



EdData II

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Malawi Social and Behavior Change Communications Pilot Baseline Report

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Malawi Social and Behavior Change Communications Pilot Baseline Report

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Abbreviations

EdData II	Education Data for Decision Making II
E3	Bureau for Economic Growth, Education, and Environment [USAID]
IKI	Invest in Knowledge Initiative
RTI	RTI International (a registered trademark and trade name of Research Triangle Institute)
SBCC	Social and Behavior Change Communication
SES	socioeconomic status
US	United States
USAID	United States Agency for International Development

Executive Summary

To reinforce school-based efforts to improve early grade reading, ministries of education and their technical and financial partners are paying increased attention to how families can help children build literacy skills at home. As a precursor to an activity designed to use Social and Behavior Change Communications (SBCC) techniques to mobilize parents to help their children learn to read, a survey was conducted of households in two zones in Ntcheu District in Malawi in March 2016. The survey explored the knowledge, attitudes, beliefs, and behaviors of family members of students enrolled in Standards 1–3. In addition, the teachers at the schools from which students were sampled were also interviewed.

Invest in Knowledge Initiative (IKI), a Malawian contract research organization, collaborated with the USAID-funded Early Grade Reading Activity to select a sample of households of students enrolled in two zones: Kasinje, which serves as the intervention area; and Senzani, which serves as the comparison area. In addition, a separate survey queried the teachers of the classrooms from which students/households were sampled.

Households: A member of each sampled learner’s household was interviewed at their residences. In some cases the child’s parent responded; in others, another adult did when a parent of the learner was not available.

- Of the respondents in both zones, 63% were the child’s mother, 20% were the child’s father.
- The majority of the respondents, 84%, ranged from 20 to 49 years of age.
- Education attainment levels among the parent respondents was generally low and appeared to differ somewhat between the two zones: In Kasinje, 82% said they had no formal education or only some primary school (but not completed), compared to 71% in Senzani.

The responding adult also provided information about the household. The baseline data indicated similarities between surveyed households in Kasinje and Senzani.

- 96% of the households in Kasinje and 95% in Senzani had nine or fewer members.
- Wealth distribution did not differ dramatically between the two sites.

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

- Among the respondents, “English” for both Kasinje (57%) and Senzani (65%) was chosen as the most important subject to learn in school.
- When asked at what grade level a child should be able to read well, the largest number of respondents (47% in Kasinje and 48% in Senzani) said Standard 3.
- Attitudes about the role parents could play to help their child did not differ greatly between the two zones. When the respondents were asked about parents’ roles, these

included making sure the child attends school on time (52%) and checking the child's notebook (40%).

- When asked whether their neighbors and friends read to their children, 48% of the respondents in Kasinje and 44% in Senzani said “yes.”
- Other questions attempted to determine the respondent's perceptions of self-efficacy in helping their child learn to read. In Kasinje and Senzani, 70% 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, 30% in Kasinje and in Senzani said that they could not help their child learn to read because they themselves could not read.

Parental 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 parent responses were to check the child's homework (45% in Kasinje vs. 46% in Senzani), ask the child to show his/her work (37% in Kasinje vs. 45% in Senzani) and tell the child to do his/her work (31% in Kasinje vs. 22% in Senzani).
- When asked which household member provided the most help to the child, the father of the learner was the most frequently mentioned (29% in Kasinje and 21% in Senzani). This was followed by the sister (18% in Kasinje and 22% in Senzani).

Parental Exposure to Media Messages about Learning to Read: When parents were asked if they had come across any messages in mass media about children learning to read, 59% of the households in Kasinje and 62% in Senzani said they had not seen or heard any messages on this subject. Of those that had heard child literacy messages, radio was the leading broadcast medium through which that message was communicated.

Teacher Respondents: The survey queried teachers about their classrooms, their practices, and their perceptions of their students' parents.

- Of the teacher respondents, 95% ranged between 20 to 49 years of age, with an average age of 35 years.
- Slightly more teachers in Kasinje than in Senzani were male.
- The majority of teachers interviewed had been teaching from 2 to 5 years (51%).
- Of the teacher respondents, 71% in Kasinje reported class sizes larger than 100 students, while only 28% in Senzani reported classrooms of that size.

Teachers' Attitudes and Beliefs: Teachers were asked what they believed about children learning to read and what they thought the parents of their students believed.

- In Kasinje 69% and in Senzani 60% of teachers believe Chichewa to be the most important subject to learn in school, while 76% and 70% of teachers in Kasinje and Senzani, respectively, think parents of their students believe Chichewa to be the most important subject to learn in school.
- A plurality of teachers (39% in Kasinje and Senzani combined) believe a child should be reading fluently by Standard 2, yet the largest group of teachers thinks most parents believe a child should be reading fluently by Standard 3 (42% in both sites combined).
- When asked what role they thought learners' parents could play to help their children, checking the child's notebook (50%), buying school supplies (39%), making sure the child attends school on time (38%), reading with the child (34%), and checking the child's homework (32%) were the most frequently mentioned.
- When asked what they thought parents actually did with their children to help with their schoolwork, checking homework (51%), asking to show their work (37%), asking to read aloud (28%), and reading to the child (18%) were the most frequently mentioned by the teachers.

Classroom activities promoting reading and availability of reading materials: Teachers were asked questions about the frequency of homework assignments and whether children take school books and reading materials home with them, and if not, why.

- Overall 36% of the teachers said they assigned homework every day.
- In Kasinje, 98% of the teachers and 87% in Senzani said their students take books home with them. Of those that said their students take materials home, 23% in Kasinje and 24% in Senzani said their students do so every day.
- When asked about story cards, 87% of the teachers in Kasinje and 89% in Senzani said their students take them home. Of those that claimed this, the largest group of teachers said they only do so once a week (62% in Kasinje and 45% in Senzani).

1 Introduction

With funding from USAID’s Office for Economic Growth, Education, and the Environment, the Education Data for Decision Making II (EdData II) project is investigating how to employ Social and Behavior Change Communication (SBCC) strategies to promote and stimulate home-based support for children learning to read. Recognizing that the dramatic improvements needed in reading outcomes in most developing countries will likely only be achieved through a combination of in-school and at-home efforts in support of early literacy, USAID is testing how the lessons from successful SBCC campaigns in the health sector can be applied in education. Following an initial pilot SBCC campaign in one district in Senegal, EdData II initiated a second round of research—in another district in Senegal and in one district in Malawi.

The SBCC activity in Malawi is designed in a similar fashion to the one implemented in Kaolack, Senegal,¹ making use of a multichannel approach to reach families in an area where an early grade literacy program is already being implemented. The multichannel involves delivering messages to parents through radio announcements, advertisements, and posters hung in prominent locations within each community. The campaign also includes reinforcement of those messages through community meetings and through community theater performances that reiterate the importance of reading and demonstrate to parents specific activities they can do at home to support their children learning to read.

The USAID-funded Early Grade Reading Activity has been active in 11 districts in Malawi, one of which, Ntcheu, has been selected for implementation of this pilot SBCC campaign. Having seen that the multichannel approach was successful in Senegal at promoting positive changes in households’ attitudes, beliefs, and behaviors, the pilot in Malawi is set up to validate/replicate those findings in a different context. Furthermore, the Malawi pilot will test two variations on the multichannel approach in an attempt to isolate the value added of community theatre as a communication and message reinforcement channel. In collaboration with the Malawi Early Grade Reading Activity, EdData II will implement two versions of the SBCC campaign in the communities associated with 16 schools in the zone of Kasinje (half will include community theater, half will not). Another group of communities in a different zone (Senzani) in Ntcheu District will serve as a comparison (no SBCC activities will take place there).

In conjunction with the Malawi Early Grade Reading Activity Staff and a local partner organization, Invest in Knowledge Initiative (IKI), a baseline survey was completed in March 2016. The results of that survey are the subject of this report.

¹ For more information about the Senegal SBCC campaign, see RTI. (July 2015). *Measurement and Research Support to Education Strategy Goal 1: Senegal Behavior Change Communication Research Baseline Report*. Prepared by RTI International for USAID, Office of Communication: Bureau for Economic Growth, Education, and Environment (E3). Available at:

http://pdf.usaid.gov/pdf_docs/PA00M27G.pdf

RTI. (May 2016). *Measurement and Research Support to Education Strategy Goal 1: Senegal Behavior Change Communication Research: Kaolack Baseline Report*. Prepared by RTI International for USAID, Office of Communication: Bureau for Economic Growth, Education, and Environment (E3).

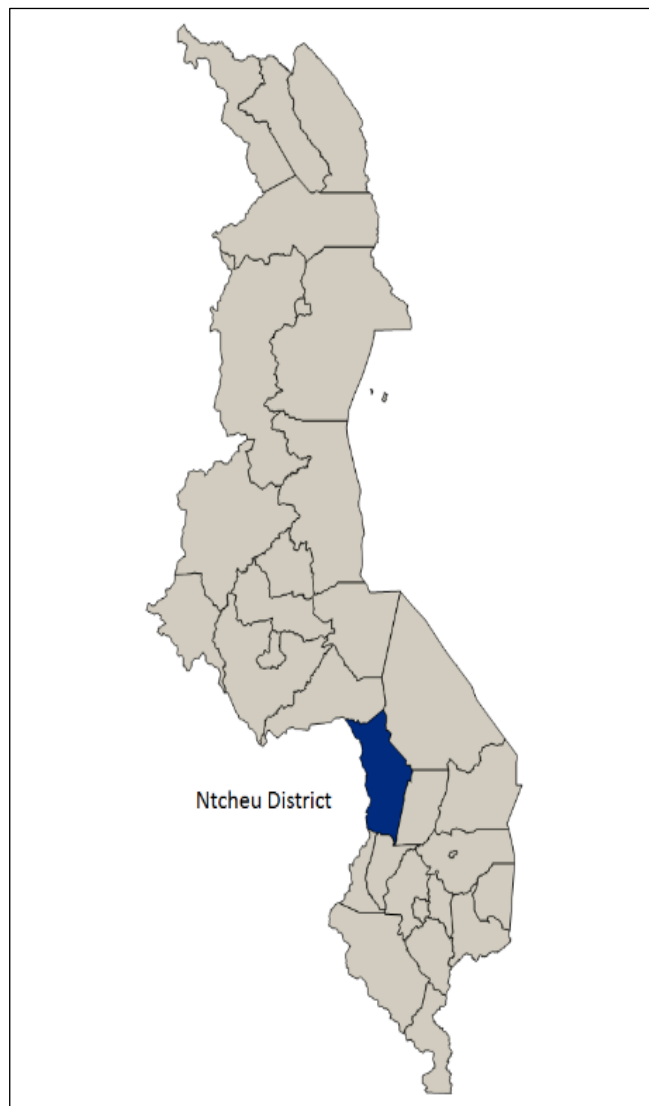
2 Methods

An evaluation of the Malawi behavior change communications pilot intervention will be conducted by comparing the intervention study area, Kasinje, and the comparison area, Senzani—two zones in the Ntcheu District (Figure 1). Pre-intervention and post-intervention data have been and will be collected from both areas through a structured questionnaire. The two areas are separated by a distance of approximately 70 km, which is judged to be a sufficient distance to avoid communication spillover. Baseline data have been collected from parents or other household members of students as well as from the students' teachers.

All 16 schools from the intervention zone and all 15 from the comparison zone were included in the research study. From each school, 30 learners were randomly selected from standards 1, 2, and 3. Each class contributed 10 learners: half of which were boys and half girls. Once selected, a learner's household was identified and the parent/guardian then interviewed.

The instruments used for the parent and teacher interviews were developed by RTI and further adapted to fit the local context by our partner on this research, Invest in Knowledge Initiative (IKI). IKI translated the questionnaire into Chichewa, trained the interviewers, and carried out the fieldwork. Data capture in the field was carried out using tablets with CSPro² software.

Figure 1. Ntcheu District, Malawi



² Developed by U.S. Census Bureau and ICF International. For more information see: <http://www.census.gov/population/international/software/cspro>

3 Household Survey Results

Data are presented by area and as totals. This baseline report summarizes information gathered through the household and teacher surveys and includes information related to the following:

Household responses:

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

Teacher responses:

- Characteristics of the respondents
- Teachers' perspective of parent knowledge, attitudes, beliefs, and behaviors that promote learning to read
- Availability of reading materials in the classroom
- Assignment of homework and student access to materials outside of school.

The baseline parent sample comprises 452 interviews from the intervention area (Kasinje) and 485 from the comparison area (Senzani). For teachers, 45 interviews were conducted in the intervention area and 47 interviews were conducted in the comparison area. The baseline data for the two study sites are described below.

