, intervention activities in Kaolack are scheduled to begin in mid-September and continue for three months.

Respondents: The survey respondents were parents of children enrolled in the bilingual program in the selected schools. In some cases, when a parent was not available, another adult respondent was selected from the household.

- Of the survey respondents in both zones, 56 percent were the child's mother, 19 percent were the child's father, and 24 percent were another household member.
- The majority of the respondents, 81 percent, ranged from 20 to 49 years of age.
- Education attainment levels among the respondents was generally low and appeared to differ between the two zones: In Kaolack, 56 percent said they had no formal education, compared to 35 percent in Rufisque.

Households: The interviews were conducted at the place of residence to collect relevant household information. A review of the baseline data indicated differences between the surveyed Kaolack and Rufisque households.

- Thirty-two percent of the households in Kaolack and 46 percent in Rufisque had nine or fewer members, while some households were quite large: 22 percent in Kaolack and 13 percent in Rufisque had 20 or more members.
- Wealth distribution differed dramatically between the two zones. Thirty-six percent of the households in Kaolack were in the lowest household wealth quintile, compared to only 3 percent in Rufisque. At the other end of the wealth spectrum, only 9 percent of Kaolack households were in the highest wealth quintile, while 32 percent of households in Rufisque were in that quintile.

Attitudes and Beliefs: Baseline information on the respondents' attitudes and beliefs about child reading was collected to measure changes from baseline to post-intervention.

- Among the respondents, 38 percent in Kaolack and 44 percent in Rufisque chose reading over arithmetic, discipline, and knowledge as the most important subject to learn in school.
- When asked at what grade level a child should be able to read well, a plurality of respondents (40 percent in Kaolack and 39 percent in Rufisque) said grade 3.
- Attitudes about the role parents could play to help their child did not differ greatly between the two zones. Unprompted responses when the respondents were asked

about parents' roles included meeting with a student's teacher (65 percent total), meeting with the principal (58 percent total), and buying school supplies (44 percent total). Checking the child's homework (31 percent total) and notebook (27 percent) appeared near the middle of the list.

- When asked whether their neighbors and friends read to their children, 59 percent of the respondents in Kaolack and 56 percent in Rufisque said "yes."
- Other questions attempted to determine the respondent's perceptions of self-efficacy in helping their child learn to read. Sixty-seven percent of the respondents in Kaolack and 58 percent in Rufisque said they believed they could help their child learn to read, primarily by reading with the child and having the child read aloud.
- A significant perceived barrier to helping the child learn to read, however, was the respondents themselves being unable to read. Among the parents, 29 percent in Kaolack and 31 percent in Rufisque said that they could not help their child learn to read because they themselves could not read.

Behaviors that Promote Learning: Data were collected on behaviors that promote learning, specifically how the parent/respondent or other household members help the child with school.

- When asked how the child was helped with school, the most popular response was to "tell the child to do his/her work" (35 percent in Kaolack vs. 28 percent in Rufisque), followed by checking the child's homework (28 percent in Kaolack vs. 26 percent in Rufisque). Other unprompted responses included asking someone to help the child, asking questions about the child's school day, and asking the child to show his/ her schoolwork. Only 24 percent in Kaolack and 16 percent in Rufisque said, "I read to him/her" or "I ask him/her to read to me."
- When asked which household member provided the most help to the child, the mother was the most frequently mentioned (35 percent in Kaolack and 28 percent in Rufisque). This was followed by the father (28 percent in Kaolack and 26 percent in Rufisque).

Children's Home Learning Environment: Children need an environment that supports learning at home.

- When asked what activities the child performs before school, 62 percent in Kaolack and 61 percent in Rufisque said "eating breakfast."
- When asked what activities the child performs after school, the leading activities mentioned were reading (43 percent in Kaolack; 14 percent in Rufisque), playing (32 percent in Kaolack; 36 percent in Rufisque), and doing homework alone (30 percent in Kaolack and 33 percent in Rufisque). Household chores were part of some children's routine: 29 percent in Kaolack and 20 percent in Rufisque.
- The availability of printed materials in the household was investigated. Workbooks were the leading available item reported by 84 percent in both Kaolack and Rufisque. This was followed by textbooks (81 percent in Kaolack and 85 percent in Rufisque), the Koran (66 percent in Kaolack and 76 percent in Rufisque), and children's books (65 percent in Kaolack and 46 percent in Rufisque).

Respondents' Exposure to Media Messages about Learning to Read: When asked if they had come across any messages in mass media about children learning to read, 37 percent in Kaolack and 57 percent in Rufisque indicated they had heard no such message. However, 32 percent in Kaolack and 8 percent in Rufisque reported having heard messages on this topic on the radio. Television was also mentioned as a source of this message, with 20 percent in Kaolack and 31 percent in Rufisque reporting this. Because the intervention in Kaolack will use radio as one of its channels, this proportion is expected to rise in the endline survey.

1 Introduction

Achieving "education for all" has long been defined as getting all school-age children to enroll in and complete primary school. As data on learning outcomes have become increasingly available, the past decade has seen increased attention to whether children enrolled in school are acquiring basic skills, such as learning to read. As the Early Grade Reading Assessment (EGRA) and similar methodologies have proliferated, the data generated have shown alarmingly poor levels of reading among students in the first few years of primary school—with many children not learning to read at all despite being enrolled in school for several years.

Encouragingly, programs designed to help improve reading instruction have been introduced in several countries and are showing promising results. However, evidence from programs that have been rigorously evaluated in several countries shows that even with significant improvements (with effect sizes ranging from 0.15 to 0.49),[1] many students still fall below what would be considered an acceptable level of proficiency in reading fluency and comprehension. Efforts to improve the quality of education have long focused on school-based inputs—e.g., training for teachers, provision of materials, and school improvement planning. However, in places where classrooms may be overcrowded, school days short, and teacher and student absenteeism high, it is reasonable to ask whether in-school activities alone are sufficient to achieve the amount of improved learning needed. It is important to ascertain which activities outside of school could complement what schools are doing and could contribute to even greater increases in learning outcomes. In addition to developing teacher training and providing materials, interventions may also aim to increase learning opportunities outside the school system by organizing other venues for learning to occur and encouraging parents to provide these opportunities, as well.

Numerous projects include campaigns to raise awareness, increase community participation, or promote reading as an important skill that children should develop in the early grades of primary school. However, at present, no systematic research has yet explored how these kinds of activities (focused on awareness raising and mobilization) lead to sustainable behavior change. With funding from USAID's Office for Economic Growth, Education and the Environment, the Education Data for Decision Making II (EdData II) project has launched an activity in Senegal aimed at investigating how social and behavior change communication (SBCC) techniques could be used to alter how households support their children in learning to read.

To research the impact of an SBCC campaign on household knowledge, attitudes, and behaviors related to reading, the EdData II project is collaborating with several actors in Senegal. The international NGO ARED manages a project in three regions of Senegal, where

[1] These figures are based on an assessment of the interquartile ranges of effect sizes achieved in various skill areas in a variety of programs that, to date, have produced rigorous evidence bases: Literacy Boost in some countries, Pratham in India, Primary Math and Reading (PRIMR) Initiative in Kenya, Girls' Improved Learning Outcomes (GILO) in Egypt, EGRA: Plus in Liberia, and Room to Read in a few other countries. The results from the studies of those programs were compiled, analyzed, and presented in a paper by Luis Crouch and Joseph DeStefano, at the Department for International Development (DFID)–hosted Research on Improving Systems of Education (RISE) Launch Event held on June 18, 2015. A copy of the paper is available at the following Web address: https://www.rise.ox.ac.uk/content/practical-approach-country-systems-research.

it works with the Ministry of Education to train teachers and provide materials to help children learn to read both in their mother tongue (Wolof or Pulaar) and in French. The EdData II project is working with ARED in one region, Kaolack, to complement these efforts with an SBCC strategy that is designed to increase the amount of time children spend at home reading and reinforcing their early literacy skills.

