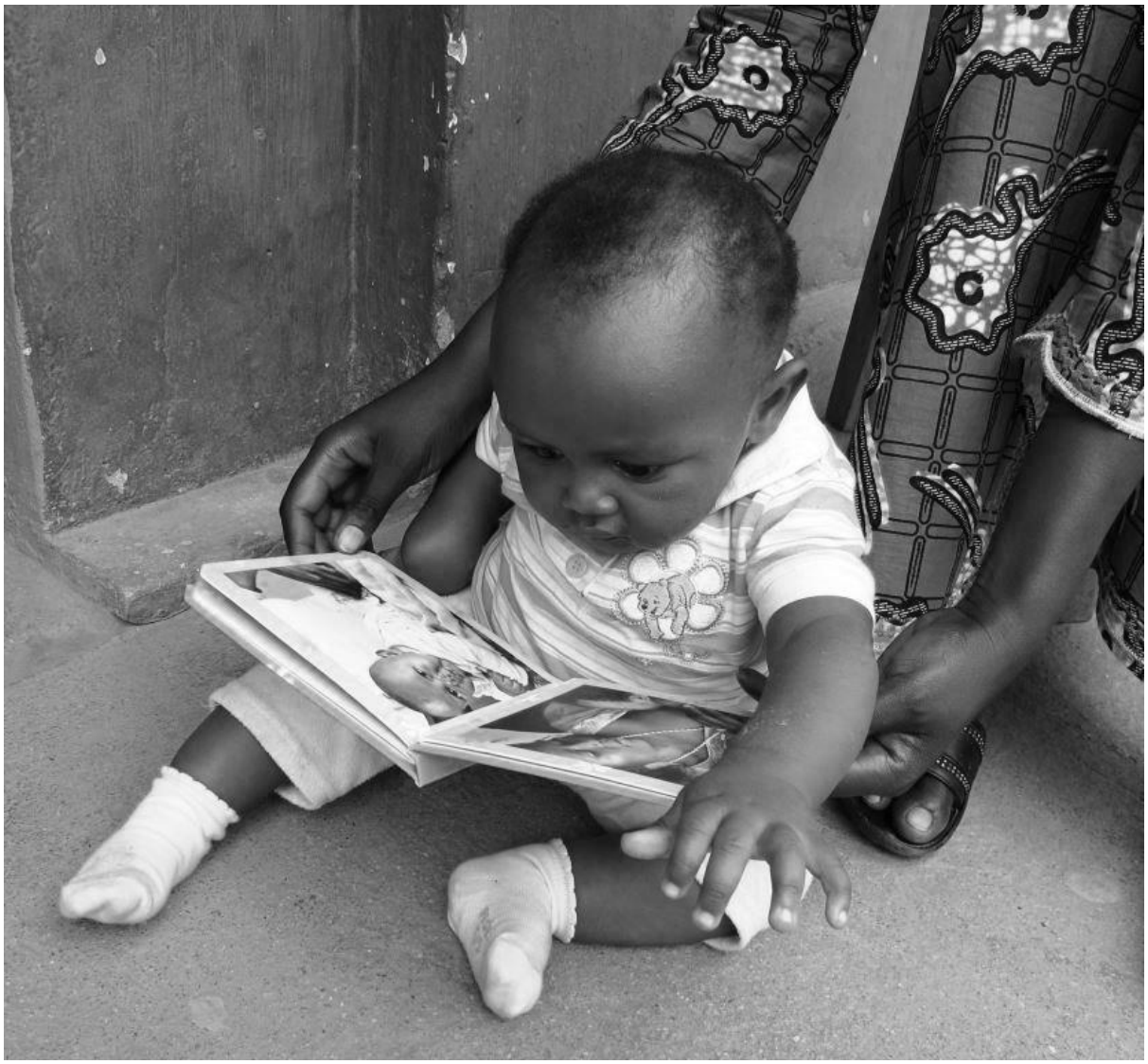
Save the Children

PUBLIC AWARENESS OF EMERGENT AND EARLY LITERACY IN RWANDA

A STUDY PRODUCED BY SAVE THE CHILDREN
RESEARCH CONDUCTED BY CET RWANDA



Kigali, Rwanda

ACKNOWLEDGEMENTS

Our appreciation goes to the leadership of the districts, the sectors, cellules and villages where data was collected, as well as the parents and relatives interviewed for this study.

"As parents, we need to reserve time to interact with our kids through playing, singing, stimulating speech, reading and storytelling.

Along with love and affection, good diet, safety and security, we will be nurturing responsible citizens, with positive mental attitudes…"

Investing in Our Children, Securing Our Future
Benon Talemwa, in *The New Times*
February 17, 2015 Kigali