3.1 Characteristics of Households

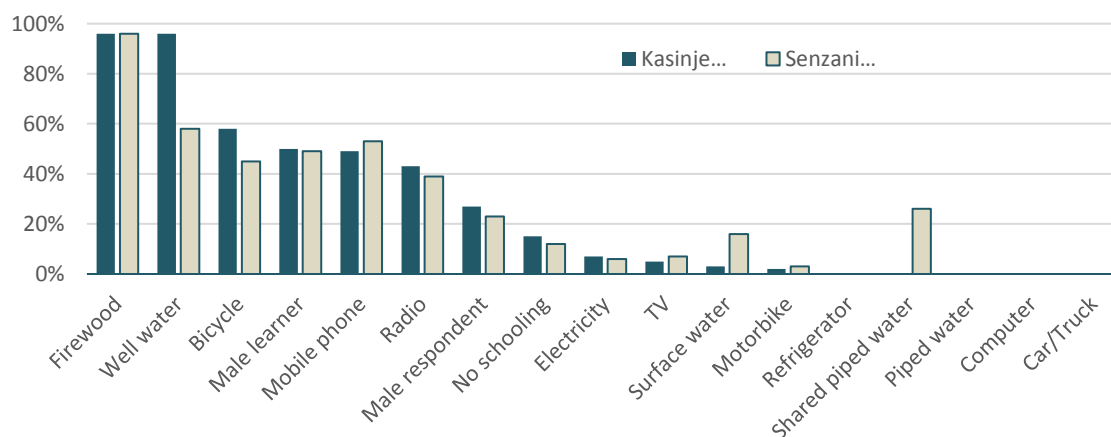
Most households surveyed in the two areas had between five and nine people living in them: 83% in Kasinje (intervention zone) and 74% in Senzani (comparison zone). Only 4% of households in either zone had from 10 to 14 people. The remainder had fewer than four. In addition to household size, data on the socioeconomic status (SES) of families were also collected. Seventeen household attributes were used to construct the household wealth index (Table 1) as a measure of relative SES. The percentages of households with these different attributes in the two zones are shown in Figure 2.

Table 1. Household Wealth

Household Wealth Quintiles	Kasinje (Intervention) †	Senzani (Comparison) ‡‡	Total ‡‡‡
	%	%	%
Lowest	22	19	20
Second	23	17	20
Middle	17	22	20
Fourth	18	22	20
Highest	20	20	20

†: n=453; ‡‡: n=485; ‡‡‡: n=938.

Figure 2. Percentages of Households with Factors Used to Calculate Wealth Quintiles



Respondents were also asked about the language most regularly used in their household. Essentially all households—99% in Kasinje and 97% in Senzani use Chichewa. Overall, 4% also said they use Ngoni.

To assess how families get information, respondents were also asked about their radio listening and television viewing habits. Table 2 summarizes family access to radio and television.

Table 2. Access to Radio and Television

	Kasinje (Intervention)†	Senzani (Comparison) ††	Total†††
	%	%	%
How often do you watch television?			
Every day	3	2	2
3-4 times a week	3	2	3
Once every 2 weeks	2	2	2
Once a month	5	9	7
Never	86	85	85
How often do you listen to the radio?			
Every day	32	31	32
3-4 times a week	13	12	12
Once every 2 weeks	7	5	6
Once a month	7	9	8
Never	39	43	41

†: n=452; ††: n=485; †††: n=937.

3.2 Characteristics of Respondents

The mother of the learner was the most likely to respond in Kasinje (65%) and Senzani (60%). The father responded in 23% of the interviews in the intervention site and 18% in the comparison site. Approximately three-quarters of the respondents were female. The mean age of the respondents was 37 years of age in both study areas.

Table 3 shows the level of schooling completed by the respondents in each household. A slightly greater percentage of respondents in Kasinje (15%) had no formal education compared to the respondents in Senzani (12%). The majority of respondents have had at least some primary school education.

Table 3. Education of Respondents

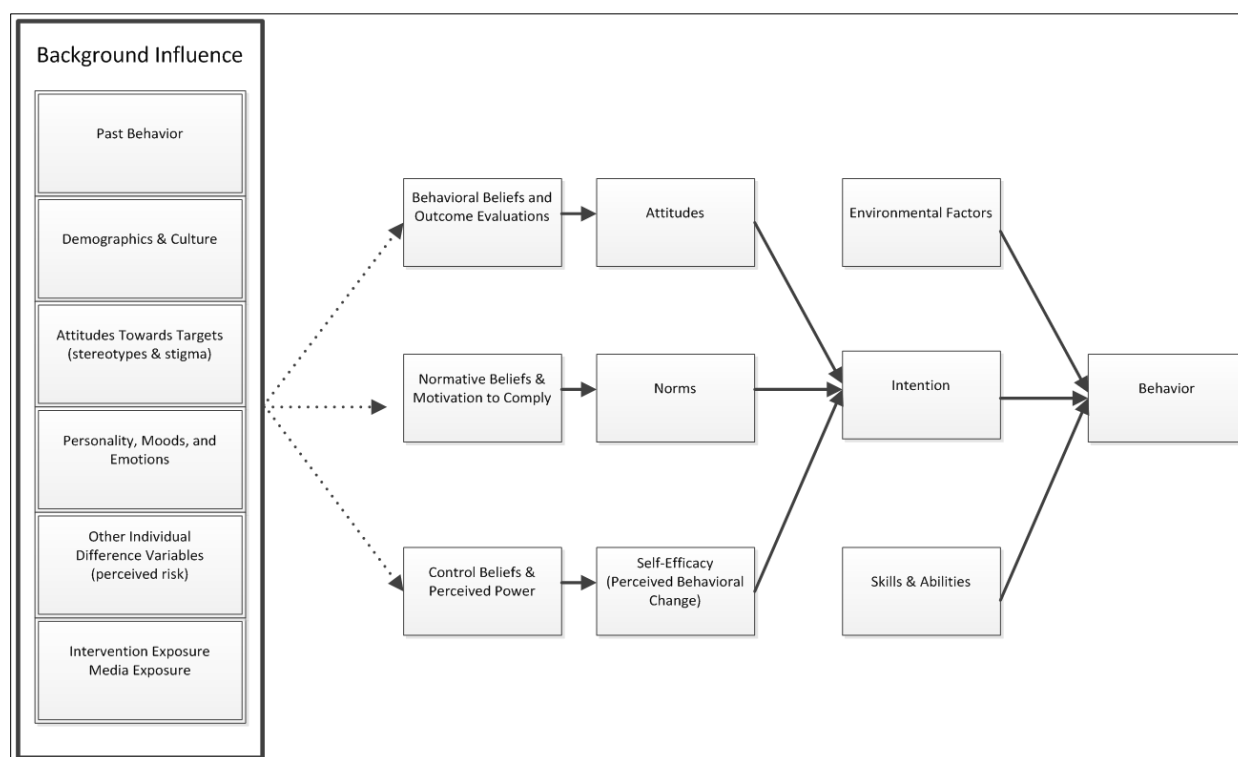
	Kasinje†	Senzani††	Total†††
Level of school completed by respondent	%	%	%
Only some primary education	67	59	63
Completed primary education	9	12	10
Some secondary education or more (excluding vocational)	10	17	14
Vocational or other	0	0	0
No formal education	15	12	13

†: n=452; ††: n=483; †††: n=935.

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 2000³ 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).

Figure 3. Integrative Model of Behavior Change⁵



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:

- Attitudes (a person’s overall favorable or unfavorable feelings toward the behavior);
- Norms (perceptions of what others think and perceptions of what others are doing); and

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

⁵ *ibid*

- 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.

One belief relevant to parental involvement in supporting literacy is what respondents say is the most important subject for children to learn in school. The survey asked family members, without prompting, to name a single subject. The most common response was “English,” both for Kasinje (57%) and for Senzani (65%). This was followed by “Chichewa” (22% and 15% for Kasinje and Senzani, respectively), which is recognized as the national language of Malawi. A total of 11% of respondents thought math was the most important subject to learn in school.

Household members were also asked when a child should learn to read well. Very few in either zone said a child should learn to read well in Standard 1, a third in both Kasinje and Senzani said in Standard 2, and 47% said in Standard 3.

Respondents, without being given a list of possible answers, were asked what role parents could play to help their children with school (Table 4). They could give multiple responses. The most common response was to make sure the child attends school on time (56% in Kasinje and 49% in Senzani). The second most common response was for parents to check the child’s school notebook. Of the respondents, 22% in Kasinje and 18% in Senzani think reading with the child is a role parents can play, while having the child read aloud was not frequently mentioned (9% in both study areas).

⁶ *ibid*

Table 4. Role Parents Can Play to Help their Child with School

Question (unprompted): "What role can parents play to help their child with school?"	Kasinje†	Senzani††	Total†††
	%	%	%
Make sure the child attends school on time	56	49	52
Check child's notebook	36	43	40
Other (specify)	24	36	30
Make sure the child has a good breakfast	17	26	21
Read with the child	22	18	20
Buy school supplies	20	20	20
Check child's homework	11	12	11
Buy books and workbooks	10	9	10
Have the child read aloud to you	9	9	9
Do homework with the child	8	11	9
Meet with teacher	1	3	2
Hire a tutor if the child is not doing well in school	1	4	2
Meet with head teacher	0	1	1
Attend school assemblies	0	1	0

Note: Columns do not add to 100% because respondents could provide more than one answer.

†: n=453; ††: n=485; †††: n=938.

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 Kasinje (48%) and in Senzani (44%) 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" (88% in both zones).

To try to determine household members' sense of self-efficacy with respect to helping their children learn to read, the survey asked them if they felt they could help their child learn to read. In both locations, 70% of the respondents felt they could. For those who answered yes, a follow-up question asked them to name ways they thought they could do so. In Kasinje 73% and in Senzani 69% thought they could by reading with their child (Table 5). In Kasinje 32% of respondents and 24% in Senzani also mentioned having the child read aloud to someone.

Table 5. Activities to Help a Child Learn to Read

For those who answered that they can help their child learn to read (unprompted): “What kinds of activities can you do to help your child?”	Kasinje†	Senzani††	Total†††
	%	%	%
Reading with him/her	73	69	71
Having him/her read aloud to me	32	24	28
Making time for him/her to study	35	31	33
Other (specify)	15	25	20

†: n=317; ††: n=373; †††: n=690.

Some household members, 30% in Kasinje and 23% in Senzani, felt they were not able to help their child learn to read (Table 6). When asked why, 76% in Kasinje and 77% in Senzani cited their own illiteracy as the leading reason. A smaller percentage (11% and 16% in Kasinje and Senzani, respectively) said they were too busy. In both research areas, 8% indicated they could not help due to not being a good teacher.

Table 6. Obstacles to Helping a Child

For those who answered that they cannot help their child: “What kind of obstacles make it difficult to help?”	Kasinje†	Senzani††	Total†††
	%	%	%
I can’t read	76	77	76
I am too busy	11	16	13
I am not a good teacher	8	8	8
Other (specify)	6	9	7
He/she wants to play with other children	1	1	1

†: n=136; ††: n=112; †††: n=248.

3.4 Behaviors

Distinct from what they thought they could do, respondents were also asked if they actually do help their child with schoolwork. Of the household members surveyed, 66% in Kasinje and 69% in Senzani indicated that they do help. Respondents who answered “yes” (Table 7), were then asked how they provide help: 45% in Kasinje and 46% in Senzani indicated that they check their child’s homework. The next most popular response was for parents to ask the child to show their schoolwork (37% in Kasinje and 45% in Senzani). In descending order, respondents also mentioned telling the child to do his or her work, asking about the school day, asking the child to read, and reading to the child.

It is of interest to note the difference in the response to this question—about what the respondent actually does—and the responses to the previous question—about what a “theoretical parent” could do. The percentage of those responding that they actually read with their child is much lower than those who stated that a parent, in principle, could read with his/her child. This may

indicate that conceptually parents understand that it may be a good thing to read with their children, but do not actually do so because of other factors (such as those listed in Table 6, or other environmental factors, such as the lack of books in the home environment as shown later in Figure 6).

Table 7. Behaviors that Help the Child with School

Question (unprompted): “How do you help your child with school”	Kasinje†	Senzani††	Total†††
	%	%	%
I check his/her homework	45	46	46
I ask him/her to show me his/her work	37	45	41
I tell him/her to do his/her work	31	22	26
Other (specify)	23	25	24
I ask him/her questions about the day in school	20	23	22
I ask him/her to read to me	17	19	18
I read to him/her	16	8	12
I ask someone to help	7	2	4
I engage a tutor	3	3	3
I don't help him/her with school	2	1	2

†: n=300; ††: n=334; †††: n=634.

To further probe household behavior related to helping children with school, respondents were asked how frequently they help their children. The most frequent response was every day (41% in Kasinje and 39% in Senzani), followed by helping once a week (21% in Kasinje and 25% in Senzani). In addition to being asked if they themselves help the child with schoolwork, respondents were also asked if anyone in the household did so. Table 8 shows that over half of the respondents interviewed (52% in Kasinje and 58% in Senzani) indicated there was a household member who helped the child with their schoolwork, and most commonly that was the father.

Table 8. Household Member Providing Help with Schoolwork

Question: "Does anyone in the household help your child with schoolwork?"	Kasinje†	Senzani††	Total†††
	%	%	%
Percent who said someone does help child	52	58	55
Father of the learner	29	21	25
Sister of the learner	18	22	20
Brother of the learner	20	18	19
Mother of the learner	10	12	11
Uncle of the learner	7	7	7
Aunt of the learner	5	9	7
Grandfather of the learner	5	4	4
Grandmother of the learner	3	4	3

†: n=452; ††: n=485; †††: n=937; Subset saying someone does help the child: †: n=237; ††: n=282; †††: n=519.