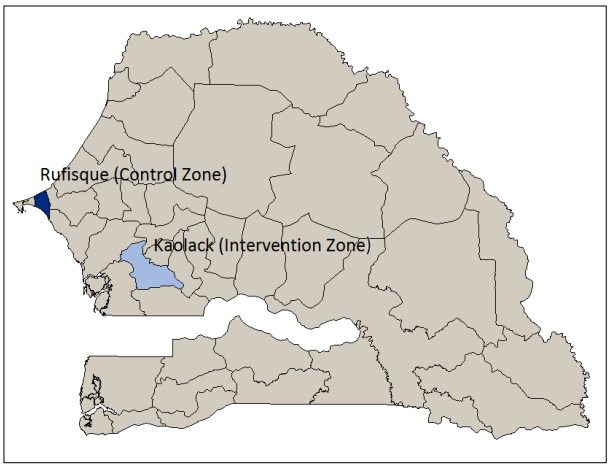
Prior to launching the SBCC campaign, EdData II partnered with Africa Consultants International (ACI) to conduct a baseline survey among households in Kaolack, where the SBCC intervention will take place, to determine the current attitudes, beliefs, and behaviors related to children learning to read. The survey also included households in another ARED intervention region, Rufisque, to serve as a control region. This report presents the comparison of the baseline data from these respective intervention and control regions.

The planned intervention is a communication campaign designed to induce family members to provide the primary grade school children in their households with the support they need to reinforce and build on existing reading skills. The campaign will target primary school children (grades 1 through 3) and their families. The intervention will rely on radio spots, posters, and community theater to facilitate changes in beliefs and attitudes about reading and to increase family members' motivation to support children's reading success as well as increase behaviors in the home that reinforce children's reading skills.

2 Methods

An evaluation of the SBCC intervention will be conducted by comparing the intervention zone, Kaolack, and the control zone, Rufisque (Figure 1). Pre-intervention and post-intervention data will be collected from both zones through a structured questionnaire. The two zones were deemed to have sufficient distance between them to avoid communication spillover.

Figure 1. Map of Senegal and Study Zones



The survey sample was drawn from a selection of schools within two zones in which ARED is implementing a bilingual (French/Wolof)[2] curriculum in grade 1 (CI) and grade 3 (CE 1). The program was not implemented in grade 2 (CP) in the 2014–2015 academic year because ARED skipped a year of implementation to complete an evaluation of the program. A total of 13 schools were selected from each zone—six in urban areas and seven in rural areas. From each school, 20 households were randomly selected from a list of pupils in either the first or third grade bilingual classes. Interviewers then visited the household to conduct interviews. At each household, a single respondent was selected between 15 and 70 years of age, with a preference given to interviewing the child's parent. The respondent was asked to focus on the specific grade 1 or grade 3 child in the bilingual class when answering questions, rather than responding for any other children in the household.

A minimum of 240 interviews were completed at baseline, and 240 are to be completed at endline for each site, for a total of 960 interviews. RTI developed the instrument that was used, and ACI further adapted it to fit the local context. ACI pretested the questionnaire, trained the interviewers, and carried out the fieldwork. The questionnaire was developed in French and administered in Wolof. However, ACI advised the team that relatively few Senegalese can read and write in Wolof, and so it would be nearly impossible to recruit data collectors literate in Wolof. The recruited data collectors were all literate in French, and during the training they worked with ACI to agree on how each question should be worded in Wolof.

[2] ARED is also offering the program in French and Pulaar in a few schools in the zone, but the study focused on schools with Wolof programs to simplify implementation.

3 Results

The baseline data for the two study sites are described below. Data are presented by zone and as totals. The main focus for this baseline report includes:

1. Household characteristics
2. Characteristics of the respondents
3. Knowledge, attitudes, beliefs, and behaviors that promote learning to read
4. Characteristics of the children
5. Environmental factors affecting how children learn to read
6. The respondents'/households' exposure to mass media.

By the end of the baseline data collection, 240 interviews had been completed in each zone for a total of 480 interviews.

3.1 Household Characteristics

Size of Households: Respondents were asked about the number of people living in the household (Table 1). On average, households in Kaolack had 15 members and households in Rufisque had 12 members. Only 4 percent of households had four or fewer members. Most households (28 percent in Kaolack and 43 percent in Rufisque) had five to nine members. Among the households interviewed, 17 percent had 20 or more members. Of these, 22 percent of the households were in Kaolack and 13 percent of the households were in Rufisque.

Table 1. Number of People Living in Household

Question: "Number of People Living in Household?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
4 or fewer	4	3	4
5 to 9	28	43	36
10 to 14	27	24	25
15 to 19	19	16	18
20 or more	22	13	17

Access to Media: Respondents were asked how often they watched television or listened to the radio. As shown in Table 2, the majority of Kaolack (56 percent) and Rufisque (82 percent) respondents said they watched television on a daily basis. Those who reported that they never watched television accounted for 17 percent in Kaolack and 4 percent in Rufisque. As for radio, 65 percent in Kaolack and 45 percent in Rufisque said they listened daily, while 23 percent in Kaolack and 31 percent in Rufisque indicated that they never listened to radio. Viewing television at home, as opposed to elsewhere, was lower in Kaolack (63 percent) than in Rufisque (91 percent).

Table 2. Household Access to Television and Radio

Access to Television and Radio	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Question: "How often do you watch television?"			
Every day	56	82	69
3–4 times a week	17	13	15
Less frequently	11	1	6
Never	17	4	10
Question: "How often do you listen to the radio?"			
Every day	65	45	55
3–4 times a week	8	14	11
Less frequently	4	9	7
Never	23	31	27
Question: "Where do you and your family usually watch television?"			
At home	63	91	78
At a neighbor's home	26	7	16
Other places	11	1	6

Household Socioeconomic Status (SES): Fifteen household characteristics were considered to construct a household wealth index (Table 3) as a measure of relative SES. Using principal components analysis (PCA), indicator weights were calculated for seven factors that appeared to provide the best indication of household wealth, as shown by a "✓" mark in Table 3. The remaining eight factors were given a weight of "0." With the exception of the factor "Cooks with firewood," the weights were positive and indicate a greater wealth status if present.

Table 3. Factors Used to Calculate Household Wealth

✓**Piped water source**	Moped
✓**Electricity**	✓**Vehicle**
Radio	✓**Cooks with firewood***
Phone	Cooks with kerosene
✓**Television**	Cooks with gas
✓**Computer**	Cooks with electricity
Refrigerator	✓**Cooks with butane**
Bicycle	

*Indicates a negative weight or a reduction in estimated household wealth.

Table 4 shows the distribution of wealth by quintile for Kaolack and Rufisque after the indicator weights were applied. The data reveal marked differences in how socioeconomic status was distributed within the two zones. The Kaolack sample is skewed toward the lowest and second lowest SES quintiles, and together they account for 63 percent of the households interviewed. The Rufisque sample is skewed toward the second highest (fourth) and highest quintiles, accounting for 59 percent of the households. How this study will address this

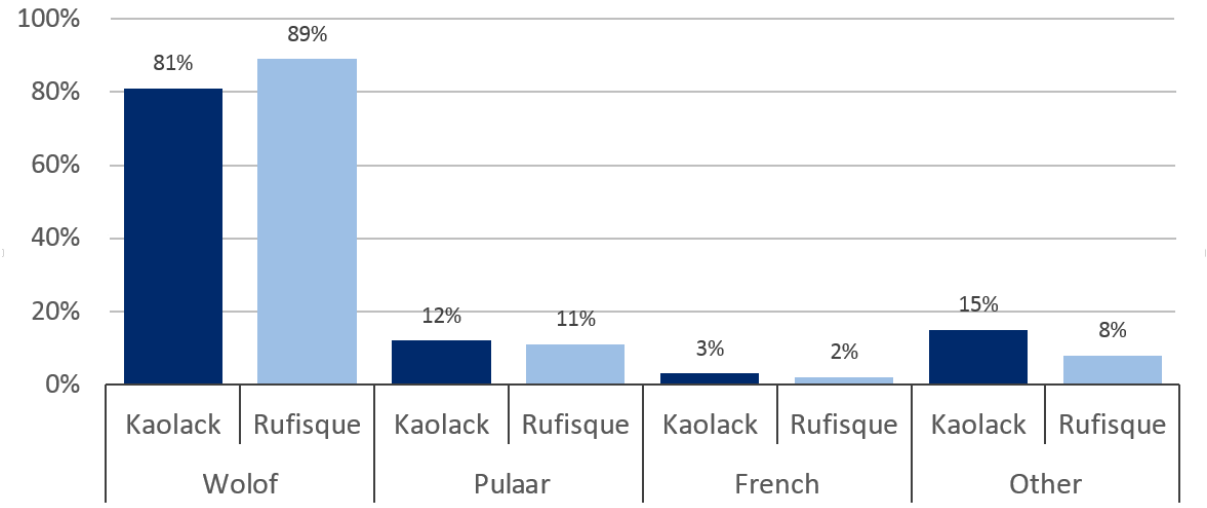
imbalance when completing the evaluation of the communication interventions is covered in the discussion section at the end of this report.