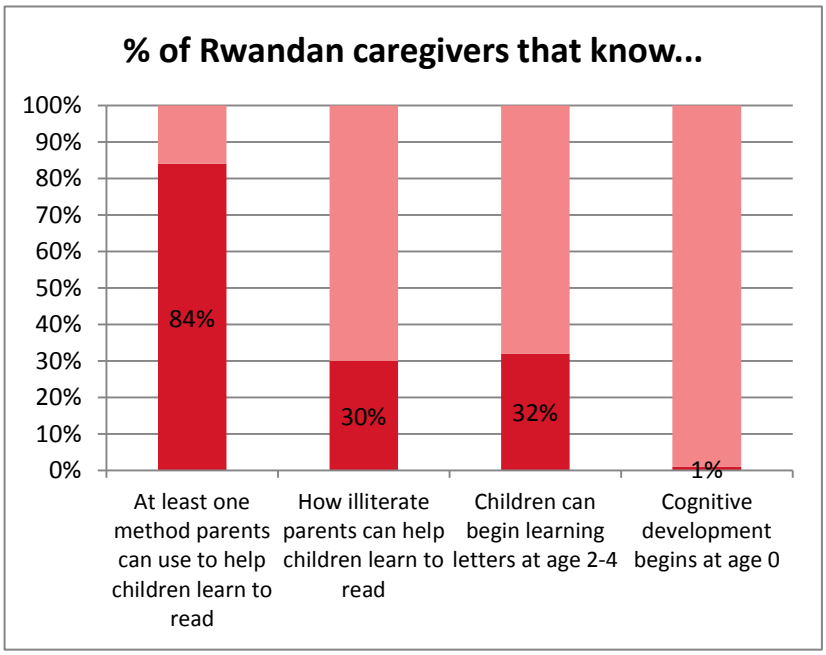
EXECUTIVE SUMMARY

This document is a report of findings from a baseline survey conducted by Save the Children in Rwanda. The purpose of the survey was to establish the level of awareness in the public about emergent and early literacy. The study was a KAP Survey, therefore the findings, analysis, conclusion and recommendations focus on Knowledge, Attitude and Practices by parents in respect to emergent and early literacy. The independent variables used were the education of the mother; the education of the father; the literacy of the mother; the literacy of the father; the socio-economic status of the parents.

The questionnaire was administered to 516 respondents from 6 different cells in Rwanda's 5 provinces. The overall sample was 15.3% urban and 84.7% rural, which weights rural areas slightly higher than Rwanda's population distribution of 19.5% urban and 80.5% rural.[1]

KEY FINDINGS: KNOWLEDGE

In Rwanda, there is a generally low level of public knowledge about children's cognitive development, both in its initial stages and in the appearance of specific literacy-related capacities such as the ability to learn letters. Only 1% correctly answered that a child's intelligence begins to develop at age 0, and only 32% of the respondents knew that children can begin learning letters from the age of 2-4 years.



In contrast, respondents were fairly knowledgeable about methods that parents could use to help children learn to read, with 84% able to provide at least one specific example of such a method. Yet only 31% of respondents knew specific ways that illiterate parents could help their children learn how to read.

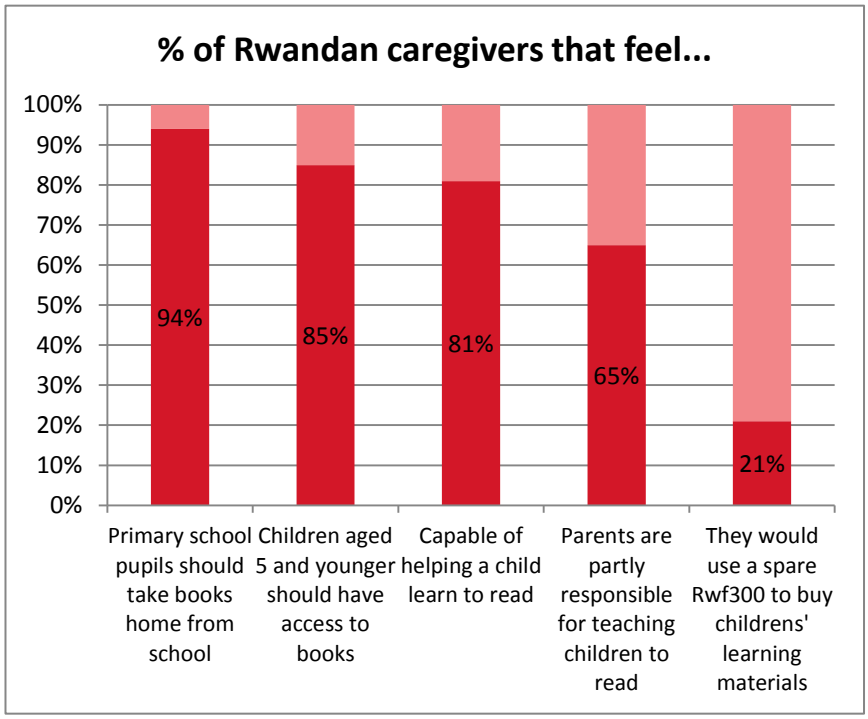
In general, knowledge of emergent and early literacy issues is strongly related to education level and socio-economic status, with the better-educated and wealthier respondents being more knowledgeable about these issues. An exception to this trend, however, is with the question of how illiterate parents can help their children learn how to read. In this case, the wealthiest and best-

[1] Rwanda National Institute of Statistics, DHS Key Findings 2014-2015.

educated respondents actually had comparatively lower knowledge of the methods that illiterate parents could use, perhaps because they are relatively isolated from illiterate individuals and less aware of the capacities they possess.

Key Findings: Attitudes

This study shows mixed attitudes on the part of respondents regarding the promotion of emergent and early literacy. On the one hand, they were strongly supportive of allowing children aged 5 and younger to access books (with 85% agreeing) and allowing primary school pupils to take books home from school (with 94% agreeing). However, only 21% of respondents mentioned that they would use a spare Rwf300 to buy literacy-related learning materials for their children, rather than something else such as sweets.