Table 9 shows the type of help given by any household member. The responses were unprompted, and multiple responses were recorded from a predetermined list. The most common response in both Kasinje (51%) and Senzani (50%) was "Practices reading with him/her." Checking the child's workbook and helping with homework were also frequently mentioned (33% and 28%, respectively). In contrast, reading stories to the child was rarely mentioned (9% overall).

Table 9. How Household Member Provides Help

Question (unprompted): "If someone in the household helps the child, how do they help?"	Kasinje†	Senzani††	Total†††
	%	%	%
Practices reading with him/her	51	50	50
Checks his/her notebook/workbook	35	32	33
Helps with homework	30	26	28
Has the child read to him/her	21	16	18
Other (specify)	16	20	18
Helps to practice language skills	9	19	15
Read stories to him/her	12	7	9

†: n=237; ††: n=282; †††: n=519.

Table 10 shows how frequently children were helped with schoolwork by anyone in the household. The majority of respondents in Kasinje (51%) said their child received help 2–3 times each week, while 44% said the same in Senzani. This is in contrast to the larger percentage that said they themselves helped their child every day (40% in both zones). A large number of households in Kasinje (48%) and Senzani (42%) reported their child did not receive any help.

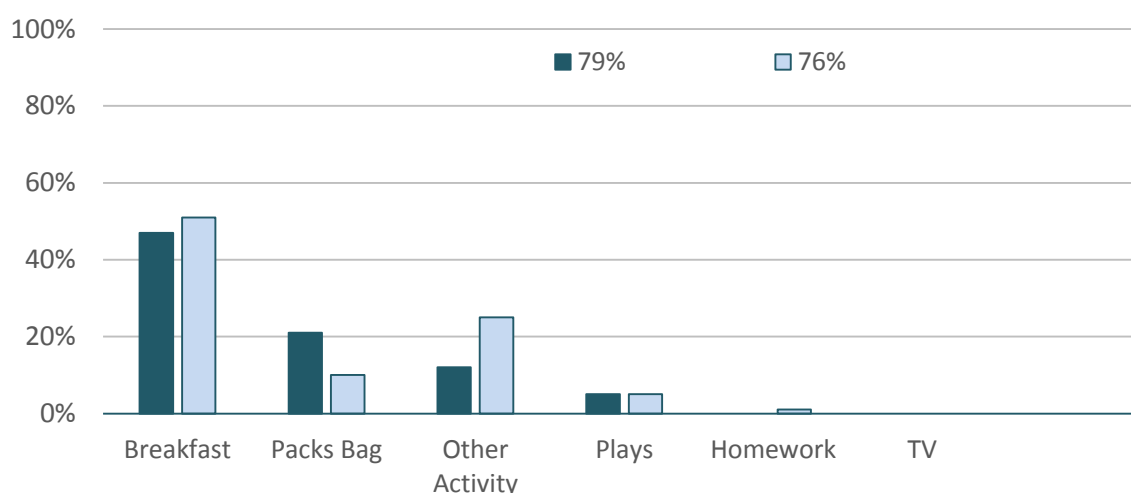
Table 10. Frequency of Help with School Work (All Household Members)

Question: "On average, how often does the household member help the child with schoolwork?"	Kasinje†	Senzani††	Total†††
	%	%	%
2-3 times per week	51	44	47
Every day	22	29	26
Once per week	22	22	22
Once every two weeks	5	4	5

†: n=237; ††: n=282; †††: n=519.

3.5 Household Environmental Factors that Affect Learning

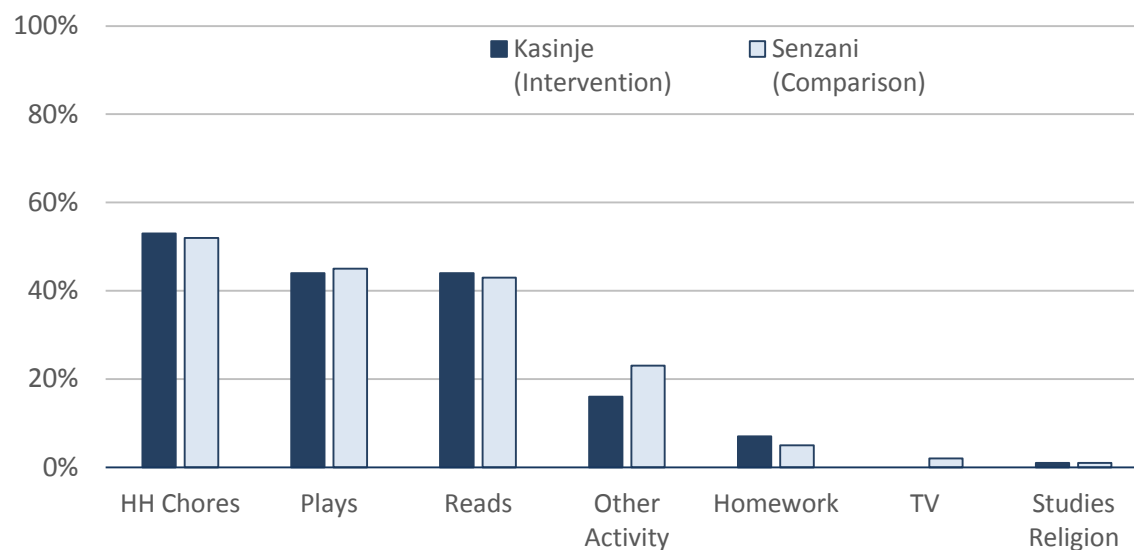
To assess the extent to which children's responsibilities within the household may constrain their ability to spend time on schoolwork outside school, the survey included questions regarding the activities children normally perform before and after school. The other environmental factor taken into account concerned the presence of printed materials in the home, which, in principle, could be used to help children practice their reading skills (conversely, the absence of printed materials would pose an environmental constraint that any effort intended to spur reading activity at home would need to address). Figure 4 shows the activities that parents report children are performing before school. In the majority of households, 79% in Kasinje and 76% in Senzani, children are expected to do household chores. In Kasinje, 47% of the respondents said their children have breakfast, compared to 51% in Senzani.

Figure 4. Activities Child Performs before School

After school activities are shown in Figure 5, with nearly the same patterns of activities in both research areas. Household chores are performed after school by 53% of the children in Kasinje and 52% in Senzani. This is followed by playing (44% in Kasinje and 45% in Senzani) and

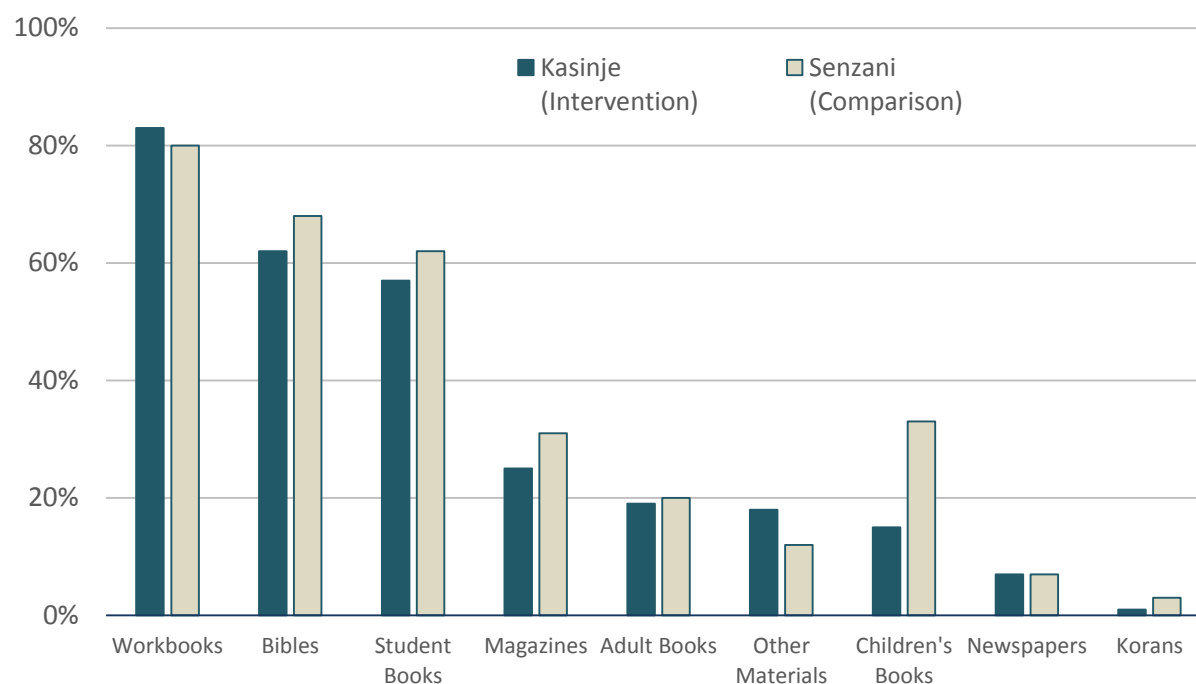
reading (44% in Kasinje and 43% in Senzani) as activities performed by children after school. Homework was rarely mentioned as an after-school activity.

Figure 5. Activities Child Performs after School



Respondents were asked about the printed materials in their homes (Figure 6). The most common type of material mentioned were student workbooks (83% in Kasinje and 80% in Senzani), and more than 60% of households reported having a copy of the Bible. In addition, 57% of the households in Kasinje said they had student books, as did 62% of the households in Senzani. Other types of materials were mentioned considerably less frequently.

Figure 6. Printed Materials Reported to Be in the Home



3.6 Respondents' Exposure to Messages about Children Learning to Read

Finally, to gauge the extent to which messages about reading are already prevalent in the target communities, households were asked if they had seen or heard messages about children learning to read in the past three months (Table 11). In 59% of the households in Kasinje and 62% in Senzani, the respondents had not seen or heard any messages on this subject. Of those that had heard child literacy messages, radio was by far the leading broadcast medium through which that message was communicated. Exposure to such messages on other media was reported considerably less.

Table 11. 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?"	Kasinje†	Senzani††	Total†††
	%	%	%
Not seen or heard any message	59	62	60
On the radio	72	63	67
Through drama groups	22	25	23
Through any other place (specify)	17	25	21
By community mobilizers	20	20	20
On billboards, banners, signs	9	8	8
From newspapers or magazines	6	8	7
On television	3	6	5
On the internet	1	1	1

†: n=452; ††: n=485; †††: n=937; Subset having heard message: †: n=186; ††: n=185; †††: n=371.

3.7 Discussion of Household Survey Results

This baseline survey indicates that households in the two zones share some characteristics, but differ in some notable ways. The distributions of households across wealth quintiles in Kasinje and Senzani are very similar, and almost all households in both zones speak Chichewa. Of households in the two zones, 85% never watch television, but 32% listen to the radio every day. Responses from both Kasinje and Senzani indicate that most parents consider English as the most important subject for their children to learn in school, with only a few mentioning Chichewa, and none providing “reading” as an unprompted response. This is not surprising, because in Malawi reading is not identified as a separate subject in school. A larger share of households in Senzani than in Kasinje think English is most important, and a larger share in Kasinje than in Senzani think Chichewa is. Almost half of households in both zones think children should read well only by Standard 3, indicating that there is an opportunity to reshape that belief/attitude so that more of them begin to expect their children to read earlier.

Similarly, there is an opportunity to increase the percentages of parents who believe that reading with a child is a role a parent can play (from the baseline of 22% in Kasinje). Interestingly, a large percentage of household members (70%) stated that they felt they could help their child learn to read, and most thought they could do so by reading with him/her. An objective of the SBCC pilot should therefore be to help households capitalize on that belief and turn it into regular behavior. For the 30% of household members who said they felt they could not help their child, by far the biggest obstacle the campaign will need to address is their sense that their own inability to read prevents them from helping their child.

Two-thirds of household members state that they already help their child with school work. The issue to be addressed is that among the things they report doing, few respondents indicated that they ask the child to read or that they read to the child (17% and 16% in Kasinje). The SBCC messaging will target helping children every day with some aspect of their reading skills, which

hopefully will increase the 40% of households that already report helping the child in some way every day.

The SBCC messaging will also need to address the fact that majorities of households indicate that children have chores to do both before and after school. Increasing the supply of story books and story cards (which is also part of the campaign) should also help overcome the lack of printed materials other than school textbooks reported in most homes. The SBCC campaign will also encourage teachers to ensure that story books and cards are brought home more regularly as an additional way to help increase the availability of materials for reading practice at home. The results of the baseline survey of teachers are presented in the next section of this report.

4 Results of Teacher Survey

The baseline data collection also interviewed teachers from Standards 1, 2, and 3 in all the schools of the treatment and comparison zones. In addition to collecting information about the teachers themselves, about the attributes of the classroom environment, and about the availability of reading materials, the survey asked teachers many of the same questions as were posed to household members, both to gauge teachers' attitudes and beliefs, but also to see what teachers thought about how parents or other household members of students perceived these issues.