Table 4. Household Wealth

Household Wealth Quintiles	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Lowest	36	3	19
Second	27	14	20
Middle	17	23	20
Fourth	12	27	20
Highest	9	32	21

Figure 2 shows the languages most frequently spoken by families in the two regions. In the majority of the homes in both regions, Wolof was the most common language spoken. French was spoken in ony 3 percent (Kaolack) and 2 percent (Rufisque) of households.

Figure 2. Language Spoken at Home



3.2 Characteristics of Respondents

In Kaolack, the mother of the child in the bilingual program responded in 52 percent of the interviews, and in Rufisque, the mother responded in 61 percent. The father responded in 21 percent (Kaolack) and 17 percent (Rufisque) of the interviews. The majority of the respondents were female (73 percent in Kaolack and 80 percent in Rufisque). The mean age of the respondents was 39 years in Kaolack and 38 years in Rufisque.

Education of Respondents: Table 5 shows the level of schooling completed by the respondents in each household. A greater percentage of respondents in Kaolack (56 percent) had no formal education compared to the respondents in Rufisque (35 percent). As there is likely to be a relationship between educational attainment of the respondent, especially when the respondent is the parent, and the parent's ability or willingness to help the child with

schoolwork and reading, this imbalance in the sample between Kaolack and Rufisque will need to be considered during the evaluation phase. More details of how this issue will be addressed are provided in the discussion section of this report.

Table 5. Education of Respondents

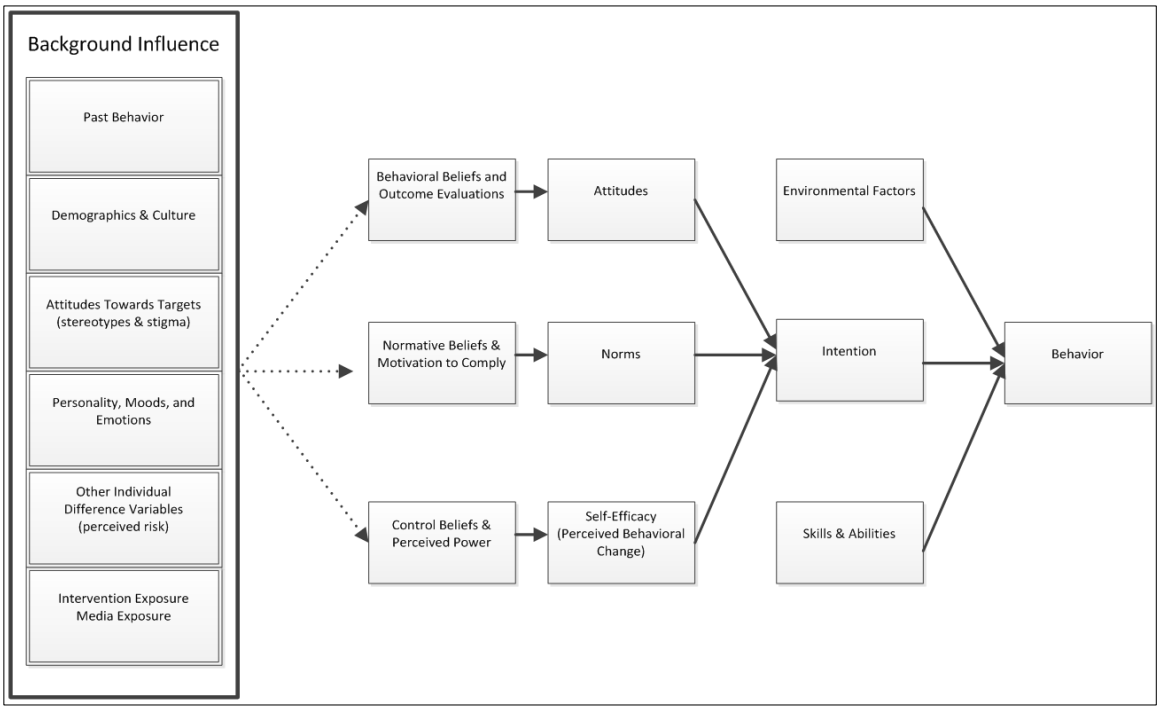
Level of school completed by respondent	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
No formal education	56	35	45
Only some elementary education	14	28	21
Completed elementary education	11	14	13
Some middle school or more (excluding vocational)	17	22	19

3.3 Attitudes and Beliefs

This study is designed to measure not only changes in behavior as a result of the SBCC campaign but also changes in attitudes, norms, and perceptions of self-efficacy—all of which are known to strongly influence behavior, as illustrated by the Integrative Model proposed by Fishbein in 2000[3] and refined in 2006.[4] This model brings together several commonly cited behavioral theories and serves to predict and explain behavior by illustrating relationships among the factors that influence whether or not a person performs a desirable behavior, such as hand washing, or stops an undesirable behavior, such as smoking (see Figure 3).

[3]Fishbein, M. (2000). The role of theory in HIV prevention. *AIDS Care, 12*, 273–278.
[4]Fishbein, M., & Cappella, J. N. (2006). The role of theory in developing effective health communications. *Journal of Communication, 56,* S1-S17. doi: 10.1111/j.1460-2466.2006.00280.x

Figure 3. Integrative Model of Behavior Change[5]



The goal of an SBCC campaign is to alter behavior, which is influenced by environmental factors, skills and abilities, and intention. However, communication alone primarily acts on the three factors that influence intention in the Integrative Model:

1. Attitudes (a person's overall favorable or unfavorable feelings toward the behavior);
2. Norms (perceptions of what others think one should do and perceptions of what others are doing); and
3. Self-efficacy (confidence in one's ability to perform the behavior, even under difficult circumstances).

Each of these three factors is influenced by the person's beliefs, and beliefs are the most effective target for persuasive communication.[6] For example, a belief that influences attitudes might be, "my child will do better in school if she learns to read well by second grade," or "my child should not spend time reading for pleasure when there are chores to be done." Alternatively, a normative belief would be, "my neighbors will think I am a bad mother if I don't read with my child," while a control belief would claim, "I don't know how to read so there is nothing I can do to help my child learn to read." The results for the relevant survey questions are, therefore, presented in three sections: attitudes, norms, and perceptions of self-efficacy.

3.3.1 Attitudes

When asked to name the most important subject for children to learn in school, unprompted respondents in both zones said reading (Table 6). When asked at what grade they believe a child should be able to read well (Table 7), the most common response was grade 3 for both

[5] *ibid*
[6] *ibid*

Kaolack (40 percent) and Rufisque (39 percent). The second most common response was grade 2 (29 percent in Kaolack and 30 percent in Rufisque).