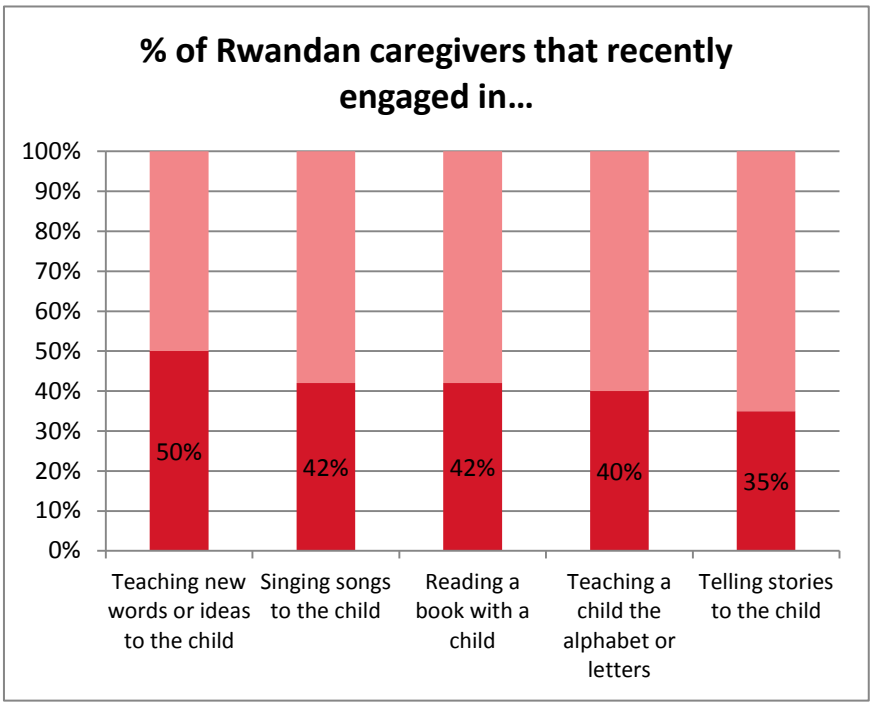
Regarding parents helping their children to learn to read, 65% of respondents believed that at least one parent held this responsibility, with mothers being mentioned more often than fathers. In context, however, an even greater number (88%) agreed that teachers hold this responsibility. 81% of respondents also said that they felt very capable or somewhat capable of helping a child learn to read.

In relation to four out of five indicators measured, the literate, higher-educated, and wealthier respondents were all more likely to hold literacy-promoting attitudes. The one exception regarded the usage of Rwf300 to buy learning materials, for which the distribution remained roughly the same across all education levels and socio-economic statuses.

Key Findings: Practices

This survey shows that 41% of households had carried out three or more literacy-promoting activities in the three days prior to the survey, and 76% had carried out at least one such activity. The most common examples mentioned were the vocabulary-building activities of "showing or teaching the child something new" (reported by 50% of respondent households) and singing to a child (42%). Slightly fewer households reported explicitly promoting literacy by reading a book with a child (42%) or helping a child learn the alphabet/letters (40%).

Mothers were more involved in such literacy-promoting activities than any other member of the household, averaging 47% engagement across all of the activities, compared to fathers' average of only 29%. Regardless, the literacy and education level of both mothers and fathers had a positive impact on household literacy practices. Households with higher socio-economic status were also more likely to engage in literacy-promotion activities.



RECOMMENDATIONS

There is clearly a need for media campaigns and policy approaches to increasing public awareness on emergent and early literacy. Based on the findings from this study, these efforts should focus on the following issues.

- Children's cognitive development, from their earliest days through to the development of specific pre-literacy skills.
- Methods by which all parents, literate and illiterate, can help their children learn to read. The importance of developing a print-rich environment should be especially emphasized, alongside encouragement to engage in more familiar methods.
- The importance of establishing a regular practice of reading books or other available materials to children every day.
- Explicit discussion of how parents could use limited means—even as little as Rwf300 or less—to promote their children's emergent and early literacy.
- The reasons why parents, and not just teachers, have an important duty to help their children learn to read.

Such a campaign should target mothers and fathers from all income groups but particularly the poorest, illiterate parents, and also more educated community and school leaders who may work with such groups. All of these public audiences can become more effective promoters of emergent and early literacy just by becoming more aware of their capacity to do so.

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This report presents findings of a baseline survey conducted in Rwanda regarding the level of public awareness of emergent and early literacy. The survey was conducted by CET Rwanda, commissioned by Save the Children in Rwanda. It was a Knowledge, Attitude, and Practices (KAP) survey conducted with a sample from each of Rwanda's provinces including Kigali, the national capital.

The report is structured into four sections. Section One gives the background about the Save the Children Advancing the Right to Read' Education Signature Programme-Rwanda, the framework within which the survey was conducted. It further presents the processes and methods used, including the sample size. In Section Two, the report presents the demographics of the survey respondents and reference children. Section Three contains descriptive statistics of knowledge, attitudes, and practices related to early literacy, as well as the statistical analysis of the findings. Section Four of the study discusses the conclusions and recommendations.

BACKGROUND : SAVE THE CHILDREN IN RWANDA

With a vision of a world in which every child attains the right to survival, protection, development and participation, and a mission to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives, Save the Children has for over 90 years taken the lead in making a difference in children's lives. Save the Children works in over 120 countries, including Rwanda.

In line with its vision and mission, and informed by the documented challenges of ensuring that all Rwandan children learn to read, Save the Children in Rwanda is implementing a programme titled 'Advancing the Right to Read'. This Education Signature Programme, implemented since 2013, aims to reverse the global crisis in learning by providing a continuum of services for children aged 0–9. The programme envisions early and emergent literacy as dependent on interconnected efforts in homes, in the community, in early childhood education, in primary schools, and in governing institutions at all levels.

SURVEY ON EMERGENT AND EARLY LITERACY KNOWLEDGE, ATTITUDES, AND PRACTICES

As part of implementing its Advancing the Right to Read programme, Save the Children commissioned CET Rwanda to conduct a baseline survey on the public knowledge, attitudes, and practices regarding emergent and early literacy. The survey was conducted in the last two weeks of January 2015.