4.1 Teacher Background Information

The average age of teachers was 34 years in Kasinje and 35 years in Senzani, with the majority of staff falling between 25 and 35 years of age (Table 12). More Standard 1, 2, and 3 teachers in Kasinje are male (62%) than female, and the opposite is true in Senzani (51% female). Of the respondents, 53% in Kasinje and 49% in Senzani had been teaching from 2 to 5 years, with roughly the remaining teachers having taught for more than 5 years. Few of the respondents had been teaching less than one year.

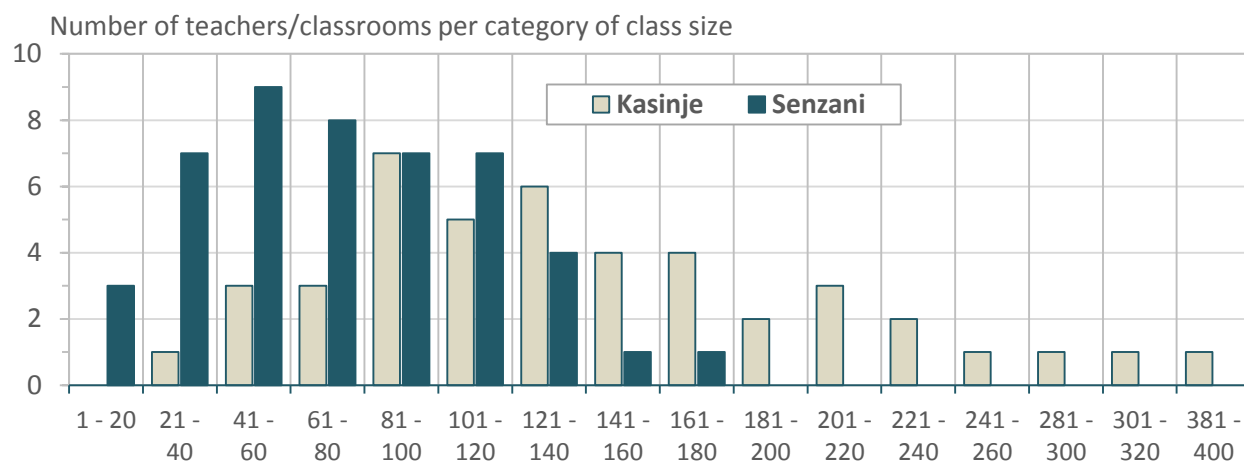
Table 12. Teacher Background Information

	Kasinje (Intervention)†	Senzani (Comparison) ††	Total†††
	%	%	%
Age			
20 to 24	4	11	8
25 to 34	58	43	50
35 to 44	18	19	18
45 to 54	20	26	23
55 or more	0	2	1
Gender			
Male	62	49	55
Female	38	51	45
Number of years of teaching experience			
Less than 1 year	2	0	1
2-5 years	53	49	51
More than 5 years	44	51	48

†: n=45; ††: n=47; †††: n=92.

As is often the case in Malawi, teachers reported class sizes that were large. In Kasinje, 98% of classrooms and 73% in Senzani have more than 50 students. Extremely large classes, of more than 100, are more prevalent in Kasinje than in Senzani (Figure 7).

Figure 7. Distributions of Class Sizes in the Two Zones



4.2 Teachers' Perceptions of Parent Knowledge, Attitudes, Beliefs, and Behaviors that Promote Learning to Read

Teachers were asked what they thought is the most important subject children could learn in school (Table 13). The majority of respondents, 69% in Kasinje and 60% in Senzani, believed Chichewa was the most important subject. This was followed by 27% in Kasinje and 36% in Senzani believing English to be the most important subject to learn. When teachers were asked what they believed learners' parents considered to be the most important subject to learn, 76% from Kasinje and 70% from Senzani believed it to be Chichewa.

Table 13. Most Important Subject to Learn in School

Most Important Subject	Kasinje†	Senzani††	Total†††
	%	%	%
Question: "In your opinion, what is the most important subject for a child to learn in school?"			
Chichewa	69	60	64
English	27	36	32
Other (Specify)	4	4	4
Question: "Thinking of the parents of the learners in your current class, what subject do THE PARENTS consider most important for a child to learn in school?"			
Chichewa	76	70	73
English	18	21	20
Math	4	6	5

†: n=45; ††: n=47; †††: n=92.

Teachers were also asked at what grade in school they thought children should be able to read well and at what grade they believed learners' parents thought reading should occur. The largest proportion of teachers believed children should be reading fluently at Standard 2 (39% for both areas). Less than a quarter believed students should be reading well in Standard 1. Many teachers (42%) believed that parents think their children should be reading fluently the following year, in Standard 3. Household member responses to this question (Table 14) showed a similar percentage of them believing that children should read well in Standard 3 (47%).

Table 14. Grade Level at Which a Child Should Be Able to Read Well

Most Important Subject	Kasinje†	Senzani††	Total†††
	%	%	%
Question: "In YOUR opinion, at what grade level should a child be able to read fluently on his/her own?"			
Standard 1	29	19	24
Standard 2	40	38	39
Standard 3	27	38	33
Standard 4	4	4	4
Question: "Thinking of the parents of the learners in your current class, at what grade level do THE PARENTS think a child should be able to read fluently on his/her own?"			
Standard 1	9	2	5
Standard 2	13	9	11
Standard 3	44	40	42
Standard 4	22	40	32

†: n=45; ††: n=47; †††: n=92.

Teachers were asked what role they believed parents could play in helping their child with school (Table 15). Their responses were unprompted, and they were allowed to give multiple answers. The most frequent response in Kasinje and Senzani was to "check the child's notebook," at 60% and 40%, respectively. The purchase of school supplies (29% in Kasinje and 49% in Senzani) was the next most frequently mentioned role, closely followed by making sure the child attends school on time (40% in Kasinje and 36% in Senzani). For both survey areas combined, reading with the child, checking the child's homework, and doing homework with the child ranked lower on the list. Also, of note is that very few of the teachers mentioned that parents could meet with the teacher to help the child with school.

Table 15. Teachers' Perception of Roles Parents Can Play to Help their Child with School

“In your opinion, what role, IF ANY, can parents play to help their child with school?”	Kasinje†	Senzani††	Total†††
	%	%	%
Check child's notebook	60	40	50
Buy school supplies	29	49	39
Make sure the child attends school on time	40	36	38
Read with the child	38	30	34
Check child's homework	18	45	32
Buy books and workbooks	27	19	23
Do homework with the child	11	30	21
Make sure child has good breakfast	7	32	20
Have child read aloud to you	13	26	20
Meet with teacher	2	9	5
Hire a tutor if the child isn't doing well	2	9	5
Meet with principal	0	0	0
Attend school assemblies	0	0	0

Note: Columns do not add to 100% because respondents could provide more than one answer.

†: n=45; ††: n=47; †††: n=92.

In addition to their own points of views about what parents can do (summarized above), teachers were asked if they thought their students' parents believed they could help their child with reading. Of the Kasinje teachers 78%, and of the Senzani teachers 57%, thought this to be true, which is, on average, relatively consistent with the actual parent responses (70% in both areas).

Of those teachers who thought parents could not help their children learn to read, 40% in Kasinje and 65% in Senzani cited the parents' illiteracy as a reason. In Kasinje, 50% of teachers and in Senzani 40% thought the parents to be too busy with work or chores to help. These were the obstacles to helping a child that were most often cited by household members as well.

Most teachers believe that at least some reading materials were available in students' households. In all, 53% of teachers in Kasinje and 72% in Senzani thought that households have Bibles, followed by 40% (in Kasinje) and 62% (in Senzani) that thought student workbooks would be available at home. More than half the teachers thought students would have access to textbooks at home. Fewer than half the teachers thought that students' households would have magazines, children's books, and newspapers.

Teachers were also asked if they think the parents of their students are currently helping those children with their schoolwork. A much higher percentage in Kasinje (73%) than in Senzani (54%) said yes, they believe parents are helping children. Table 16 shows the behaviors in which teachers think parents engage to help their children with schoolwork. In both zones, 28% of

teachers think that parents are reading aloud with their children, and 24% and 13% in Kasinje and Senzani, respectively.

Table 16. Teachers' Perception of Behaviors that Help the Child with School

(unprompted): "How do you think the parents of the learners in your current class help their child with his/her schoolwork?"	Kasinje†	Senzani††	Total†††
	%	%	%
Check homework	44	60	51
Ask to show me his/her work	41	32	37
Ask to read aloud	28	28	28
Read to him/her	13	24	18
Ask questions about day in school	16	8	12
Tell him/her to do his/her work	16	8	12
Ask someone to help	9	4	7
Engage a tutor	0	0	0
Parents don't help with schoolwork?	0	0	0

†: n=32; ††: n=25; †††: n=57.

When asked how frequently parents help their children with school, 100% of the teachers from Kasinje and 80% from Senzani thought they helped **at least** one time per week. A total of 41% of teachers from Kasinje and 24% from Senzani thought parents help their children every day (Table 17).

Table 17. Teachers' Perception of Frequency of Help with School Work

	Kasinje†	Senzani††	Total†††
	%	%	%
Question: "How often do you think the parents of the learners in your current class help their child with school?"			
Every day	41	24	33
Twice a week	25	24	25
Three times a week	19	20	19
Once a week	16	12	14
Once a month	0	4	2
Once every two weeks	0	4	2

†: n=32; ††: n=25; †††: n=57.

Teachers were also asked about other household members—whether they think they help with schoolwork, what they do, and how often they help. Most teachers in both zones (91% in Kasinje and 82% in Senzani) think some household member helps children with school, and a majority of

teachers (53% overall) think that household members help by practicing reading with a child. Between 16% and 20% of teachers said household members help children every day, 42% said 2–3 times per week, and 32% in Kasinje and 22% in Senzani said household members help once per week.

Teachers were asked how frequently parents visited the school. Overall, 29% of the teachers in Kasinje and 34% in Senzani report having parent visits at least once a month, while 20% in Kasinje and 28% in Senzani said they were paid visits once every 3 months, on average. A total of 10% said they are never visited by parents. When asked about the primary reason for the visit, 31% of the respondents in Kasinje and 60% in Senzani indicated it was for disciplinary reasons (Table 18). The second highest reason to be paid a visit was for grades (16% in Kasinje and 38% in Senzani). Concerns of learning and reading achievement were also mentioned by 25% and 22% of teachers (both areas combined).

Table 18. Why Parents Visit the School

Question: "When parents visit, what do they want to talk about?"	Kasinje†	Senzani††	Total†††
	%	%	%
Discipline	31	60	46
Grades	16	38	27
Concerns about learning achievement	20	30	25
Concerns about reading achievement	20	23	22
School activities	20	19	20

†: n=45; ††: n=47; †††: n=92.

4.3 Classroom activities promoting reading and availability of reading materials

Table 19 shows how often the teachers stated that they assign homework to their students. The largest proportion of teachers said that they assign homework every day (33% in Kasinje and 38% in Senzani), followed by those saying they assign it at least 3 times per week.

Table 19. Teacher Assignment of Homework

Question: "How often do you assign homework to the learners in your current class?"	Kasinje†	Senzani††	Total†††
	%	%	%
Every day	33	38	36
Three times a week	27	26	26
Twice a week	16	21	18
Once a week	24	15	20

†: n=45; ††: n=47; †††: n=92.

Teachers were also asked if their students took school books home and how frequently they did so (Table 20). The vast majority of teachers stated that their students do take books home, although there is a range in how regularly they do so. The largest percentage of teachers said that their students take books home only once per week (39% in Kasinje and 37% in Senzani). A small number of teachers indicated their students did not take school books home (2% in Kasinje and 13% in Senzani) and were asked why, without being prompted with possible reasons. Although the number is too small to draw a meaningful conclusion, it is interesting to note the most often cited reason (6 out of the 7 responses) was that school personnel were concerned that books may be damaged if they are taken home.

Table 20. Children Taking Schoolbooks Home

	Kasinje†	Senzani††	Total†††
	%	%	%
Question: "Do the children in your current class usually take school books home with them?"	98	87	92
"How often do they take schoolbooks home with them?"			
Every day	23	24	24
Three times a week	9	20	14
Twice a week	16	5	11
Once a week	39	37	38
Once every two weeks	9	7	8
Once a month	0	5	2
For those who answered children do not take schoolbooks home: "Why don't they take schoolbooks home with them?"			
Teachers/school directors concerned books may be damaged	100	83	86
Parents concerned books may be damaged	0	33	29
Not enough schoolbooks available	0	33	29
No schoolbooks available	0	0	0
Teachers do not assign homework	0	0	0

†: n=45; ††: n=47; †††: n=92; Subset of students taking schoolbooks home: †: n=44; ††: n=41; †††: n=85.