Table 6. Most Important Subject to Learn in School

Question: "What is the most important subject for children to learn in school?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Arithmetic	11	13	12
Reading	38	44	41
Discipline and good behavior	17	10	13
Knowledge	20	13	16
Other subjects	12	16	14

Table 7. Grade Level at Which a Child Should be Able to Read Well

Question: "At what grade level should a child be able to read well?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Grade 1	7	14	10
Grade 2	29	30	30
Grade 3	40	39	39
Grade 4	22	12	17

Respondents were asked what role parents could play to help their children with school, and their responses were not prompted (Table 8). The most common response was to meet with the teacher, 67 percent in Kaolack and 64 percent in Rufisque. The second most common response was for the parents to meet with the principal of their child's school (59 percent in Kaolack and 58 percent in Rufisque). Forty-two percent of those surveyed in Kaolack and 45 percent in Rufisque said buying school supplies was a role that parents could play. Reading with the child and asking the child to read aloud were ranked at the bottom of the list, with 12 percent of the respondents in Kaolack mentioning one or the other. In Rufisque, only 7 percent of the respondents mentioned reading with the child, and 9 percent mentioned asking the child to read aloud.

Table 8. Role Parents Can Play to Help their Child with School

Question (unprompted): "What role can parents play to help their child with school?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
"Meet with teacher"	67	64	65
"Meet with principal"	59	58	58
"Buy school supplies"	42	45	44
"Make sure child attends school on time"	29	25	27
"Check child's notebook"	27	27	27
"Check child's homework"	26	36	31
"Make sure child has good breakfast"	22	18	20
"Hire a tutor"	22	28	25
"Do homework with child"	16	13	14
"Attend school assemblies"	16	0	8
"Read with child"	12	7	9
"Ask child to read aloud"	12	9	10

3.3.2 Norms

To better understand the perceptions of local norms, the respondents were asked about other peoples' reading practices with their children. A majority of respondents in Kaolack (59 percent) and in Rufisque (56 percent) said they believed their friends and neighbors read with their children. Another question asked if the respondent thought their children were interested in reading and the majority said "yes" (91 percent in Kaolack and 90 percent in Rufisque). This response poses an interesting contrast to the response given when asked what children do after school: 43 percent in Kaolack and 14 percent in Rufisque said their children read after school (Figure 4).

3.3.3 Self-Efficacy

As noted in Table 8, when asked to respond unprompted to the question, "What role can parents play to help their child with school?" only 12 percent of Kaolack respondents and 7 percent of Rufisque respondents mentioned "read with child." Twelve percent of Kaolack respondents and 9 percent in Rufisque mentioned "ask child to read aloud." However, when asked if they believed they could help their child learn to read, 67 percent in Kaolack and 58 percent in Rufisque said "yes" (not presented in table). Those respondents who said "yes" were then asked what kinds of activities they could do to help their child learn to read, and the results are shown in Table 9.

Table 9. Activities to Help a Child Learn to Read

For those who answered that they can help their child learn to read: "What kinds of activities can you do to help your child?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Read with child	33	30	31
Have child read aloud	27	37	32
Other way to help child	20	15	17
Make time for child to study	19	12	16

Parents who said they could not help their child to read were asked about their obstacles (Table 10). In Kaolack, 90 percent cited not being able to read, compared to 76 percent in Rufisque.

Table 10. Obstacles to Helping a Child

For those who answered that they cannot helptheir child learn to read: "What kind of obstacles make it difficult to help?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total %
Respondent can't read	90	76	82
Respondent too busy	19	19	19
Don't know	3	3	3
Respondent not good teacher	1	9	6

3.4 Behaviors that Promote Learning

Table 11 shows the reported behaviors of the respondents, or those of the other individuals in the household, that promote learning. Most of the questions had a structured response. However, in some cases, the respondents were asked a general question such as "How can you help your child with school?" and then they were asked to give unprompted responses that were checked on a list. Large majorities of respondents in both locations said that they asked about their child's day at school and that they looked at their child's schoolwork. In Kaolack, 67 percent of the respondents said that they helped their child with schoolwork, compared to 45 percent in Rufisque. In response to a later question, an almost identical percentage of respondents stated that another household member helps with their child's schoolwork (See Table 14).

Table 11. Behaviors that Promote Learning

	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Question: "Do you usually ask your child about his school day?"	73	69	71
Question: "Do you usually look at your child's school work?"	68	70	69
Question: "Do you help your child with his/her school work?"	67	45	56

Table 12 shows the leading unprompted responses when respondents were asked how they helped their child with school. Only 17 percent in Kaolack and 12 percent in Rufisque reported asking their child to read aloud, while 7 percent in Kaolack and 4 percent Rufisque reported actually reading to their child. The unprompted mention of checking and reviewing school work (27 percent overall) is in contrast to results in Table 11, in which 69 percent overall of respondents overall said "yes" when asked the question directly, "Do you look at your child's school work." This difference in results may indicate the activities are not part of the daily household routine. These behaviors apply to the respondents and may not necessarily be those of the parents because, in some cases, the parents were unavailable for the interview, as noted above under "Respondent Characteristics."

Table 12. Behaviors that Help the Child with School

Question (unprompted): "How do you help your child with school?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
"I tell him/her to do his/her work"	35	28	32
"I check his/her homework"	28	26	27
"I ask someone to help"	25	7	16
"I ask him/her questions about his day in school"	22	15	18
"I ask him/her to show me his/her work"	21	17	19
"I ask him/her to read to me"	17	12	15
"Other help"	9	12	11
"I engage a tutor"	8	8	8
"I read to him/her"	7	4	5

Table 13 shows how often the respondents reported helping a child with schoolwork. When asked, 47 percent of the respondents in Kaolack and 30 percent in Rufisque reported helping their child every day. Those who reported never helping totaled 37 percent in Kaolack and 55 percent in Rufisque. Additional questions (not included in Table 13) revealed that 32 percent of the respondents in Kaolack and 11 percent in Rufisque reported having spoken with their child's teacher during the previous week. Twenty-seven percent in Kaolack and 12 percent in Rufisque reported that they had visited their child's school within the week preceding the interview.

Table 13. Frequency of Help with Schoolwork (Respondents)

Question: "How often do you help your child with his/her schoolwork?"		Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Helping child with schoolwork	Every day	47	30	38
	Once a week	12	14	13
	Less frequently than weekly	3	0	2
	Never	37	55	46

Respondents were asked which members of the household helped with the child's schoolwork (Table 14). More than one household member could be selected. Two-thirds of the households surveyed in Kaolack said a household member helped, compared to 45 percent in Rufisque. Mothers were most likely to be cited as the person providing help in both Kaolack (35 percent) and Rufisque (28 percent). Fathers followed closely behind (28 percent in Kaolack and 26 percent in Rufisque).

Table 14. Household Member Providing Help with Schoolwork

Question: "Does anyone in the household help your child with schoolwork?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
% who said someone does help child	66	45	56
If yes, who?: Mother	35	28	31
Father	28	26	27
Uncle	25	7	16
Sister	21	15	18
Brother	21	17	19
Aunt	17	12	15
Grandmother	8	8	8
Grandfather	7	4	5
Other	6	11	9

Table 15 shows the type of help given by household members. The responses were unprompted, and multiple responses were recorded from a predetermined list of possible responses. The most common response in both Kaolack (43 percent) and Rufisque (26 percent) was "Helps with homework." Practicing reading and checking the child's workbook were also frequently mentioned. In contrast, reading stories to the child was rarely mentioned.

Table 15. How Household Member Provides Help

Question (unprompted): "If someone in the household helps the child, how do they help?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
"Helps with homework"	43	26	35
"Practices reading with him/her"	40	20	30
"Checks his/her workbook"	30	13	21
"Has the child read to him/her"	20	17	19
"Helps to practice language skills (spelling, grammar, etc.)"	19	14	16
"Other"	4	8	6
"Reads stories to him/her"	1	0	1

Table 16 shows how frequently children were helped with schoolwork by any combination of household members. The majority of respondents in Kaolack, 49 percent, said their child received help every day, while 27 percent said the same in Rufisque. Only 10 percent of Kaolack respondents reported that their child received help two to three times a week, compared to 12 percent in Rufisque. A large number of households in Kaolack (35 percent) and Rufisque (58 percent) reported their child did not receive any help.