OBJECTIVE & PURPOSES OF THE SURVEY

The general objective of this study was to measure public awareness of the importance of supporting emergent/early literacy in the home and community.

The survey had three specific purposes:

- Establish a set of baseline indicators of public awareness (knowledge, attitudes, and practices) regarding emergent and early literacy, which could easily be measured again for comparison in a later end-line study;
- Generate evidence that could inform advocacy for policies and funding to support the creation of a child-friendly, literate environment for children in Rwanda;
- Mobilise supportive actors and generate policy consensus to achieve systemic change in how reading is taught in school and supported outside of school, and ensure that children have the materials to use their newly acquired literacy skills.

METHODOLOGY AND PROCESSES

The study was Knowledge, Attitudes, and Practices (KAP) survey and it predominantly used quantitative methods to collect data on key variables that targeted to measure knowledge, attitudes and practices among parents and guardians in respect to emergent and early education. The activity entailed the following key processes:

Questionnaire Development

Save the Children staff developed a questionnaire based on earlier experience conducting baseline studies in areas of programme implementation. The survey contained 9 demographic questions, 4 knowledge questions, 5 attitude questions, and 5 behavioural questions. Several questions required respondents to give free-answer responses, which were to be coded immediately by the enumerator. These instructions were clearly indicated in the questionnaire, a copy of which can be found in the Appendix in the original Kinyarwanda.

Application for authorisation from the regulator

The approved Inception Report alongside the final questionnaire was attached to the application for a research authorisation (visa) to the National Institute of Statistics of Rwanda (NISR). This is a regulatory requirement for all research commissioned by government institutions and NGOs in Rwanda.

Training of Research Assistants

The Consultant interviewed and recruited 14 research assistants from its pool. These underwent training on the questionnaire, with attention to the details and nuances in the questions. A practical role-play was part of the training: researchers were paired randomly and each researcher acted the interviewer and respondent, with others observing and commenting on each one's performance. Essentials of research etiquette and social norms were also emphasised. The 14 research assistants were divided into 3 teams, named as Team A, Team B and Team C. Each team had one of the researchers designated as the supervisor, with the additional responsibility of coordinating the survey activities. These included seeking liaison with the local authorities, by submitting the letters of introduction from CET Rwanda and Save the Children in Rwanda, alongside the NISR visa. The supervisor also recruited field guides and kept in constant communication with the Lead Consultant.

Sample Size Determination

This sample size was arrived at using the Krejcie and Morgan sample size tables, which are based on a confidence level of 95% and a marginal error of 5%. We used stratified sampling, with each district being the sampling stratum. This calculation designated a desired sample size of 384 respondents. This same sample size is obtainable by the Raosoft Sample Size Calculator, a tool which is based on the fact that there are no large variations in sample size for populations above 20,000. In order to increase the accuracy of the study, a minimum of 480 respondents were to be included; the actual sample was 523 respondents, with 516 valid questionnaires after data checking (see below).

Sampling Frame, Procedure, and Final Sample

The sampling frame for the survey was all households in Rwanda with at least one child aged 1-9 years. The sampling process was multi-stage cluster sampling. The first cluster was the Province, where from each Province, one District was sampled; from the sampled District, one Sector was sampled; from the sampled Sector, one Cell was sampled; and from the sampled Cell, two Villages were sampled. The enumeration area was the Village, with the enumeration unit being the household. The one exception to this procedure was in Kigali City, where the survey covered two Districts—one classified as urban and one classified as rural by the National Institute of Statistics—in order to adequately represent the peri-urban nature of some of Rwanda's rural communities.

Along the different clusters, sampling was done by random sampling, by use of the ballot method (rolled 'ballot' papers in a hat, one picked out). Using data from the Rwanda Population and Housing Census 2012, we obtained the names of Districts in each Province, the names of the Sectors in each District, and from the NISR District Maps online, we obtained the names of Cells in each Sector. The villages were sampled at Cellule level, using data from the register for *umuganda* at the cellule. The actual households were randomly sampled, with the starting point determined by a pointer: a stick tossed and where its head pointed was the starting direction for the household visits. Skipping was done for households which reported having no child in the age bracket 1-9 years. The areas surveyed are indicated in Table 1 below:

Table 1: Villages where the survey was conducted

Urban Villages

SN	Province	District	Sector	Cellule	Village	Expected number of respondents	Actual number of respondents
1	Kigali	Kicukiro	Niboye	Gatare	Byimana	40	25
					Rugunga	40	56
Total urban						80	81

Rural Villages

SN	Province	District	Sector	Cell	Village	Expected no. of respondents	Actual no. of respondents

2	Kigali	Gasabo	Ndera[2]	Bwiza	Agasharu	40	24
					Akagarama	40	45
3	Eastern	Ngoma	Rukumberi	Ntovi	Ibuka	40	15
					Kigese	40	68
4	Southern	Nyaruguru	Kibeho	Gakoma	Viro	40	44
					Nyagishayo	40	56
5	Western	Nyabihu	Muringa	Nkomane	Kamajanga	40	44
					Kinaba	40	51
6	Northern	Musanze	Shingiro	Mudende	Nyamiyaga	40	48
					Rutagara	40	47
	Total rural					400	442

Total Sample:

	Total overall sample size	Expected: 480	Actual: 523

Field Data Collection

Data collection was done by three teams which were deployed simultaneously. The first team, Team A had 8 research assistants and it collected data from Nyaruguru District in the Southern Province; Nyabihu District in the Western Province and Musanze District in the Northern Province. Team B had 4 research assistants and it collected data in the Eastern Province, Ngoma District. The third team, Team C which had 2 research assistants collected data from Kicukiro and Gasabo Districts in Kigali City. The Lead Consultant worked with Team A, due to which surveyed three districts, but he was in constant touch with the supervisors of the other two teams as the survey progressed.