Teachers were also asked about story books and story cards available to their students (Table 21). The large majority of teachers report that their students take story books/cards home (87% in Kasinje and 89% in Senzani), and most teachers indicated that learners do so **at least** one time per week (95% in Kasinje and 71% in Senzani). The largest share of teachers indicated that their students take home story books/cards only one time during the week (62% in Kasinje and 45% in Senzani). Of the teachers, 11% in Kasinje and 13% in Senzani (n=11 in total), indicated their students did not take any story books/cards home. The most commonly cited reason for not taking books/cards home, for 7 out of the 11 respondents, was because of their unavailability.

Table 21. Children Taking Story Cards Home

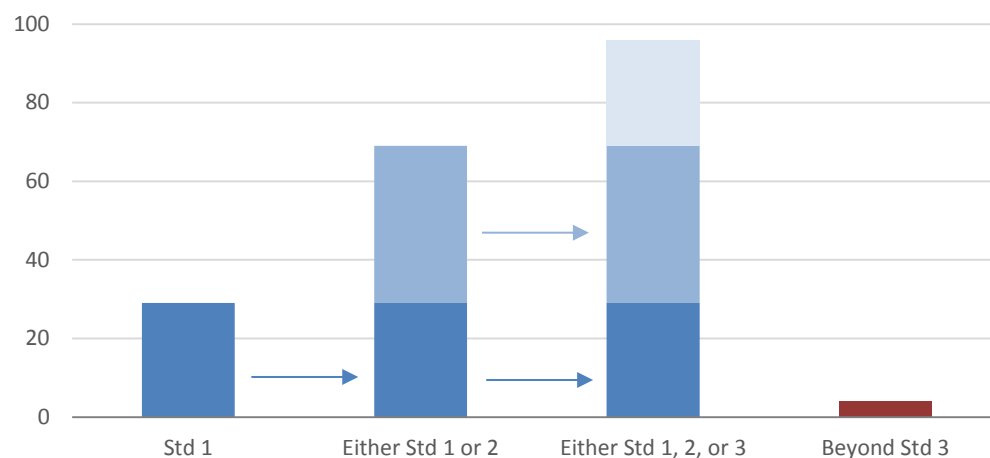
	Kasinje†	Senzani††	Total†††
	%	%	%
Question: "Do the children in your current class usually take story books or story cards home with them?"	87	89	88
For those who answered children take story books/cards home: "How often do they take them home?"			
Every day	5	7	6
Three times a week	13	7	10
Twice a week	15	12	14
Once a week	62	45	53
Once every two weeks	0	19	10
Once a month	3	10	6
For those who answered children do not take story books/cards home: "Why don't they take story books/cards home with them?"			
Not enough storybooks/story cards available	67	60	64
Teachers/school directors concerned books or cards may be damaged or lost	17	20	18
Parents concerned books or cards may be damaged or lost	0	20	9
No storybooks/story cards available	0	20	9
Children are not interested in taking cards or books	17	0	9

†: n=45; ††: n=47; †††: n=92; Subset of students taking story books/cards home: †: n=39; ††: n=42; †††: n=81.

4.4 Discussion of Teacher Survey Results

The staff assigned to teach in Standards 1, 2, and 3 in schools in Kasinje and Senzani differ slightly in terms of their age, years of experience, and gender. Senzani (the comparison zone) has a greater proportion of younger and older teachers than Kasinje. Kasinje has more male teachers. Teachers in Kasinje face much greater class sizes than those in Senzani. In both zones, teachers think Chichewa is the most important subject for students to learn (compared to parents in both zones, who favored English), and for the most part, they expect students to read well by Standard 2 or sooner. Figure 8 below shows the percentages of teachers in Kasinje, who expect students to read at different points in the early years of primary school.

Figure 8. Kasinje Teachers' Expectations for Children Learning to Read



In general, teachers' responses indicate that they believe that their students' parents are helping the children with schoolwork, and in particular, are helping students learn to read. A higher percentage of teachers believe that parents read with their children, than parents themselves reported doing. About a third of teachers (more in Kasinje than Senzani) stated that parents visit the school about once per month, most often to discuss discipline (especially in Senzani, where 60% of teachers stated that the topic of discussion with parents is discipline). About 20% of teachers in both zones stated that parents do come to talk to them about students' achievement in reading.

Teachers self-report that they assign homework quite regularly and that almost universally in Kasinje students take books home from school (less so in Senzani). However, almost 40% of teachers in both zones indicated that books go home only one day a week. Responses related to story books and story cards were similar.

The SBCC campaign will be able to not only monitor the extent to which teacher beliefs and perceptions about reading change, but will also collect data on how frequently students actually do take books home (and how frequently they use those books to practice reading-related skills with their family members).

Annex A. Malawi Teacher Questionnaire

General Instructions

- Ask the respondent to answer each question orally, as in an interview.
- **DO NOT READ THE ANSWER OPTIONS TO THE RESPONDENT UNLESS THE INSTRUCTIONS INDICATE TO DO SO.**
- Wait for the respondent 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 IKI in partnership with USAID/Malawi and the Research Triangle Institute.

Mulibwanji? Dzina langa ndine _____. Ndikugwira ntchito ndi a IKI mogwirizana ndi a USAID/Malawi ndi a RTI.

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 early-grade readers in your classes, and their parents' attitudes and involvement in their children's education.

Tikucheza ndi makolo, kufuna kumvetsetsa mmene makolowo amatengerapo gawo pamaphunziro a ana awo. Otiyang'anira anandifotokozera kuti mwavomera kukhalako ndi kanthawi koti titha kulankhulana nkhani yokhuza maphunziro a ana anu.

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 without being disturbed?

Ndilowe? Muli ndi nthawi? Kulankhulana kwathu kutenga pafupifupi ola ndi mphindi makumi atatu. Kodi pali malo a zii amene tingkhale ndi kulankhulana opanda chosokoneza?

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

Cholinga chakafukufukuyu ndi choti zitsatira zithandize kupititsa patsogolo maphunziro a ana mchigawo chino. Makamaka tili ndi chidwi chofuna kumvetsetsa njira zimene ana angaphunzire kuwerenga komanso ntchito zimene amagwira kusukulu komanso akaweluka kusukulu.

- You were randomly selected to participate in this activity among teachers in standards 1-3 classes in primary schools in Kasinje. 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 you questions about the learners in your classes, and the way their parents and other household members might support their schooling.

Mwamwayi mwasankhidwa kuti mutenge nawo gawo mukafukufukuyi pakati pagulu la mabanja limene lili ndi ana awo amene amapita kusukulu ndipo amatenga nawo gawo mupologalamu ya chilankhulo yomwe ikupangidwa ndi a bungwe la ARED. Kutenga nawo gawo mukafukufukuyi ndi kofunika kwambiri koma simuli wokakamizidwa ngati simukufuna kutero. Ngati mwavomera kutenga nawo gawo, ndikufunsani mafunso okhuza pabanja lanu, ana anu ndi mmene anthu ena onse apabanja lanu amathandizira pa maphunziro a ana anu.

- I have a questionnaire that I will fill out while we are talking. The questionnaire will take about 1 to 1.5 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/Malawi 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.

Ndili ndi mndandanda wa mafunso awa amene ndiziyikamo mayankho anu tikamacheza. Kuchezaku kutenga pafupifupi ola limodzi ndi mphindi makumi atatu. Ndikukutsimikizirani kuti mayankho anu azasungidwa mwachinsinsi ndipo sakanenedwa kwa wina aliyense, koma mayankho a anthu onse akaphatikizidwa. Ngati nditafunse maina, maina onse akasungidwa mosiyana ndi mayankho anu ndipo akachotsedwa pamapeto a zonse. Maina anu sazatchulidwa pena paliponse mmayankho ophatikizidwawa.

Zotsatira zonse zakafukufukuyi zikawafikiranso a USAID/Malawi ndi aunduna wa zamaphunziro ndi luso kuti akathe kumvetsetsa njira zimene ana angaphunzilere kuwerenga komanso ntchito zimene amagwira kusukulu komanso akaweluka kusukuluko.

- 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 Malawi.

Tili ndi chikhulupiliro kuti palibe kuopsa kwina kulikonse kwa inu ndi apabanja lanu mukatenga anwo gawo mukafukufukuyi. Komanso painu nokha simuona phindu pompano tikatha kucheza, koma mayankho anu azathandiza kupititsa patsogolo maphunziro amakalasi oyambilira kusukulu m'Malawi muno.

- If you have any questions regarding this study, please feel free to contact:
Invest in Knowledge Limited

Ngati mungakhale ndi mayankho okhuza kafukufukuyi, khalani omasuka kufunsa kwa:

**James Mkandawire
Invest in Knowledge Ltd
Zomba Zero
P.O. Box 506
Zomba**

Cell: +265 (0) 888 370 081

- 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?
Ndisanapitilire, ndati ndibwerezenso kuti simuli okakamizidwa ngati simukufuna kutenga nawo gawo. Tikayamba kucheza kwathu, palibe vuto ngati simuyankha mafunso ena. Kodi muli ndi chidwi chotenga nawo gawo?

Teacher 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?

Ndili othokoza kwambiri chifukwa chanthawi yanu potithandiza. Ndili ndi chikhulupiliro kuti mukondwera nako kucheza kwathu. Chonde ndiyankheni mafunso onse machilungamo ndi moona. Ngati simutha kuyankha mafunso ena, ili sivuto ndipo tipitilira kumafunso ena. Komanso muli ndi ufulu otha kuyimitsa kucheza kwathu ngati pali mafunso kapena kufuna kumvetsetsa. Titha kuyamba tsopano?

1.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>
2.	Interview date [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>
3.	Interview status	Refused → Thank respondent and end interviewx Partially completedx Completedx
4.	Name of interviewer [Last name, first name]	_____
5.	Location of interview	_____
DEMOGRAPHIC DATA		
6.	Respondent code	_____ Date collector's number + Order number +First letter of school +First letter of location. Example: 101DK
7.	Age: (years)	_____

8.	Gender:	Male 1 Female..... 2
9.	Grade taught in the current academic year	Standard 1 1 Standard 2 2 Standard 3 3
10.	Number of years of teaching experience	Less than 1 year..... 1 2-5 years..... 2 More than 5 years 3 ?SPECIFY _____
11.	Number of learners in current class	<hr/>
Attitudes toward Reading and Schooling		

12.	<p>In your opinion, what is the most important subject for a child to learn in school?</p> <p><i>Mukuona kwanu, Kodi phunziro lofunika kwambiri kuti ana aziphunzira kusukulu ndi liti?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check only one.]</p>	<p>Math..... 1</p> <p>Reading..... 2</p> <p>Civic and social science 3</p> <p>Discipline and good behavior 4</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
13.	<p>Thinking of the parents of the learners in your current class, what subject do THE PARENTS consider most important for a child to learn in school?</p> <p><i>Kuganizira za makolo a ana ophunzira amene ali mkalasi mwanu, ndi phunziro liti limene makolo amaliona kuti ndi lofunika kwambiri kwa kuti ana aziphunzira kusulkulu?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check only one.]</p>	<p>Math..... 1</p> <p>Reading..... 2</p> <p>Civic and social science 3</p> <p>Discipline and good behavior 4</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/refuse 888</p>

14.	<p>In YOUR opinion, at what grade level should a child be able to read fluently on his/her own?</p> <p><i>Ndi kalasi liti limene mwana ophunzira azikhala kuti akutha kuwerenga bwino bwino?</i></p> <p>[mark only one response]</p>	<p>Standard 1 1</p> <p>Standard 2 2</p> <p>Standard 3 3</p> <p>Standard 4 4</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
15.	<p>Thinking of the parents of the learners in your current class, at what grade level do THE PARENTS think a child should be able to read fluently on his/her own?</p> <p><i>Mongoganizira makolo a ana amene ali mkalasi mwanu amaganiza kuti ndi kalasi liti limene mwana ophunzira azikhala kuti akutha kwerenga bwino bwino paokha?</i></p> <p>[mark only one response]</p>	<p>Standard 1 1</p> <p>Standard 2 2</p> <p>Standard 3 3</p> <p>Standard 4 4</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>

16.	<p>In your opinion, what role, IF ANY, can parents play to help their child with school?</p> <p><i>Pa maphunziro a mwana, kodi makolo azitengapo gawo lanji?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Meet with teacher..... 1</p> <p>Meet with principal 2</p> <p>Check child's notebook (cahier) 3</p> <p>Check child's homework 4</p> <p>Make sure the child has a good breakfast 5</p> <p>Read with the child 6</p> <p>Have the child read aloud to you 7</p> <p>Do homework with the child..... 8</p> <p>Hire a tutor if the child is not doing well in school ... 9</p> <p>Attend school assemblies..... 10</p> <p>Buy school supplies (backpack, paper, pencils, ruler, compass...)..... 11</p> <p>Buy books and workbooks 12</p> <p>Make sure the child attends school on time..... 13</p> <p>Other (specify) 14</p> <p>_____</p> <p>Don't know/refuse 888</p>
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17.	<p>In your opinion, do THE PARENTS of the learners in your current class believe they can help their child learn to read?</p> <p><i>Mmaganizo anu, kodi makolo a ophunzira amene ali mkalasi mwanu amakhulupilira atha kuthandiza anawa kuwerenga?</i></p>	<p>No 0</p> <p>Yes 1</p> <p>→ If yes, continue to 18</p> <p>→ If, no, skip to 19</p> <p>Don't know/Refuse 888</p>
18.	<p>If yes, what do THE PARENTS believe they can do to help their child? [Check all that apply.]</p> <p><i>Ngati inde, ndi zinthu ziti zimene makolo amakhulupilira kuti atha kupanga kuti athandize ana awo?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Read with him/her 1</p> <p>Have him/her read aloud 2</p> <p>Make time for him/her to study 3</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
19.	<p>If no, what do THE PARENTS believe are the kinds of obstacles make it difficult for them to help? [Check all that apply.]</p> <p><i>Ngati ayi, ndi zolepheretsa zANJI zimene zingawakukanikitse iwo kuthandiza?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Child prefers watching television 1</p> <p>Child wants to play with other children 2</p> <p>Parents is not a good teacher 3</p> <p>Parent is too busy with work/household chores/ taking care of other children.....4</p> <p>Parent can't read.....5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>