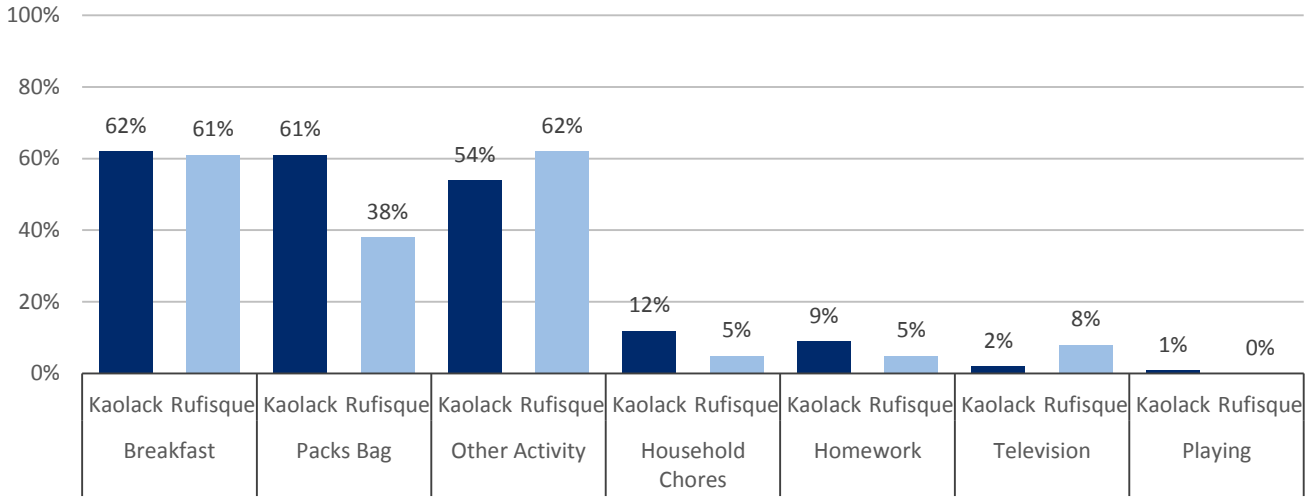
Table 16. Frequency of Help with Schoolwork (All Household Members)

Question: "On average, how often does the household member help the child with schoolwork?"	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Every day	49	27	38
2–3 times a week	10	12	11
Once a week	3	2	2
Once every two weeks	1	0	0
Once a month	1	0	1
No help	35	58	46

3.5 Household Environmental Factors that Affect Learning

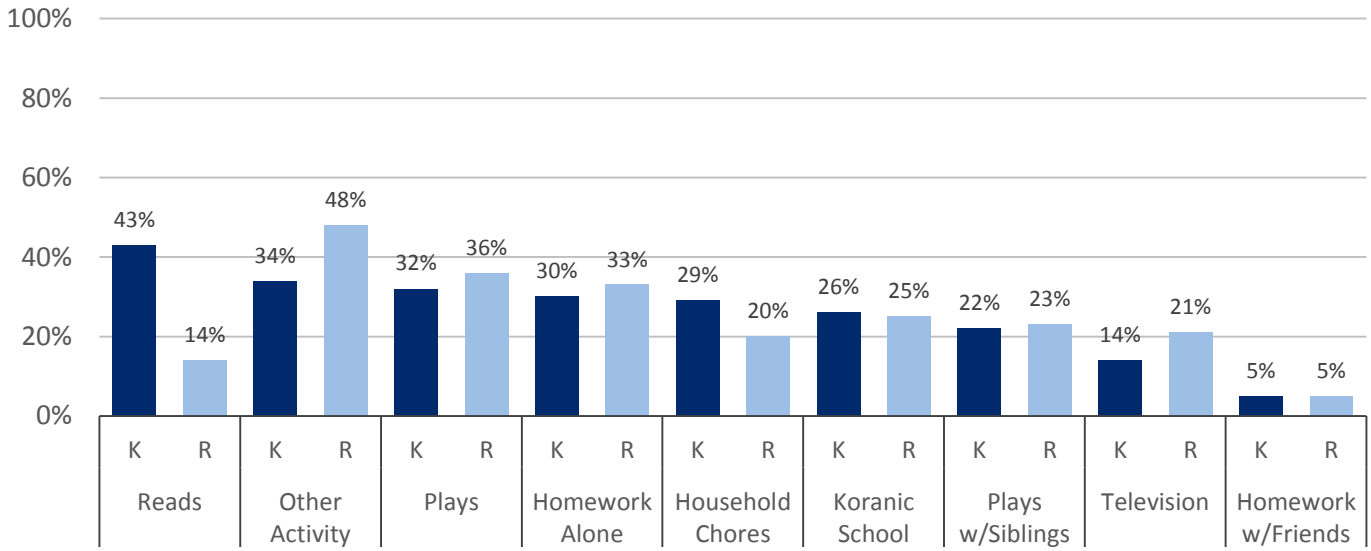
Figure 4 shows the responses to the question, "What does your child usually do before school?" In Kaolack, 62 percent of the respondents said their children have breakfast, compared to 61 percent in Rufisque. Response rates to "pack a bag" were 61 percent in Kaolack and 38 percent in Rufisque. "Other" activities were mentioned by 54 percent of the households\ in Kaolack and 62 percent in Rufisque. A relatively small number of children were reported as doing household chores (12 percent in Kaolack and 5 percent in Rufisque).

Figure 4. Activities Child Performs Before School



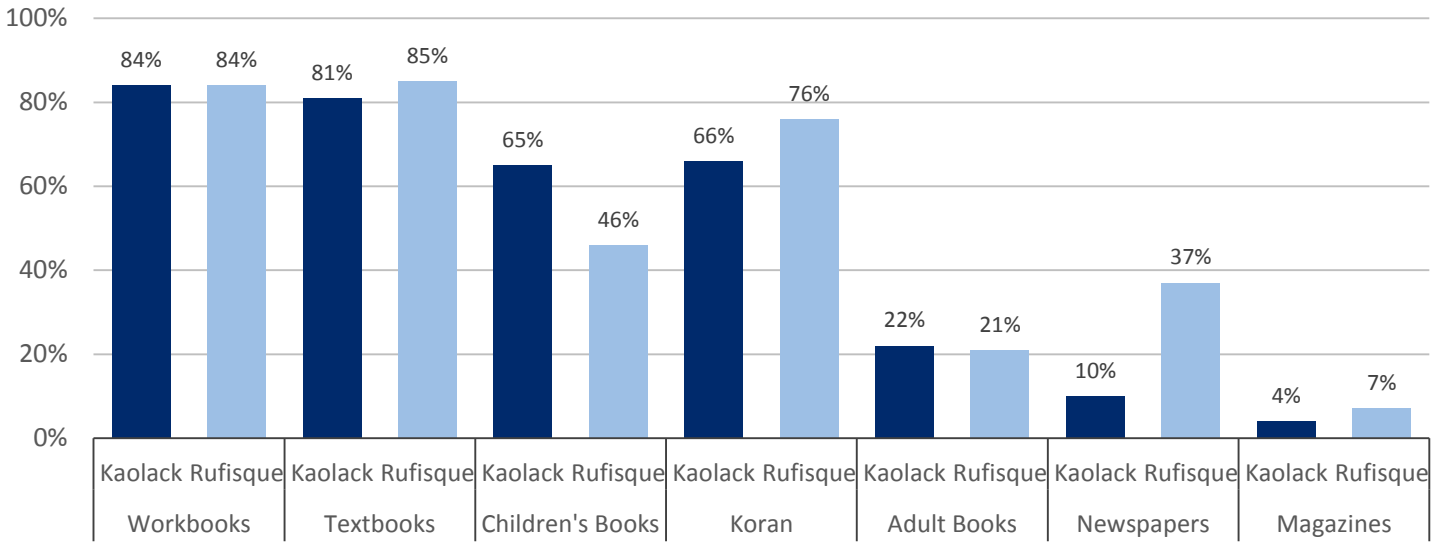
After-school activities are shown in Figure 5. In Kaolack, 43 percent of respondents said the child reads after school, while only 14 percent said so in Rufisque. Thirty-four percent of Kaolack respondents and 48 percent in Rufisque cited "other" activities. About a third of the respondents cited "play with friends." Thirty percent in Kaolack and 33 percent in Rufisque said their children did "homework alone" after school. Chores were reported to be a part of 29 percent of the children's routine in Kaolack and 20 percent in Rufisque.