Cross-checking Public Awareness Campaign Contamination

Rwanda Library Services and Development Partners had planned public awareness activities regarding early literacy and reading at home for February 2015. As part of these activities, local government officials and schools had already received a handout from the USAID/EDC-L3 project regarding how parents can promote reading in the home. Leaders had been encouraged to organise public meetings or parent assemblies at schools regarding this issue. Since the baseline was supposed to be conducted before these meetings, it was important to check and confirm whether such meetings had taken place in the village where the survey was being conducted. While the research team was conducting household interviews, the team leader visited schools within the research areas to establish whether such meetings had taken place. The schools visited were

Nyaruguru District, Kibeho sector: Ecole Primaire Muhora; Ecole Primaire Sinai

Nyabihu District, Muringa sector: Ecole Primaire Rwantobo

Musanze District, Shingiro sector: Ecole Primaire Nyamiyaga*

[2] According to the National Institute of Statistics of Rwanda District Maps, Ndera Sector in Gasabo District is a rural area. The inclusion of this sector in the "rural" category helps to represent the peri-urban nature of some of Rwanda's rural localities.

It was found that no literacy-realted meetings for parents had yet been organized by any of these schools; thus the results of this survey were likely not contaminated by any advance public awareness-raising efforts prior to the February 2015 campaign.

DATA PROCESSING

The data processing started with the coding of questionnaires, and reviewing the questionnaires for consistency, accuracy and validity. A total of 516 were found valid for data entry, with the following characteristics:

Urban/ Rural	Province	District	Sector	Cellule	Number of respondents	Number of valid questionnaires
Urban	Kigali	Kicukiro	Niboye	Gatare	81	79
Rural	Kigali	Gasabo	Ndera	Bwiza	69	67
	Eastern	Ngoma	Rukumberi	Ntovi	83	81
	Southern	Nyaruguru	Kibeho	Gakoma	100	105
	Western	Nyabihu	Muringa	Nkomane	95	92
	Northern	Musanze	Shingiro	Mudende	95	92
Total					523	516

The final sample of valid questionnaires was thus 15.3% urban and 84.7% rural, which weights rural areas slightly higher than Rwanda's national population distribution of 19.5% urban and 80.5% rural.[3]

A team of data entry clerks, recruited from the data collection team, coded and entered the questionnaires into SPSS. This was followed by data analysis, with the emerging data feeding into this report. Certain data issues (such as missing responses) were verified and corrected in a second round, after inspecting the preliminary findings.

The statistical significance of the various demographic variables was determined by running appropriate p-tests across the variables. Those that were found significant were cross-tabulated to inform conclusions and recommendations.

[3] Rwanda National Institute of Statistics, DHS Key Findings 2014-2015.

SECTION TWO: DEMOGRAPHICS

This section presents the demographic characteristics of the survey households and reference children. Survey respondents were adults with at least one child aged 1-9 years in the household. These respondents included the child's father, the child's mother, older brother or sister, or other relative. In this report, the father and mother are collectively referred to as parents where appropriate, while the other respondents are collectively referred to as relatives. Each respondent was asked to think of one specific child in the household between the ages of 1-9 years old when answering survey questions; this child is referred to as the "reference child".

RESPONDENTS

The majority of the respondents (56%) were mothers; fathers were 30% of the respondents while the least number were brother or sister at 3%.

Table 2: Relationship between the respondent and the child (N:515)

	Frequency	Percentage
Mother	288	56
Father	152	30
Brother or Sister	17	3
Other relative	40	11
Total	515	100

For the respondents who were mothers or fathers, data was also collected about their level of education and literacy.[4]

Overall, 71% of these respondents were literate. There was no difference in the literacy rate among the mothers and fathers of all households in this sample.

Table 3: Respondents' literacy rate (N:337)

	Frequency	Percentage
Illiterate	124	28
Literate	312	71
I do not know	1	0
Total	437	100

Regarding education level, the majority of participating mothers and fathers (55%) had only a Primary level of education. 25% of these respondents had no education, while smaller percentages had secondary (6%), Bachelors (7%) or postgraduate (5%) degrees. Overall, fathers were slightly better educated than mothers, with 21% of fathers holding secondary or higher degrees, compared to 19% of mothers.

Table 4: Respondents' level of education (N:430)

[4] By design error, the questionnaire asked for educational and literacy data about mothers and fathers, but did not record this information for respondents who were neither a mother nor a father.

	Frequency	Percentage	National % (DHS 2014-15)[5]
None	109	25	12
Primary	237	55	64
Vocational	2	0	21
Secondary	27	6	
Bachelors	32	7	2.7
Postgraduate	23	5	
I do not know	0	0	
Total	430	100	

Interestingly, this sample appears to feature both a disproportionate number of respondents with no education and those with more than secondary education, when compared to the national percentages recorded in the 2014-15 DHS survey (see right-hand column, above).

Age, Sex, and School Enrollment of the Reference Children

Survey respondents were asked to keep in mind one specific child within the household, aged 1-9 years old, and to answer the relevant survey questions with reference to that child.

The highest percentage of these reference children were aged 6, at 17% of the sample, followed by those aged 5 years and 7 years, with each age bracket at 14% ; while the least percentage were children aged 1 year, at 3%.[6]

Table 5: Distribution of the reference children by age (N:515)

Age	Frequency	Percentage
1	15	3
2	52	10
3	53	10
4	51	10
5	71	14
6	89	17
7	71	14
8	54	11
9	54	11
Over 9 years	5	1
Total	515	100

The sex ratio of the reference children in the surveyed households was almost 1:1, with 49.8% females and 50.2% males.