20.	<p>Do you think the children in your current class are interested in reading?</p> <p><i>Kodi mukuganiza kuti ana amkalasi mwanu ali ndi chidwi ndi kuwerenga?</i></p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>
Availability of Reading Materials		
21.	<p>Thinking of the homes where the children in your current class live, which types of printed materials would you expect them to have in their homes:?</p> <p><i>Mongoganizira makomo amene ana a mukalasi wanu amakhala ndi zolembedwa (zisindikizidwa ndi makina) ziti zomwe mukuganiza kuti angapezeke nazo?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Magazine(s) <i>Mamagazini</i> 1</p> <p>Newspaper(s) <i>Manyuzipepala</i> 2</p> <p>Adult book(s) <i>Mabuku a anthu akuluakulu</i> 3</p> <p>Children's story book(s) <i>Mabukhu a ana</i> 4</p> <p>Student book(s) <i>Mabukhu a wophunzira sukulu</i> 5</p> <p>Student workbook(s) <i>Mabukhu owiritsira ntchito ophunzira</i> 6</p> <p>Koran <i>Korani</i> 7</p> <p>Bible <i>Baibulo</i> 8</p> <p>Other (specify)..... 9</p> <p>_____</p> <p>No print materials available 10</p> <p>Don't know/Refuse 888</p>

22.	<p>How often do you assign homework to the learners in your current class?</p> <p><i>Ndipafupipafupi bwanji pamene mumapereka ntchito kwa ana a mkalasi mwanu zoti akachitire ku nyumba?</i></p>	<p>Every day 1</p> <p>Three times a week 2</p> <p>Twice a week 3</p> <p>Once a week 4</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
23. .	<p>Do the children in your current class usually take SCHOOLBOOKS home with them?</p> <p><i>Kodi ana a mkalasi mwanu amatenga ma book a sukulu kupita nawo kunyumba?</i></p>	<p>No 0</p> <p>Yes 1</p> <p>➔ If yes, continue to 24</p> <p>➔ If no, skip to 25</p> <p>Don't know/Refuse 888</p>

24.	<p>If yes, on average, how often do they take SCHOOLBOOKS home with them?</p> <p>Ngati eya, ndi kawirikawiri bwanji kamene amatenga mabukuwa kunyumba?</p>	<p>Every day 1</p> <p>Three times a week 2</p> <p>Twice a week 3</p> <p>Once a week 4</p> <p>Once every 2 weeks 5</p> <p>Once a month 6</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
25.	<p>If no, WHY don't they take SCHOOLBOOKS home with them?</p> <p>Ngati ayi, ndi chifukwa chiyani satenga mabukuwa kupita nawo kunyumba?</p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>No schoolbooks available 1</p> <p>Not enough schoolbooks available 2</p> <p>Teachers/school directors concerned that books may be damaged or lost if children take them home 3</p> <p>Parents are concerned that books may be damaged or lost if children take them home 4</p> <p>Teachers do not assign homework 5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>

26.	<p>Do the children in your current class usually take STORY BOOKS or STORY CARDS home with them?</p> <p><i>Kodi ana a mkalasi mwanu amatenga mabuku a nthano kapena ma kadi a nthano kupita nawo ku nyumba?</i></p>	<p>No..... 0</p> <p>Yes 1</p> <p>➔ If yes, continue to 26</p> <p>➔ If, no, skip to 27</p> <p>Don't know/Refuse 888</p>
27.	<p>If yes, on average, how often do they take STORY BOOKS or STORY CARDS home with them?</p> <p><i>Ngati eya, ndikawirikwiri bwanji kamene amatengera ma buku a nthano kapena ma kadi a nthano ku nyumba?</i></p>	<p>Every day 1</p> <p>Three times a week 2</p> <p>Twice a week 3</p> <p>Once a week 4</p> <p>Once every 2 weeks 5</p> <p>Once a month 6</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>

28.	<p>If no, WHY don't they take STORY BOOKS or STORY CARDS home with them?</p> <p><i>Ngati ayi, ndi chifukwa chiyani satengera kunyumba mabuku anthano kapena makadi anthanowa kunyumba?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>No storybooks/ story cards available..... 1</p> <p>Not enough storybooks/ story cards available 2</p> <p>Teachers/school directors concerned that books or cards may be damaged or lost if children take them home 3</p> <p>Parents are concerned that books or cards may be damaged or lost if children take them home..... 4</p> <p>Children are not interested in taking story books or story cards..... 5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
29.	<p>Do you think the parents of the learners in your current class help their child with his/her schoolwork?</p> <p><i>Kodi mukuganiza kuti makolo a ophunzira a mu kalasi mwanu amathandiza ana awo ndi ntchito imene mwawapasa kuti akalembele kunyumba?</i></p>	<p>No 0</p> <p>➔ If no, skip to 32</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>

30.	<p>How do you think the parents of the learners in your current class help their child with his/her schoolwork?</p> <p><i>Mukuganiza kuti makolo a ana amukalasi mwanu amawathandiza bwanji ana pamaphunziro awo?</i></p> <p>[Do not prompt or read list below. Check if mentioned by respondent. Check all that apply.]</p>	<p>Check his/her homework 2</p> <p>Ask him/her questions about the day in school 3</p> <p>Ask him/her to show me his/her work 4</p> <p>Ask him/her to read to me 5</p> <p>Ask someone to help 6</p> <p>Engage a tutor 7</p> <p>Read to him/her 8</p> <p>Tell him/her to do his/her work 9</p> <p>Other (specify) 99</p> <p>_____</p> <p>Parents don't help him/her with school 1</p> <p>Don't know/refuse 888</p>
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31.	<p>How often do you think the parents of the learners in your current class help their child with school?</p> <p><i>Mukuganiza kuti ndipafupipafupi bwanji pamene makolo a ophunzira a mu kalasi mwanu amathandiza anawa pankhani za maphunziro?</i></p>	<p>Every day 1</p> <p>Five times a week 2</p> <p>Three times a week 3</p> <p>Twice a week 4</p> <p>Once a week 5</p> <p>Once every 2 weeks 6</p> <p>Once a month 7</p> <p>They don't help their children with school 8</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
32.	<p>Do you think anyone (besides the parents) in the households of the learners in your current class help the learner with his/her schoolwork?</p> <p><i>Mukuganiza kuti pali winawake wa pakhomopa (kupatulula makolo) ophunzira a mkalasi mwanu amene amathandiza ophunzira kupanga ntchito ya kusulu?</i></p>	<p>No 0</p> <p>➔ If no, skip to 35</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>

33.	<p>[If someone in the household helps the child, ask the following:]</p> <p>How do they help?</p> <p><i>Amamuthandiza bwanji?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Helps with homework 1</p> <p>Checks his/her notebook/workbook..... 1</p> <p>Read stories to him/her</p> <p>Has the child read to him/her 1</p> <p>Practices reading with him/her 1</p> <p>Helps to practice language skills (spelling, grammar, etc.) 1</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
34.	<p>[If someone in the household helps the child, ask the following:]</p> <p><i>On average, how often do they help the child?</i></p> <p><i>Mongoyelekeza, amamuthandiza pafupipafupi bwanji mwanayu?</i></p>	<p>Every day1</p> <p>2-3 times per week.....2</p> <p>Once per week3</p> <p>Once every 2 weeks4</p> <p>Once a month5</p> <p>Don't know/refuse888</p>

35.	<p>On average, how often do the parents of the learners in your class visit the school?</p> <p><i>Mongoyelekeza, ndi pafupipafupi bwanji pamene makolo a ophunzira a mu kalasi mwanu mafika ku sukulu?</i></p>	<p>Once per week1</p> <p>Once every 2 weeks2</p> <p>Once a month3</p> <p>Once every 3 months4</p> <p>Never5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse888</p>
36.	<p>When parents visit, what do they want to talk about?</p> <p><i>Pamene makolo akupezani kodi amafuna kukamba nanu za chani?</i></p> <p>[Check all that apply.]</p>	<p>Discipline1</p> <p>Grades2</p> <p>Concerns about <u>reading</u> achievement3</p> <p>Concerns about learning achievement in general . 4</p> <p>School activities.....5</p> <p>Other (specify)6</p> <p>_____</p> <p>Don't know/refuse888</p>
37.	Ending time [Use 24-hour time HH:MM]	<div style="text-align: right;"> <input type="text"/> : <input type="text"/> </div>
Thank you very much.		

Annex B. Malawi Parent 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 IKL in partnership with USAID/Malawi and the Research Triangle Institute.

Mulibwanji? Dzina langa ndine _____. Ndikugwira ntchito ndi a IKI mogwirizana ndi a USAID/Malawi ndi a RTI.

We are collecting data on parents' involvement in their children's education. We were at your child's school to learn more about learners' school activities. The head teacher advised us to come here to learn more about the learner's education.

Tikuchezani ndi makolo, kufuna kumvetsetsa mmene makolowo amatengerapo gawo pamaphunziro a ana awo. M'phuzitsi wankulu pasukulu anavomera kuti ndithe kubwera kuno kuzamva zambiri zokhuza maphunziro a wophunzira amane mumakhala naye.

Do you have some time? The interview should take about 1 to 1 1/2 hours. Is there a quiet place where we can sit and talk without being disturbed?

Muli ndi nthawi yoti titha kucheza? Kucheza kwathu kutenga pafupifupi ola ndi mphindi makumi atatu. Kodi pali malo a zii amene tingkhale ndi kulankhulana opanda chosokoneza?

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

Cholinga chakafukufukuyu ndi choti zotsatira zithandize kupititsa patsogolo maphunziro a ana mchigawo chino. Makamaka tili ndi chidwi chofuna kumvetsetsa njira zimene ana angaphunzire kuwerenga komanso ntchito zimene amagwira kusukulu komanso akaweluka kusukulu.

- You were randomly selected to participate in this activity among families whose children are in standards 1–3 in primary school in (_____). 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 you questions about your household and your children and the way household members might support your children's schooling.

Mwamwayi mwasankhidwa kuti mutenge nawo gawo mukafukufukuyi pakati pagulu la mabanja limene lili ndi ana awo amene amapita kusukulu musitandade 1 mpaka 3 pasukulu ya (.....). Kutenga nawo gawo mukafukufukuyi ndi kofunika kwambiri koma simuli wokakamizidwa ngati simukufuna kutero. Ngati mwavomera kutenga nawo gawo, ndikufunsani mafunso okhuza pabanja lanu, ana anu ndi mmene anthu ena onse apabanja lanu amathandizira pa maphunziro a ana anu.

- I have a questionnaire that I will fill out while we are talking. The questionnaire will take about 1 to 1.5 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/Malawi 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.

Ndili ndi mndandanda wa mafunso awa amene ndiziyikamo mayankho anu tikamacheza. Kuchezaku kutenga pafupifupi ola limodzi ndi mphindi makumi atatu. Ndikukutsimikizirani kuti mayankho anu azasungidwa mwachinsinsi ndipo sakanenedwa kwa wina aliyense, koma mayankho a anthu onse akaphatikizidwa pamodzi. Ngati nditafunse maina, maina onse akasungidwa mosiyana ndi mayankho anu ndipo akachotsedwa pamapeto a zonse. Maina anu sazatchulidwa pena paliponse mmayankho ophatikizidwawa. Zotsatira zonse zakafukufukuyi zikawafikiranso a USAID/Malawi ndi aunduna wa

zamaphunziro ndi luso kuti akathe kumvetsetsa njira zimene ana angaphunzilire kuwerenga komanso ntchito zimene amagwira kusukulu komanso akaweluka kusukuluko.

- 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 Malawi.

Tili ndi chikhulupiliro kuti palibe kuopsa kwina kulikonse kwa inu ndi apabanja lanu mukatenga anwo gawo mukafukufukuyi. Komanso painu nokha simuona phindu pompano tikatha kucheza, koma mayankho anu azathandiza kupititsa patsogolo maphunziro amakalasi oyambilira kusukulu m'Malawi muno.