Figure 5. Activities Child Performs After School



Respondents were asked about the printed materials in their homes (Figure 6). The majority had some type of these materials, with the most common being workbooks (84 percent in both Kaolack and Rufisque), and most households had textbooks as well. In addition, 65 percent of the households in Kaolack had children's books, as did 46 percent of the households in Rufisque. The majority of the households had a copy of the Koran (66 percent in Kaolack vs. 76 percent in Rufisque). Adult books and newspapers were also available but to a lesser degree.

Figure 6. Printed Materials in Household



3.6 Respondents' Exposure to Message about Children Learning to Read

In Table 17, respondents were asked if they had seen or heard messages about children learning to read in the past three months. In 37 percent of the households in Kaolack and 57 percent in Rufisque, the respondents had not seen or heard any messages on this subject.

Table 17. Advertisements or Messages about Children Learning to Read

Question: In the past three months, have you come across any advertisements or messages about children learning to read?	Kaolack (Intervention Zone) %	Rufisque (Comparison Zone) %	Total Percent %
Not seen/heard message	37	57	47
Radio	32	8	20
Television	20	31	26
Other	11	4	7
Community mobilizers	6	2	4
Newspapers or magazines	4	1	2
Don't know	4	1	3
Theater	3	3	3
Internet	2	0	1
Billboards	1	0	1

4 Discussion

This pre-intervention survey established a baseline for the beliefs, attitudes, and behaviors of the target population in the intervention zone in Kaolack and the control zone in Rufisque. The households surveyed were randomly selected from lists of grade 1 (CI) and grade 3 (CE 1) students in the bilingual programs in targeted schools, and so the beliefs, attitudes, and behaviors may not be representative of the region as a whole.

Rufisque is about 20 km from Dakar, and recent road improvements have made Senegal's capital and largest city more accessible. Kaolack is 200 km southeast of Dakar via the N1 highway. It is the fifth-largest city in Senegal, and its location on the Saloum River about 100 km from the Atlantic Ocean make it an important center for trading and shipping, especially for Senegal's large peanut industry. Kaolack is also a major center for Islamic learning. Both regions have urban, semi-rural, and rural areas.

Households' and respondents' characteristics. The survey data showed differences in households' and respondents' characteristics that might be expected given Rufisque's proximity to the capital. In general, households in Kaolack were poorer, larger, and less likely to watch television every day (56 percent), compared to 82 percent in Rufisque. Daily radio use was higher in Kaolack (65 percent), compared to 45 percent in Rufisque. Respondents in Kaolack were also more likely to report having no formal education at 56 percent versus 35 percent in Rufisque. Very few respondents reported that French was spoken in the home: 3 percent for Kaolack and 2 percent for Rufisque.

The study has several inherent limitations. For example, the data are self-reported. In addition, community-level interventions, such as media campaigns or other communications that can simultaneously reach many people within a geographically defined area, do not permit randomization at the individual level. "Spillover" of the message cannot be controlled. Evaluating the impact of community-based programs poses challenges, especially with observational data, as it is not possible to randomly assign the individuals within a community or an area to either an intervention or control group. In an attempt to provide some comparability, control areas are selected, as is the case with this activity. This, however, can lead to an unbalanced sample, in which the intervention area may have baseline characteristics that differ from those in the control area. These differences in baseline characteristics can have a confounding effect on the outcome.

As noted, baseline differences existed between Kaolack and Rufisque in this observational study. The different distributions of wealth and education levels between these two zones, for example, could affect the success of a child literacy campaign. Propensity score weighting may be employed in order to address the unbalanced sample and its potential confounding effects.[7] The propensity score will then be used to adjust for differences in the two study populations.

Behavior. Despite lower levels of education, respondents in Kaolack were generally more likely to report behaviors that promoted learning for early-grade students, as shown in Tables

[7] Propensity scores are constructed by estimating the predicted probability of membership in the intervention group based upon the baseline characteristics of the population.

9 through 14. When asked, "Do you help your child with his/her schoolwork?" 67 percent in Kaolack and 45 percent in Rufisque said "yes" (Table 11). The proportions were almost identical for the question, "Does anyone in the household help your child with schoolwork?" (Table 14) The unprompted responses to "How do you help your child with school?" showed that respondents in Rufisque were less likely to report actions, sometimes markedly so: 25 percent in Kaolack responded, "I ask someone to help," compared to 7 percent in Rufisque, and 22 percent in Kaolack and 15 percent in Rufisque said, "I ask him/her questions about the school day" (Table 12). When asked how often they helped their child with schoolwork, 37 percent in Kaolack and 55 percent in Rufisque said "never" (Table 13).

Attitudes. The questions on attitudes were formulated to be general by asking about "people" rather than specifically about the respondent or his/her household members. The responses did not generally show strong differences between Kaolack and Rufisque. However, the differences between stated attitudes and reported behaviors were quite marked in some cases. For example, when asked and not prompted, "What role can parents play to help their child with school?" 16 percent in Kaolack and 13 percent in Rufisque mentioned "do homework with child," and 12 percent in Kaolack and 7 percent in Rufisque mentioned, "read with child" (Table 8). However, when asked how a household member helps the child, 43 percent in Kaolack and 26 percent in Rufisque mentioned, "helps with homework," and 40 percent in Kaolack and 20 percent in Rufisque said "practices reading with him/her" (Table 15). This could suggest that some parents help the child even though they believe it is not their role and/or that respondents over-reported behaviors perceived as positive.

Norms. Questions on norms are designed to determine what respondents think others in the community do or should do, as *perceived* community norms have a powerful effect on behavior, regardless of the actual behavior of others in the community. More than half of respondents (59 percent in Kaolack and 56 percent in Rufisque) said they knew of friends or neighbors who read to their children. This contrasts with the responses when the respondents were asked, unprompted, "How do you help your child with school?" In this case, 17 percent in Kaolack and 12 percent in Rufisque said, "I ask him/her to read to me," and 7 percent in Kaolack and 4 percent in Rufisque said, "I read to the him/her" (Table 12). As noted, when asked if someone in the household helps, they were more likely to mention reading: 40 percent in Kaolack and 20 percent in Rufisque mentioned "practices reading with child" (Table 15). The discrepancy between the respondents' self-reported behavior and the perceived behavior of others in the household could be because the respondents were already primed to mention reading based on the previous questions. The more salient finding, however, is that the respondent's reporting of behavior practiced by him/herself and others in the household was considerably lower than the perception of the behavior of others in the community. This suggests that the perceived norm of reading may be higher than actual behavior.

Self-efficacy is a critical component of behavior change: If a person believes he or she is capable of performing a desired behavior, the potential for a successful change is higher. As with norms, the *perception* of control or capability to act is the key, regardless of a person's actual capacity. When asked if they believed they could help their child to read, 67 percent of respondents in Kaolack and 58 percent in Rufisque answered "yes." This discrepancy between this response and the self-reported behavior (and the reporting of a parent's role)

suggests that the majority of parents are ready to change, but they need some specific skills and additional confidence in order to change. Among those who answered "no," the vast majority—92 percent in Kaolack and 76 percent in Rufisque—said that not being able to read is an obstacle (Table 10). For both groups, the intervention will offer specific literacy-enhancing activities that parents can do with their children even if the parents are illiterate. This skill-building will be supported with messages that model parents helping their children to read.