Table 6: Sex of child (N:514)

	Frequency	Percentage
Female	253	49.8

[5] Rwanda National Institute of Statistics, DHS Key Findings 2014-2015.
[6] Five children over aged 9, outside the age bracket of the study, were also included.

Male	261	50.2
Total	514	100

The majority of the reference children (43%) were in primary school, with 40% not in school, while those in nursery were 17%.

Table 7: Reference children's school enrolment (N:514)

	Frequency	Percentage
Not in school	207	40
Nursery	89	17
Primary	218	43
Total	514	100

Of the 184 reference children who were aged seven or older, 165 (just under 90%) attended primary school. Of the 263 reference children aged 3-6, 82 (31%) attended nursery school. Another 56 children in this age group (21%) were enrolled in primary school even though they were underage. Overall, this suggests that the pre-school aged reference children in this sample were much more likely to be attending school than one would assume from national averages. This suggests that findings from this study may, if anything, be positively biased towards higher education awareness.

Household Socio-Economic Status

The socioeconomic status of the household was determined via the proxy indicator of the home's building materials. Those whose homes were made out of mud and/or wood were classed as the lowest income category. Those whose homes were made out of bricks or cement blocks with no plaster facing were considered lower middle income. Brick or cement block homes with plaster were considered middle class, and homes that had all of these elements plus finished paint were considered upper income.

Most of the respondents were in the lowest income class (60%), followed by upper income at 16% ; lower middle at 14% and middle at 10%, as tabulated below:

Table 8: Respondent's socio-economic status (N:515)

	Frequency	Percentage	EICV3 (2012)[7]
Lowest (mud/wood)	307	60	71
Lower Middle (bricks/blocks but no plaster)	75	14	24
Middle (plaster, no paint)	52	10	
Upper (plaster and paint)	81	16	3
Total	515	100	98

[7] EICV-3, 2012: "Utilities and Amenities". The housing materials categories do not correspond exactly.

These figures suggest that this study featured more respondents from the upper income categories than would be expected from national averages. Since socio-economic status is often associated with educational attainment and educational awareness, one would again expect this study's findings to be somewhat positively skewed in the direction of greater awareness of emergent and early literacy issues, than would be the case through a nationwide survey.

SECTION THREE: STUDY FINDINGS AND ANALYSIS

This study measured respondents' knowledge, attitudes, and practices regarding the promotion of emergent and early literacy. In total, there were 14 indicators measured: 4 regarding knowledge, 5 regarding attitudes, and 5 regarding practices.

KNOWLEDGE OF EMERGENT AND EARLY LITERACY

The knowledge indicators measured were the following:

- Knowledge of the age at which a child's cognitive development begins
- Knowledge of the age at which a child can begin to learn letters
- Knowledge of what parents can do to support children in learning to read
- Knowledge of the fact that even illiterate parents can help their children learn to read

Each of these elements of knowledge affect whether or not parents will try to promote the cognitive development of their young children, including pre-reading and reading skills.

AT WHAT AGE DOES A CHILD'S COGNITIVE DEVELOPMENT BEGIN?

A child's cognitive development begins is age 0 (at birth or before). By ensuring the child's proper nutrition and health, and by engaging with the child through talk and play, parents can support their children's cognitive development from the very beginning of their lives. Of the respondents surveyed, however, **only 1% (7 respondents) correctly answered that a child's intelligence begins to develop at age 0**.

Table 9: Age at which a child's cognitive development begins (N:516)

	Frequency	Percentage
0	7	1
1-2	138	27
2-3	186	36
4-5	110	21
7 and plus	75	15
Total	516	100

The number of respondents knowing the correct age at which a child's cognitive development begins was too small to permit meaningful statistical analysis of the relationship between this finding and the survey's independent variables. However, all seven of the respondents knowing the correct answer were from households where the parents were literate and had at least a primary level of education (and as high as university in two cases).

AT WHAT AGE CAN A CHILD BEGIN LEARNING LETTERS?

The correct age at which a child can begin to learn letters is age 2-4. Parents who know this may be more likely to deliberately expose children to letters and print from the appropriate age, may

understand better the relevance of early childhood education services, and may be more likely to engage with their children by showing them letters and asking them what letters they recognize. The findings from this study reveal that **only 32% of the respondents knew that children can begin learning letters from this early age of 2-4 years**, while 39% gave the age-bracket of 5-6 years, and 28% mentioned 7 years or older.

Table 10: Age at which a child learns letters (N:516)

	Frequency	Percentage
0-1	3	1
2-4	167	32
5-6	199	39
7 and plus	147	28
Total	516	100

The respondents' knowledge of the age at which children can begin to learn letters was strongly related to their level of education (P=0.000) and to their socio-economic status (P=0.000), as shown in the following tables.

The higher the respondent's level of education, the more likely they were to know that children can begin learning letters between the ages of 2-4.

Table 11: Respondent's level of education by correct knowledge of age of learning letters (N:430)

Level of education	Frequency: Correct answer (age 2-4)	Frequency: Incorrect answers	Total Frequency	Percentage
None	23	86	109	21
Primary	62	175	237	26
Vocational	1	1	2	50
Secondary	13	14	27	48
Bachelors	21	11	32	66
Masters	20	3	23	87
Total	140	290	430	33

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.673a	7	.000
Likelihood Ratio	59.262	7	.000
Linear-by-Linear Association	.284	1	.594
N of Valid Cases	440		
a. 6 cells (37.5%) have expected count less than 5. The minimum expected count is .65.			

The higher the respondent's socio-economic status, the more likely they were to know that children can begin learning letters between the ages of 2-4.