- If you have any questions regarding this study, please feel free to contact:
Invest in Knowledge Limited

Ngati mungakhale ndi mafunso okhuza kafukufukuyi, khalani omasuka kufunsa kwa:

Hastings Honde kapena Humphreys Kabota

Invest in Knowledge Ltd

Chirunga road, Plot No 43

P.O. Box 506

Zomba

Cell: +265 (0) 995 788 838 kapena +265 (0) 999 340 648

- 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?
Ndisanapitilire, ndati ndibwerezenso kuti simuli okakamizidwa ngati simukufuna kutenga nawo gawo. Tikayamba kucheza kwathu, palibe vuto ngati simuyankha mafunso ena. Kodi muli ndi chidwi chotenga nawo gawo?
- What is the name of the child who is in standards 1 to 3?
Kodi dzina la mwana amene akuphunzira nawo mu std 1 kukafika mu std 3 ndi ndani?

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

Signature/Thumb print _____

- 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?

Ndili othokoza kwambiri chifukwa chanthawi yanu potithandiza. Ndili ndi chikhulupiliro kuti mukondwera nako kucheza kwathu. Chonde ndiyankheni mafunso onse machilungamo ndi moona. Ngati simutha kuyankha mafunso ena, ili sivuto ndipo tipitilira kumafunso ena. Komanso muli ndi ufulu otha kuyimitsa kucheza kwathu ngati pali mafunso kapena kufuna kumvetsetsa. Titha kuyamba tsopano?

1.	Starting time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>
2.	Interview date [DD/MM/YY]	<input type="text"/> / <input type="text"/> / <input type="text"/>
3.	Interview status	Refused → Thank respondent and end interview ... 1 Partially completed 2 Completed 3
4.	Name of interviewer [Last name, first name]	_____

5.	<p>a) School Zone</p> <p>b) School that learner attends</p> <p>c) Name of learner</p> <p>d) Standard of learner</p> <p>e) Gender of the learner</p> <p>f) School EMIS ID number (school learner attends)</p> <p>g) Village where the school is located</p> <p>h) Village the interview is taking place</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
DEMOGRAPHIC DATA		
6.	Respondent code	<p>_____ Date collector's number+Order number+First letter of neighborhood +First letter of City. Example: 101DK</p>
7.	Age of respondent: (years) (Completed years)	<hr/>

8.	Gender of respondent:	<div>Male 1</div> <div>Female..... 2</div>
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9.	<p>Relationship to child:</p> <p><i>Ubale wanu ndi mwana</i></p>	<p>Mother of the learner 1</p> <p>Father of the learner 2</p> <p>Sister of the learner..... 3</p> <p>Brother of the learner 4</p> <p>Aunt of the learner..... 5</p> <p>Uncle of the learner 6</p> <p>Grandmother of the learner 7</p> <p>Grandfather of the learner..... 8</p> <p>Cousin of the learner..... 9</p> <p>Sister-in-law of the learner 10</p> <p>Brother-in-law of the learner 11</p> <p>Niece/nephew of the learner 12</p> <p>Great-grandmother/grandfather of the learner 13</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
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10.	Age of child: [in whole years] Zaka za mwana:	-----
11.		
12.		
13.	Language of instruction in child's class: Chilankhulo chimene chimagwiridwa ntchito mkalasi pophunzitsa?	Chichewa 1 Other 2 Don't know/refuse 888

14.	<p>Level of school completed by respondent:</p> <p><i>Kodi sukulu yanu (RESPONDENT) munalekeza pati?</i></p>	<p>STD 1..... 1</p> <p>STD 2..... 2</p> <p>STD 3..... 3</p> <p>STD 4..... 4</p> <p>STD 5 5</p> <p>STD 6..... 6</p> <p>STD 7..... 7</p> <p>STD 8..... 8</p> <p>Form 1 9</p> <p>Form 2 10</p> <p>Form 3 11</p> <p>Form 4 12</p> <p>Vocational training..... 13</p> <p>University education 14</p> <p>University postgraduate..... 15</p> <p>Nursery School 16</p>
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		No formal schooling 17 Other specify.....99 Don't know/refuse 888
15.	Occupation of respondent: <i>Mumapanga chiyani kuti muzipeza zofunika pa moyo wanu wa siku ndi siku?</i>	_____ Don't know/Refuse 888
16.	Occupation of child's mother: <i>Mayi a wophunzira amapanga chiyani kuti azipeza zofunika pa moyo wasikundi siku?</i>	_____ Don't know/Refuse 888
17.	Occupation of child's father: <i>Bambo a wophunzira amapanga chiyani kuti azipeza zofunika pa moyo wasikundi siku?</i>	_____ Don't know/Refuse 888
18.	Number of people living in household: <i>Pakhomo pano pamakhala anthu angati onse pamodzi?</i>	_____ Don't know/Refuse 888

19.	Relationship of each member to child for level of schooling completed: <i>Ubale wa munthu aliyense wapakhomo pano ndi mwana kufuna kudziwa kalasi imene analekedzera sukulu?</i>		Level of schooling completed <i>Kalasi imene analekezera sukulu?</i>
		Mother	
		Father	
	Mother of the learner 1	Sister(s)	
	Father of the learner 2	Brother(s)	
	Sister of the learner 3	Grandmother	
		Grandfather	
	Brother of the learner 4	Aunt(s)	
		Uncle(s)	
	Aunt of the learner 5	Other children	
	Uncle of the learner 6	Other (specify) _____	
	Grandmother of the learner 7	Don't know/Refuse	
	Grandfather of the learner 8		
	Cousin of the learner 9		
Sister-in-law of the learner 10			
Niece/nephew of the learner 12			
Great-grandmother/grandfather of the learner 13			
Brother-in-law of the learner 11			

	Other (specify) 99 <hr/> Don't know/Refuse.....888	
20.	Language(s) usually spoken in household Zilankhulo zimene zimalankhulidwa pakhomopano <i>[SELECT ONE OR TWO]</i>	Chichewa 1 Chiyao 2 Chitumbuka 3 Sena 4 Ngoni 5 Lomwe 6 Chingerezi 7 Other (specify) 99 <hr/> Don't know/Refuse 888

Physical Organization of Home		
21.	<p>Number of rooms:</p> <p><i>Nambala ya zipinda zonse pamodzi zapakhomo pano?</i></p>	<hr/>

<p>22.</p>	<p>Approximately how many of each of the following types of printed materials do you have in your home: [If possible, ask respondent to show materials and count the materials available?]</p> <p>READ RESPONSES</p> <p>Mongoyerekeza, ndi zingati mwazolembedwa izi (zosindikizidwa ndi makina) zimene mulinazo pakhomu pano?</p>	<p>Magazine(s) mamagazini 1 Number _____</p> <p>Newspaper(s) Manyuzipepala 2 Number _____</p> <p>Adult book(s) Mabuku a anthu akuluakulu 3 Number _____</p> <p>Children's book(s) Mabukhu a ana 4 Number _____</p> <p>Student book(s) Mabukhu a wophunzira sukulu 5 Number _____</p> <p>Student workbook(s) Mabukhu owiritsira ntchito ophunzira 6 Number _____</p> <p>Koran Korani 7 Number _____</p> <p>Bible Baibulo 8 Number _____</p> <p>Other (specify)..... 99 _____</p> <p>No print materials available 10 Palibe kalikonse kosindikizidwa</p> <p>Don't know/Refuse 888</p>
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23.	<p>Does your child do schoolwork at home?</p> <p>Kodi mwana wanu amapanga zasukulu akakhala pakhomo pano?</p>	<p>No 0</p> <p>Yes 1</p> <p>→ If yes, continue to 24</p> <p>→ If, no, skip to 25</p> <p>Don't know/Refuse 888</p>
24.	<p>Where in your home does your child primarily do schoolwork?</p> <p>Mwana wanu akakhala kunyumba kuno, makamaka amakapangira za sukulu kuti kuti?</p>	<p>Kitchen 1</p> <p>Salon 2</p> <p>Bedroom 3</p> <p>Outside 4</p> <p>Other (specify): 5</p> <p>_____</p> <p>Don't know/Refuse 888</p>
25.	<p>Does your family have electricity in your home?</p> <p>Kodi banja lanu lili ndi magetsi pakhomo panu?</p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>

26.	<p>Where do you normally get your water from at home? <i>Kodi nthawi zambiri madzi mumakatunga kuti?</i></p> <p>[Read answer options aloud. Tick only ONE response.]</p>	<p>River, stream, or lake <i>Mtsinje, Khwawa, Nyanja</i> 1</p> <p>Well or borehole <i>Chitsime kapena Mjigo</i> 2</p> <p>Communal tap <i>Kumpope waaliyense mmudzi</i> 3</p> <p>Water pipe/tap in your home <i>Mpope mnumba mwanu</i> 4</p> <p>Water truck or tank <i>Galimoto yobweretsa madzi/tanki</i> 5</p> <p>Other(specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
27.	<p>Does your child (Name of Child) fetch water for the household?</p> <p><i>Kodi mwana wanu (DZINA LA MWANA) amakatunga madzi apakhomo pano?</i></p> <p>If yes, when?</p> <p><i>Ngati inde, nthawi yanji?</i></p> <p>How long does it take him/her to get water each time?</p> <p><i>Amatenga nthawi yayitali bwanji kuti abweretse madzi?</i></p>	<p>Yes _____ No _____</p> <p>Morning _____ Midday _____ Evening _____</p> <p>No time, water on the premises.....0</p> <p>1-10 minutes.....1</p> <p>11-20 minutes.....2</p> <p>21-30 minutes.....3</p> <p>31-40 minutes.....4</p> <p>41-50 minutes.....5</p> <p>51-60 minutes.....6</p> <p>More than 60 minutes.....7</p> <p>Don't Know.....888</p>

28.	<p>How is food most often cooked at your home?</p> <p>Kodi pakhomo panu pano kawirikawiri, chakudya mumaphika pa chiyani?</p> <p>[Read answer options aloud. Tick only ONE response.]</p>	<p>Firewood Pankhuni 1</p> <p>A charcoal burner Mbaula ya makala 2</p> <p>A kerosene stove Sitovu ya parafini 3</p> <p>A gas stove Sitovu ya gas 4</p> <p>An electric stove/cooker Sitovu ya magetsi/kuka ... 5</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
29.	<p>Does your child prepare some of the meals for the family?</p> <p>Kodi mwana wanu nthawi zina amaphika chakudya cha pakhomo pano?</p> <p>If yes, which ones?</p> <p>Ngati inde, chakudya cha nthawi yanji?</p>	<p>Yes _____ No _____</p> <p>Breakfast____ Lunch____ Dinner_____</p>

30.	<p>Does your family have the following items in your home?</p> <p>Kodi pakhomo pano muli ndi zinthu/katundu uyu?</p>		No	Yes	Do not know/No response
		Radio Wailesi	0	1	888
		Mobile phone Phone yoyenda nayo	0	1	888
		Television Wailesi ya kanema	0	1	888
		Computer Computer	0	1	888
		Refrigerator Fuliji	0	1	888
		Bicycle Njinga yakapalasa	0	1	888
		Motorbike Njinga yamoto	0	1	888
		Car/truck Galimoto	0	1	888

Attitudes toward Reading and Schooling		
31.	<p>What subjects should a child learn at school?</p> <p><i>Kodi ndi maphunziro ati amwene mwana aziphunzira kusukulu?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that the respondent mentions.]</p>	<p>Math 1</p> <p>Chichewa 2</p> <p>English 3</p> <p>Life skills 4</p> <p>Social environmental sciences 5</p> <p>Expressive arts (sports, art, music) 6</p> <p>Bible knowledge/Religious study 7</p> <p>Other (specify)..... 99</p> <hr/> <p>Don't know/refuse 888</p> <p>➔ If "Don't know/refuse," continue to 33</p>

32.	<p>What is the most important subject for a child to learn in school?</p> <p><i>Kodi phunziro lofunika kwambiri kuti ana aziphunzira kusukulu ndi liti?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check only one.]</p>	<p>Math 1</p> <p>Chichewa 2</p> <p>English 3</p> <p>Life skills 4</p> <p>Social environmental sciences 5</p> <p>Expressive arts (sports, art, music) 6</p> <p>Bible knowledge/Religious study 7</p> <p>Other (specify)..... 99</p> <hr/> <p>Don't know/refuse 888</p>
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33.	<p>At what grade level should a child be able to read fluently on his/her own?</p> <p><i>Ndi kalasi liti limene mwana ophunzira azikhala kuti akutha kuwerenga bwino bwino payekha?</i></p> <p>[mark only one response]</p>	<p>Standard 1 1</p> <p>Standard 2 2</p> <p>Standard 3 3</p> <p>Standard 4 4</p> <p>Other (specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
34.	<p>Do you believe a child should be reading fluently on his/her own by the end of Standard 2?</p> <p><i>Mukukhulupilira kuti mwana azitha kuwerenga bwinobwino pamapeto a sitandade 2</i></p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>