In several cases, when respondents were asked a general question such as "Do you usually ask your children about his/her school day?" a high proportion said "yes" (73 in Kaolack and 69 in Rufisque, Table 11). However, when asked unprompted to specifically state how they help their child with school, 22 percent in Kaolack and 15 percent in Rufisque said "I ask him/her questions about the school day" (Table 12). When asked if they thought their child is interested in reading, 91 percent in Kaolack and 90 percent in Rufisque said "yes," but when asked what their children do after school, 43 percent in Kaolack and 14 percent in Rufisque said their children read after school (Figure 5). This discrepancy is likely the result of response bias: The answers to the more general questions may represent over-reporting because respondents are likely to give positive responses that they think they "should" say. Therefore, the unprompted responses to specific questions are likely to be closer to reality.

As noted, Fishbein developed the Integrative Model used in this intervention based on a number of commonly cited explanatory or predictive theories. These theories, which seek to explain why people do or do not perform behaviors, are distinct from change theories, which model the process by which people change. One of the most cited of change theories is the Transtheoretical/Stages of Change model, which describes the steps of behavior change, from pre-contemplation, when the person sees no need or interest in changing, through contemplation, preparation, action, and maintenance. This model is useful for identifying the point in the process at which intervention will be most effective. It can be applied effectively to individuals, families, and communities.

Based on these survey data and on the qualitative formative research conducted in December 2014-January 2015 to inform the intervention, it appears that the majority of the respondents in Kaolack are at least in the contemplation stage. They believe that reading is important and that they can have an impact on their child's ability to read, but they lack the specifics to move to the preparation stage and lack the confidence (self-efficacy) to move to action. The SBCC intervention is designed to provide specific skills to bring them through the preparation stage, bolstered by messaging that will act on the beliefs underlying the attitudes, norms, and self-efficacy that critically influence the parents' intention to perform and maintain behaviors to support their child's ability to learn to read.

Appendix 1. Questionnaire

General Instructions

- Ask the parent to answer each question orally, as in an interview.
- DO NOT READ THE ANSWER OPTIONS TO THE PARENT UNLESS THE INSTRUCTIONS INDICATE TO DO SO.
- Wait for the parent to respond to each question, then select the answer that corresponds to his or her response.
- For most questions, only one response is permitted. The instructions indicate the exceptions.
- Note that all instructions to interviewer are in **bold letters.**

Parent Consent Form (Read aloud to the parent)

Hello. My name is _____. I am working with ACI in partnership with USAID/Senegal and the Research Triangle Institute.

We are collecting data on parents' involvement in their children's education. My supervisor said that you had agreed to take some time today to talk to me about the education of your children.

May I come in? Do you have some time? The interview should take about 1 to 1/12 hours. Is there a quiet place where we can sit and talk with being disturbed?

The purpose of this activity is to help improve the education for children in the region. We are particularly interested in better understanding the ways children learn to read, and the work they do both in and outside of school.

You were randomly selected to participate in this activity among families whose children go to primary school and participant in the bilingual program supported by the NGO ARED. Your participation in this interview is very important, but you do not have to participate if you do not wish to. If you agree to participate I will be asking your questions about your household and your children and the way household members might support your children's schooling.

I have a questionnaire that I will fill out while we are talking. The questionnaire will take about 1 to 1/12 hours. Please be assured that the questionnaire is anonymous and will not be reported on an individual level, but will be combined with other participants' responses. If I do collect any names, they will be kept on a separate sheet and destroyed at the end of the visit. Your name will not be mentioned anywhere in the survey data. The combined results of the questionnaire will be shared with USAID/Senegal and the Ministry of Education to better understand the ways children learn to read and the work they do both in and outside of school.

We believe there is no risk to you in participating in this research. You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade education in Senegal.

If you have any questions regarding this study, please feel free to contact:
Africa Consultants International
Simon Lazare Badiane
Villa 482 Sicap Baobab Dakar
BP 5290 Dakar FANN
30 9864

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Are you willing to participate?
What is the name of the child who is studying in the bilingual program?

Parent provided consent (Circle to indicate consent was received): YES

We greatly appreciate your taking the time to help us. I hope you enjoy our interview. Please answer the questions as honestly as possible. If you cannot answer a question, that is not a problem and we will move on to the next question. Also, please interrupt me if you have a question or need clarification. Shall we begin?

	Starting time **[Use 24-hour time HH:MM]**	☐☐:☐☐
	Interview date **[DD/MM/YY]**	☐☐/☐☐/☐☐
	Interview status	Refused → **Thank respondent and end interview** .....x Partially completed .....x Completed x
	Name of interviewer **[Last name, first name]**	_____
	Location of interview	_____
DEMOGRAPHIC DATA		
	Respondent code	_____ Date collector's number+Order number+First letter of neighborhood +First letter of City. Example: 101DK
	Age: (years)	_____
	Gender:	Male ..... Female.....

	Relationship to child:	Mother .....x Father .....x Grandparent.....x Aunt.....x Uncle .....x Sibling.....x Other (specify).....x _____ Don't know/Refuse 888
	Age of child: **[in whole years]**	----------
	Name and location of child's school:	_____ Don't know/Refuse 888
	Grade:	_____
	Language of instruction in child's class:	Wolof.....x French.....x Both .....x Don't know/refuse 888

	Level of school completed by respondent:	Some elementary .....x Completed elementary .....x Some middle school .....x Completed middle school .....x Some secondary .....x Completed secondary .....x Post-secondary.....x No formal schooling .....x Don't know/refuse 888
	Occupation of respondent:	_____ Don't know/Refuse 888
	Occupation of mother:	_____ Don't know/Refuse 888
	Occupation of father:	_____ Don't know/Refuse 888
	Number of people living in household:	_____ Don't know/Refuse 888

<table>
<tr>
<td></td>
<td>Relationship of each member to child for level of schooling completed:

Some elementary x

Completed elementary.....x

Some middle school x

Completed middle school.....x

Some secondary x

Completed secondary.....x

Post-secondary x

No formal schooling x

Don’t know/refuse .....888</td>
<td>
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<tr><th></th><th>Level of schooling completed</th></tr>
<tr><td>Mother</td><td></td></tr>
<tr><td>Father</td><td></td></tr>
<tr><td>Sister(s)</td><td></td></tr>
<tr><td>Brother(s)</td><td></td></tr>
<tr><td>Grandmother</td><td></td></tr>
<tr><td>Grandfather</td><td></td></tr>
<tr><td>Aunt(s)</td><td></td></tr>
<tr><td>Uncle(s)</td><td></td></tr>
<tr><td>Other children</td><td></td></tr>
<tr><td>Other (specify)_____</td><td></td></tr>
<tr><td>Don’t know/Refuse</td><td></td></tr>
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</td>
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<tr>
<td></td>
<td>Language(s) usually spoken in household</td>
<td>Wolof.....x

Pulaar x

French.....x

Other (specify).....x
_____

Don’t know/Refuse ..... 888</td>
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<tr>
<td></td>
<td>Number of rooms:</td>
<td>_____</td>
</tr>
</table>

	Approximately how many of each of the following types of printed materials do you have in your home? **[Ask respondent to show materials.]**	Magazine(s) .....x Number ....._____ Newspaper(s) .....x Number ....._____ Adult book(s) .....x Number ....._____ Children's book(s) .....x Number ....._____ Student book(s) .....x Number ....._____ Student workbook(s) .....x Number ....._____ Koran .....x Number ....._____ Bible.....x Number ....._____ Other (specify).....x _____ No print materials available .....x Don't know/Refuse 888
	Where does your child primarily study at home?	Kitchen .....x Salon.....x Bedroom.....x Outside .....x Other (specify):.....x _____ Don't know/Refuse 888

	Does your family have electricity in your home?	No .....x Yes .....x Don't know/Refuse 888
	Where do you normally get your water from at home? **[Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.]**	River, stream, or lake .....x Well or borehole .....x Communal tap .....x Water pipe/tap in your home .....x Water truck or tank.....x Other (specify).....x _____ Don't know/Refuse 888
	Does your child fetch water for the household? If yes, when? How long does it take him/her to get water?	Yes_____ No_____ Morning _____ Midday_____ Evening_____ 15 mn _____ 30 mn_____more than 30 mn_____
	How is food most often cooked at your home? **[Read answer options aloud.** **🕮 Point to appropriate pictograms.** **Tick only ONE response.]**	Firewood .....x A charcoal burner.....x A kerosene stove.....x A gas stove .....x An electric stove/cooker .....x Other (specify).....x _____ Don't know/Refuse 888
	Does your child prepare some of the meals for the family? If yes, which ones?	Yes_____ No _____ Breakfast____ Lunch____ Dinner_____