Table 12: Household socio-economic status by correct knowledge of the age of learning letters (N:515)

Socio-economic status	Frequency: Correct answer (age 2-4)	Frequency: Incorrect answers	Total Frequency	Percentage
Lowest	60	247	307	24
Lower Middle	19	56	75	25
Middle	29	23	52	56
Highest	59	22	81	73
Total	167	348	515	32

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.278a	3	.000
Likelihood Ratio	94.590	3	.000
Linear-by-Linear Association	93.844	1	.000
N of Valid Cases	515		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.86.			

The relationship between the respondent's literacy status and this knowledge item was not statistically significant (P=0.063).

WHAT PARENTS CAN DO TO HELP THEIR CHILDREN LEARN TO READ

Another indicator to measure the level of knowledge was whether parents know of any particular actions they can take to help their children learn to read. Parents were asked an open-ended question, "Is there anything that parents can do to help their children learn to read?", and enumerators subsequently coded their responses; multiple responses were possible.

The survey revealed that **84% of the respondents could provide at least one specific example of an activity that parents could do in order to help their child learn to read**; 54% of the respondents were able to provide two or more specific examples. 16% of respondents, however, said that parents could not help their children learn how to read or that they did not know how they could do so.

Table 13: Is there anything parents can do to help their children learn to read? (N=506)

Response (N=505)	Frequency	Percentage
No / I don't know	80	16
Yes, parents can help (1 method cited)	149	29
Yes, parents can help (2 methods cited)	97	19
Yes, parents can help (3 methods cited)	83	16
Yes, parents can help (4 or more methods cited)	97	19
Total	506	100

The most familiar methods known to respondents were: reading together with the child (48%), writing and drawing together with the child (40%), and engaging in conversation with the child (34%). The least known method was that of placing print-rich posters in the home (18%).

Table 14: Disaggregated methods by which parents can help their children learn to read

	Frequency	Percentage of all respondents (N=505)
Reading together with the child	241	48
Writing and drawing together with child	201	40
Engaging in conversation with the child	171	34
Giving the child freedom to play with other written materials	114	23
Giving the child freedom to play with books	111	22
Teaching the child songs and short stories or proverbs	100	20
Placing wall posters in house with words and the alphabet	89	18
Other valid responses	55	11

Respondents' knowledge of methods parents can use to help children learn how to read is strongly related to their literacy status (P=0.000), their level of education (P=0.000), and to their socio-economic status (P=0.000), with the wealthier and more educated more likely to be able to name at least one method parents could use.

Table 15: Literacy status by knowledge of at least one method parents can use to help children learn to read (N:430)

Literacy Status	Frequency: Knew at least one method	Frequency: Did not know any method	Total Frequency	Percentage
Illiterate	79	41	120	66
Literate	288	22	310	93
Total	367	63	430	85

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.728a	4	.000
Likelihood Ratio	50.157	4	.000
Linear-by-Linear Association	.997	1	.318
N of Valid Cases	434		
a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .15.			

Table 16: Respondent's level of education by knowledge of at least one method parents can use to help children learn to read (N:424)

Level of education	Frequency: Knew at least one method	Frequency: Did not know any method	Total Frequency	Percentage
None	65	40	105	62
Primary	213	22	235	91
Vocational	2	0	2	100
Secondary	26	1	27	96
Bachelors	32	0	32	100
Masters	23	0	23	100
Total	361	63	424	85

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.515a	6	.000

Likelihood Ratio	63.773	6	.000
Linear-by-Linear Association	3.978	1	.046
N of Valid Cases	429		
a. 7 cells (50.0%) have expected count less than 5. The minimum expected count is .29.			

Table 17: Household socio-economic status by knowledge of at least one method parents can use to help children learn to read (N:504)

Socio-economic status	Frequency: Knew at least one method	Frequency: Did not know any method	Total Frequency	Percentage
Lowest	235	65	300	78
Lower Middle	64	7	71	90
Middle	50	2	52	96
Highest	80	1	81	99
Total	429	75	504	85

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.227a	3	.000
Likelihood Ratio	36.958	3	.000
Linear-by-Linear Association	27.682	1	.000
N of Valid Cases	504		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.74.			

Can Illiterate Parents Help Their Children Learn To Read?

Illiterate parents may feel powerless to help their children learn to read, and other community institutions such as schools may unwittingly discourage them from trying, thinking that it is impossible. Yet there are a number of ways that illiterate parents can promote their children's development of emergent and early literacy, such as: talking and singing with their children to help them develop their vocabulary, having children trace images and symbols, hanging print-rich posters or displays in the home, allowing children access to reading and writing materials, having literate neighbours or older siblings read to them, and more.

Only 30% of respondents were able to name one or more methods by which illiterate parents could help their children learn to read. Another 15% said that it was possible, but could not explain or provide an example. In contrast, over half of the respondents (54%) stated that illiterate parents cannot help their children learn to read.

Table 18: Can illiterate parents help their children learn to read? (N=515)

	Frequency	Percentage
I do not know	5	1
No	280	54
Yes, but I cannot explain that	76	15
Yes, with specific example	154	30
Total	515	100

There is no strong relationship between the respondent's level of education or socio-economic status and their knowledge of how illiterate parents can help their children learn how to read. Literate and illiterate respondents had essentially the same response rate across all possibilities. Interestingly, those with middle socio-economic status and a middle level of education (vocational, secondary, or Bachelor's) were the most likely to be able to name a concrete way in which illiterate parents could help their children to read. In contrast, the poorest and the wealthiest, and the least-well educated and those with Master's degrees, were less knowledgeable about this issue.