35.	<p>What role, IF ANY, can parents play to help their child with school?</p> <p><i>Pamaphunziroa a mwana, kodi makolo azitengapo gawo lanji?</i></p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Meet with teacher..... 1</p> <p>Meet with head teacher..... 2</p> <p>Check child's notebook (cahier) 3</p> <p>Check child's homework 4</p> <p>Make sure the child has a good breakfast 5</p> <p>Read with the child 6</p> <p>Have the child read aloud to you 7</p> <p>Do homework with the child..... 8</p> <p>Hire a tutor if the child is not doing well in school ... 9</p> <p>Attend school assemblies..... 10</p> <p>Buy school supplies (backpack, paper, pencils, ruler, compass...)..... 11</p> <p>Buy books and workbooks 12</p> <p>Make sure the child attends school on time..... 13</p> <p>Other (specify) 14</p> <p>_____</p> <p>Don't know/refuse 888</p>
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36.	<p>Do you feel you can help your child learn to read?</p> <p>Kodi mukuona ngati mutha kuthandiza mwana wanu kuphunzira kuwerenga?</p>	<p>No 0</p> <p>Yes 1</p> <p>→ If yes, continue to 37</p> <p>→ If, no, skip to 38</p> <p>Don't know/Refuse 888</p>
37.	<p>If yes, what can you do to help your child? [Check all that apply.]</p> <p>Ngati inde, ndi zochitika ziti zimene mutha kupanga kuti muthandize mwana wanu kuphunzira kuwerenga?</p>	<p>Reading with him/her 1</p> <p>Having him/her read aloud to me 2</p> <p>Making time for him/her to study 3</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
38.	<p>If no, what kind of obstacles make it difficult to help? [Check all that apply.]</p> <p>Ngati ayi, ndi zolepheretsa zANJI zimene zingakukanikitseni kuthandiza?</p>	<p>He/she prefers watching television 1</p> <p>He/she wants to play with other children 2</p> <p>I am not a good teacher 3</p> <p>I am too busy with work/household chores/taking care of other children 4</p> <p>I can't read.....5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>

39.	<p>Do you think your child is interested in reading?</p> <p><i>Kodi mukuganiza kuti mwana wanu ali ndi chidwi ndi kuwerenga?</i></p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>
40.	<p>Do you know of friends or neighbors who read with their children?</p> <p><i>Kodi mukudziwapo za anzanu kapena oyandikana nawo nyumba amene amawerenga pamodzi ndi ana awo?</i></p>	<p>No 0</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>
Home Literacy Environment		
41.	<p>What activities do you and your family usually do before school?</p> <p><i>Ndi zochitika ziti zimene inu pamodzi ndi apabanja panu mumachita nthawi yakusukulu isanakwane?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Prepare breakfast..... 1</p> <p>Get ready for work and school..... 2</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>

42.	<p>What activities does your child usually do before he/she goes to school in the morning?</p> <p><i>Ndi zochitika ziti zimene mwana wanu amapanga asanapite kusukulu mmawa?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Helps with household chores 1</p> <p>Eats breakfast 2</p> <p>Packs his/her school bag 3</p> <p>Plays with other children/siblings 4</p> <p>Watches TV 5</p> <p>Does homework 6</p> <p>Other (specify) 7</p> <p>_____</p> <p>Don't know/refuse 888</p>
43.	<p>What activities do you and your family typically do after school?</p> <p><i>Ndi zochitika ziti zimene inu pamodzi ndi apabanja panu mumachita nthawi yoti aweluka kusukulu ?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Household chores..... 1</p> <p>Prepare the evening meal 2</p> <p>Take care of the younger children 3</p> <p>Read to my children 4</p> <p>Children read to me 5</p> <p>Other (specify) 6</p> <p>_____</p> <p>Don't know/refuse 888</p>

44.	<p>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?</p> <p><i>Kodi mwana wanu akaweluka kusukulu amakhala akupanga chiyani?</i> <i>Mongoyerekeza, zonse pamodzi amatenga mphindi zingati akupanga zomwe akupanga?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Helps with household chores 1</p> <p>Plays with brothers/sisters 2</p> <p>Does homework with classmate(s) 3</p> <p>Reads 4</p> <p>Plays with friends 5</p> <p>Watches TV 6</p> <p>Does homework alone 7</p> <p>Studies the religion books/goes to religious school 8</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>	<p>Format [MM]</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p> <p>How long? ____</p>
43.	question removed		
44.	question removed		
45.	<p>Some parents help their children with schoolwork. Other parents do not help their children with schoolwork. Do you help your child with his/her schoolwork?</p> <p><i>Makolo ena amathandiza ana awo pa nkhani yasukulu. Makolo ena sathandiza ana awo pa nkhani yasukulu. Kodi inu mumathandiza mwana wanu pa nkhani yasukulu?</i></p>	<p>No 0</p> <p>→ If no, skip to 48</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>	

46.	<p>How do you help your child with school?</p> <p><i>Mumamuthandiza bwanji mwana wanu pankhani yasukulu?</i></p> <p>[Do not prompt or read list below. Check if mentioned by respondent. Check all that apply.]</p>	<p>I don't help him/her with school.....1</p> <p>I check his/her homework..... 2</p> <p>I ask him/her questions about the day in school 3</p> <p>I ask him/her to show me his/her work 4</p> <p>I ask him/her to read to me 5</p> <p>I ask someone to help 6</p> <p>I engage a tutor 7</p> <p>I read to him/her 8</p> <p>I tell him/her to do his/her work..... 9</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
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47.	<p>How often do you help your child with school?</p> <p><i>Ngati inde, pafupipafupi bwanji pamene mumathandiza mwana wanu pankhani yakusukulu?</i></p>	<p>Every day 1</p> <p>Once a week 2</p> <p>Once every 2 weeks 3</p> <p>Once a month 4</p> <p>I don't help my child with school 5</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
48.	<p>Does anyone else in the household help your child with school?</p> <p><i>Alipo wina aliyense wapakhomo pano amene amamuthandiza mwana wanu pankhani yasukulu?</i></p>	<p>No 0</p> <p>➔ If no, skip to 52.</p> <p>Yes 1</p>

49.	<p>If yes, who?</p> <p><i>Ngati inde, ndindani?</i></p>	<p>Mother of the learner 1</p> <p>Father of the learner 2</p> <p>Sister of the learner..... 3</p> <p>Brother of the learner 4</p> <p>Aunt of the learner..... 5</p> <p>Uncle of the learner 6</p> <p>Grandmother of the learner 7</p> <p>Grandfather of the learner..... 8</p> <p>Cousin of the learner..... 9</p> <p>Sister-in-law of the learner 10</p> <p>Brother-in-law of the learner 11</p> <p>Niece/nephew of the learner..... 12</p> <p>Great-grandmother/grandfather of the learner 13</p> <p>Other(specify)..... 99</p> <p>_____</p> <p>Don't know/Refuse 888</p>
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50.	<p>[If someone in the household helps the child, ask the following:]</p> <p>How do they help?</p> <p><i>Amamuthandiza bwanji?</i></p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p>	<p>Helps with homework 1</p> <p>Checks his/her notebook/workbook..... 1</p> <p>Read stories to him/her</p> <p>Has the child read to him/her 1</p> <p>Practices reading with him/her 1</p> <p>Helps to practice language skills (spelling, grammar, etc.) 1</p> <p>Other (specify) 99</p> <p>_____</p> <p>Don't know/refuse 888</p>
51.	<p>[If someone in the household helps the child, ask the following:]</p> <p>On average, how often do they help the child?</p> <p><i>Mongoyerekeza, amamuthandiza pafupipafupi bwanji?</i></p>	<p>Every day1</p> <p>2-3 times per week.....2</p> <p>Once per week3</p> <p>Once every 2 weeks4</p> <p>Once a month5</p> <p>Don't know/refuse888</p>

51b	<p>On average, how much time do they spend helping the child with schoolwork, each time they help?</p> <p><i>Mongoyerekeza, amatenga nthawi yayitali bwanji pomuthandiza mwanayu ntchito yakusukulu, nthawi iliyonse imene akumuthandiza mwanayu?</i></p>	<p>Less than 10 minutes1</p> <p>10-20 minutes2</p> <p>20-30 minutes3</p> <p>Other(specify)..... 99</p> <p>_____</p> <p>Don't know/refuse888</p>
52	<p>Have you ever visited your child's school?</p> <p><i>Kodi munayambamwapitako ku sukulu ya mwana wanu?</i></p>	<p>No 0</p> <p>➔ If no, skip to 53</p> <p>Yes 1</p>
52a	<p>When was the last time you visited your child's school?</p> <p><i>Kusukulu ya mwana wanu munapitako komaliza liti?</i></p>	<p>This week.....1</p> <p>Last week.....2</p> <p>This month3</p> <p>More than a month ago4</p> <p>Not at all this school year.....5</p> <p>Other (specify)99</p> <p>_____</p> <p>Don't know/refuse888</p>
53	<p>Have you ever spoken to your child's teacher?</p> <p><i>Munayamba mwalankhulanapo ndi aphunzitsi amwana wanu?</i></p>	<p>No 0</p> <p>➔ If no, skip to 55</p> <p>Yes 1</p>

53a	<p>When was the last time you spoke to your child's teacher?</p> <p><i>Aphunzitsi a mwana wanu munalakhula nawo komaliza liti?</i></p>	<p>Within the last week1</p> <p>Within the last 2 weeks2</p> <p>Within the last month3</p> <p>Within the last 3 months.....4</p> <p>Within the last 6 months.....5</p> <p>Within the last year6</p> <p>Never7</p> <p>IF NEVER SKIP TO 55</p> <p>Other (specify)99</p> <p>_____</p> <p>Don't know/refuse888</p>
54.	<p>If yes, What did you talk about with your child's teacher?</p> <p><i>Ngati inde, munakambirana nawo chani?</i></p> <p>[Check all that apply.]</p>	<p>Discipline1</p> <p>Grades2</p> <p>Concerns about learning achievement3</p> <p>School activities.....4</p> <p>Other (specify)99</p> <p>_____</p> <p>Don't know/refuse888</p>

55.	<p>How often do you watch television?</p> <p><i>Kodi wailesi ya kanema mumaonera pafupipafupi bwanji?</i></p>	<p>Every day1</p> <p>3-4 times a week2</p> <p>Once every 2 weeks3</p> <p>Once a month.....4</p> <p>Never5</p> <p>Don't know/refuse888</p>
56.	<p>How often do you listen to the radio?</p> <p><i>Kodi wailesi mumamvera pafupi pafupi bwanji?</i></p>	<p>Every day1</p> <p>3 -4 times a week2</p> <p>Once every 2 weeks3</p> <p>Once a month.....4</p> <p>Never5</p> <p>Don't know/refuse888</p>

57.	<p>How often does your child watch television?</p> <p><i>Kodi mwana wanu amaonera wailesi yakanema pafupipafupi bwanji?</i></p>	<p>Every day1</p> <p>3-4 times a week2</p> <p>Once every 2 weeks3</p> <p>Once a month.....4</p> <p>Never5</p> <p>Don't know/refuse888</p>
58.	<p>How often does your child listen to the radio?</p> <p><i>Kodi mwana wanu amamvera wailesi pafupipafupi bwanji?</i></p>	<p>Every day1</p> <p>3-4 times a week2</p> <p>Once every 2 weeks3</p> <p>Once a month.....4</p> <p>Never5</p> <p>Don't know/refuse888</p>
59.	<p>Do you and your family usually watch television?</p> <p><i>Kodi inu ndi apabanja panu mumaonera wailesi yakanema pafupipafupi?</i></p>	<p>No 0</p> <p>➔ If no, skip to 61</p> <p>Yes 1</p> <p>Don't know/Refuse 888</p>

60.	<p>If yes, where do you and your family usually watch television?</p> <p><i>Ngati inde, ndi kuti kumene inu ndi apabanja panu mumakaonera wailesi yakanema?</i></p>	<p>At home.....1</p> <p>Neighbor.....2</p> <p>Community center3</p> <p>Other (Specify)4</p> <p>_____</p> <p>Don't know/refuse888</p>
61.	<p>In the past three months, have you come across any advertisements or messages about children learning to read?</p> <p><i>M'miyezi itatu yapitayi, kodi mwaonako/kumvako mauthenga amene amanena za kuphunzira kuwerenga kwa ana.</i></p> <p>[Read each item in the list to the right. Check all that apply.]</p>	<p>Newspapers or magazines1</p> <p><i>Nyuzipepala kapena magazine</i></p> <p>On television2</p> <p><i>Wayilesi yakanema</i></p> <p>On the radio3</p> <p><i>Pawayilesi</i></p> <p>On billboards, banners, signs4</p> <p><i>Zikwangwani zazikulu kwambiri zamunseu, zinsalu zolembedwa uthenga, zikwangwani</i></p> <p>On the Internet5</p> <p><i>Makina a intaneti</i></p> <p>Community mobilizers6</p> <p><i>Omemeza anthu</i></p> <p>Drama groups.....7</p> <p><i>Magulu asewero</i></p> <p>Any other place (specify).....8</p> <p>_____</p> <p>None of the above.....9</p> <p>Don't know/refuse888</p>

62.	Ending time [Use 24-hour time HH:MM]	<input type="text"/> : <input type="text"/>
Thank you very much.		