	Does your family have the following items in your home? **[🕮 Point to appropriate pictograms.]**			No	Yes	Do not know/No response
			Radio	0	1	888
			Mobile phone	0	1	888
			Television	0	1	888
			Computer	0	1	888
			Refrigerator	0	1	888
			Bicycle	0	1	888
			Motorbike	0	1	888
			Car/truck	0	1	888
Attitudes toward Reading and Schooling						
	What is the most important subject for children to learn in school? **[Do not prompt or read list. Check only if mentioned by respondent. Check only one.]**	Math .....x Reading.....x Civic and social science .....x Discipline and good behavior.....x Other (specify).....x _____ Don't know/refuse 888				
	At what grade level should a child be able to read well? **[mark only one response]**	CI (gr 1) .....x CP (gr 2) .....x CE 1 (gr 3) .....x CE 2 (gr 4) .....x Other (specify).....x _____ Don't know/Refuse 888				
	Do you believe a child should be reading well by the end of CP 2?	No .....x Yes .....x Don't know/Refuse 888				

	What role can parents play to help their child with school? **[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]**	Meet with teacher.....x Meet with principal.....x Check child's notebook (cahier) .....x Check child's homework .....x Make sure the child has a good breakfast .....x Read with the child .....x Have the child read aloud to you.....x Do homework with the child.....x Hire a tutor if the child is not doing well in school .....x Attend school assemblies.....x Buy school supplies (backpack, paper, pencils, ruler, compass…).....x Buy books and workbooks .....x Make sure the child attends school on time.....x Other (specify) .....x _____ Don't know/refuse 888
	Do you feel you can help your child learn to read?	No.....x Yes .....x **If yes, continue to 35** **If, no, skip to 36** Don't know/Refuse 888
	If yes, what kinds of activities can you do to help your child? **[Check all that apply.]**	Reading with him/her .....x Having him/her read aloud to me.....x Making time for him/her to study .....x Other (specify) .....x _____ Don't know/refuse Don't know/Refuse..... 888

	If no, what kind of obstacles make it difficult to help? **[Check all that apply.]**	He/she prefers watching television .....x He/she wants to play with other children .....x I am not a good teacher .....x I am too busy with work/household chores/taking care of other children .....x I can't read Other (specify) .....x _____ Don't know/Refuse 888
	Do you think your child is interested in reading?	No .....x Yes .....x Don't know/Refuse 888
	Do you know of friends or neighbors who read with their children?	No .....x Yes .....x Don't know/Refuse 888
Home Literacy Environment		
	What activities do you and your family usually do before school? **[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]**	Prepare breakfast.....x Get ready for work and school.....x Other (specify) .....x _____ Don't know/Refuse 888

40.	What activities does your child usually do before he/she goes to school in the morning? **[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]**	Helps with household chores.....x Eats breakfast.....x Packs his/her school bag.....x Plays with other children siblings .....x Watches TV .....x Does homework.....x Other (specify) .....x _____ Don't know/refuse 888
41.	What activities do you and your family typically do after school? **[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]**	Household chores .....x Prepare the evening meal.....x Take care of the younger children .....x Read to my children .....x Children read to me .....x Other (specify) .....x _____ Don't know/refuse 888

42.	What does your child usually do when he/she returns from school? And for approximately how long (in minutes) does he/she do each activity? **[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]**	Helps with household chores.. x Plays with brothers/sisters..... x Does homework with classmate(s) Reads ..... x Plays with friends ..... x Watches TV ..... x Does homework alone ..... x Studies the Koran/goes to Koranic school ..... x Other (specify) ..... x _____ Don't know/refuse 888	Format **[MM]** How long? ____ How long? ____ How long? ____ How long? ____ How long? ____ How long? ____ How long? ____ How long? ____ How long? ____
43.	Do you usually ask your child about his/her school day?	No .....x Yes .....x Don't know/Refuse 888	
44.	Do you usually look at your child's schoolwork?	No .....x Yes .....x Don't know/Refuse 888	
45.	Do you help your child with his/her schoolwork?	No .....x **If no, skip to 48** Yes .....x Don't know/Refuse 888	
46.	**If yes**, how often?	Every day .....x Once a week.....x Once every 2 weeks .....x Once a month.....x	

47.	How do you help your child with school? **[Do not prompt or read list below. Check if mentioned by respondent. Check all that apply.]**	I tell him/her to do his/her work .....x I check his/her homework.....x I ask him/her questions about his day in school.x I ask him/her to show me his work.....x I ask him/her to read to me .....x I ask someone to help .....x I engage a tutor.....x I read to him/her.....x Other (specify) .....x _____ Don't know/refuse 888
48.	Does anyone in the household help your child with schoolwork?	No.....x **If no, skip to 52.** Yes x
49.	**If yes**, who?	Mother .....x Father .....x Sister.....x Brother .....x Aunt.....x Uncle .....x Grandmother.....x Grandfather.....x Neighbor.....x Other(specify).....x _____ Don't know/Refuse 888

50.	**[If someone in the household helps the child, ask the following:]** How do they help? **[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]**	Helps with homework .....x Checks his/her cahier/workbook .....x Read stories to him/her ..... Has the child read to him/her .....x Practices reading with him/her.....x Helps to practice language skills (spelling, grammar, etc.) .....x Other (specify) .....x _____ Don't know/refuse 888
51.	**[If someone in the household helps the child, ask the following:]** On average, how much time do they spend helping the child with schoolwork?	Every day ..... x 2-3 times per week..... x Once per week ..... x Once every 2 weeks ..... x Once a month ..... x Don't know/refuse 888
52.	When was the last time you visited your child's school?	This week..... x Last week..... x This month ..... x More than a month ago ..... x Not at all this year ..... x Other (specify) ..... x _____ Don't know/refuse 888

53.	When was the last time you spoke to your child's teacher?	Within the last week ..... x Within the last two weeks ..... x Within the last month ..... x Within the last 3 months..... x Within the last 6 months..... x Within the last year ..... x Never ..... x **If never, skip to 54.** Other (specify) ..... x _____ Don't know/refuse 888
54.	**If yes**, What did you talk about? **[Check all that apply.]**	Discipline ..... x Grades ..... x Concerns about learning achievement ..... x School activities..... x Other (specify) ..... x _____ Don't know/refuse 888
55.	How often do you watch television?	Every day ..... x 3–4 times a week ..... x Once every 2 weeks ..... x Once a month ..... x Never ..... x Don't know/refuse 888
56.	How often do you listen to the radio?	Every day ..... x 3-4 times a week ..... x Once every 2 weeks ..... x Once a month ..... x Never ..... x Don't know/refuse 888

57.	How often does your child watch television?	Every day ..... x 3-4 times a week ..... x Once every 2 weeks ..... x Once a month ..... x Never ..... x Don't know/refuse 888
58.	How often does your child listen to the radio?	Every day ..... x 3-4 times a week ..... x Once every 2 weeks ..... x Once a month ..... x Never ..... x Don't know/refuse 888
59.	Do you and your family usually watch television?	No ..... x **If no, skip to 61** Yes ..... x Don't know/Refuse 888
60.	**If yes**, where do you and your family usually watch television?	At home ..... x Neighbor ..... x Community center ..... x Other (Specify) ..... x _____ Don't know/refuse 888

61.	In the past three months, have you come across any advertisements or messages about children learning to read? **[Read each item in the list to the right. Check all that apply.]**	Newspapers or magazines ..... x On television ..... x On the radio ..... x On billboards, banners, signs ..... x On the Internet ..... x Community mobilizers ..... x Drama groups..... x Any other place (specify)..... x _____ None of the above..... x Don't know/refuse 888
62.	Ending time **[Use 24-hour time HH:MM]**	☐☐ : ☐☐
Thank you very much.		