Summary of Knowledge Findings

There is a generally low level of knowledge about children's cognitive development, both in its initial stages and in the appearance of specific literacy-related capacities such as the ability to learn letters. Only 1% correctly answered that a child's intelligence begins to develop at age 0, and only 32% of the respondents knew that children can begin learning letters from the age of 2-4 years. In contrast, respondents were fairly knowledgeable about methods that parents could use to help children learn to read, with 84% able to provide at least one specific example of such a method. Yet most respondents (69%) did not know that illiterate parents could help their children learn how to read, or did not know which methods they could use.

In general, knowledge of emergent and early literacy issues is strongly related to education level and socio-economic status, with the better-educated and wealthier respondents being more knowledgeable about these issues. An exception to this trend, however, is with the question of how illiterate parents can help their children learn how to read. In this case, the wealthiest and best-educated respondents actually had comparatively lower knowledge of the methods that illiterate parents could use, perhaps because they are relatively isolated from illiterate individuals and less aware of the capacities they possess.

Attitudes Regarding Emergent and Early Literacy

The survey equally sought to establish the attitude of respondents towards emergent and early literacy. The indicators used to measure this attitude were the following:

- What a parent would do with Rwf300 pocket change after meeting the family's basic necessities (the purchase of writing and reading materials versus other preferences)
- Whether children under 5 years should be allowed to access books at home
- Whether pupils in primary school should be allowed to take books home from school
- Whether parents believed they had the capacity to help their children learn to read
- Who is responsible for teaching children how to read

These attitudes are important because they shape the feelings that are conveyed to children about reading, as well as having the potential to influence caregivers' behaviour.

If you had Rwf300 to spare, what would you buy for your children?

Respondents were asked an open-ended question about what they would do with Rwf 300, if they had this amount left over after meeting all of their basic household needs. Their responses show that **only 21% would use this money to buy learning materials for the reference children (15% would use it to buy writing materials, and only 7% would use it to buy a book)**. In contrast, more than twice as many parents (44%) would buy their children biscuits or sweets with this money. The percentage mentioning learning materials seems especially low, considering that the questionnaire had already prompted respondents to be thinking about issues related to children's literacy.

Table 19: What respondents would do with Rwf300 pocket change (N:487)

	Frequency	Percentage
Biscuits, sweets, or other snack	215	44
Paper, pen, colors	72	15
Toy	42	9
Book	32	7
Other	91	18
Nothing—I would use this month for other things (not for my children)	35	7
Total	487	100

It is possible that Rwf300 may have seemed too small an amount to allow for purchasing a book; however, notebooks and writing utensils are widely available for this amount of money. The finding that 7% are currently willing to use this amount of money for book purchase also provides a useful baseline figure for future efforts to target low-cost book sales to Rwandans who have little money to spare.

There was no significant statistical relationship between the willingness to spend Rwf300 on learning materials for one's children, and any of the independent variables measured in this study (literacy, education level, or socio-economic status).

Should children aged 5 or younger be allowed to access books?

Young children need access to books in order to develop their emergent literacy skills. However, some parents may believe that children aged 5 or younger are too young to benefit from book access, or they may be afraid that such young children will damage the books they are allowed to use.

This study asked respondents their attitude on this issue, via an open-ended question regarding whether children aged five or younger should be allowed access to books. **The majority of the respondents (85%) agreed or strongly agreed that children aged 5 years and below should be allowed to handle and look at books**.

Table 20: Allowing children aged 5 years and below access to books (N:514)

	Frequency	Percentage
Yes, I strongly agree	243	47
I agree	198	38
I disagree	55	11

No, I strongly disagree	14	3
I do not know	4	1
Total	514	100

Respondents had a statistically significant greater likelihood of agreeing that children aged 5 and below should have access to books if they were literate (P=0.003), it they had a higher level of education (P=0.000), and if they had a higher socio-economic status (P=0.000). The following tables provide further details on these tests of statistical relationships.

Table 21: % Respondents agreeing young children should have access to books, by literacy (N:434)

Literacy Status	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Illiterate	39	36	21	3	1	124
Literate	50	39	7	3	1	310

Test Statistics[a,b]	
	Do you think that children aged 5years and below should be allowed to handle and look in books?
Chi-square	8.926
df	1
Asymp. Sig.	.003
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's literacy (if mother or father, derived)	

Table 22: % Respondents agreeing young children should have access to books, by level of education (N:428)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
None	37	35	23	5	1	109
Primary	45	42	9	3	1	235
Vocational	100	0.0	0	0	0	2
Secondary	52	37	11	0	0	27
Bachelors	59	41	0	0	0	32
Masters	87	13	0	0	0	23

Test Statistics[a,b]	
	Do you think that children aged 5years and below should be allowed to handle and look in books?
Chi-square	30.271
df	5
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's level of education (if mother or father, derived)	

Table 23: % Respondents agreeing young children should have access to books, by socio-economic status (N:513)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Lowest	39	40	16	4	1	305
Lower Middle	55	33	9	1	1	75
Middle	62	30	0	0	0	52
Highest	62	38	0	0	0	81

Test Statistics[a,b]	
	Do you think that children aged 5years and below should be allowed to handle and look in books?
Chi-square	31.971
df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: What are the construction materials of walls of your house?	

SHOULD PUPILS IN PRIMARY SCHOOL BE ALLOWED TAKE BOOKS HOME FROM SCHOOL?

In order to develop early literacy skills, children need access to a variety of learning materials; yet many Rwandan homes do not have books. It can help children's acquisition of literacy skills if they are allowed to bring books home from school—but caregivers sometimes resist this practice out of fear that children will damage their books.

This survey therefore asked respondents whether they thought that primary school pupils should be allowed to bring books home from school. On this question, there was near universal agreement: **94% of the respondents agreed that children should be able to bring their schoolbooks home**.

Table 24: Should pupils in primary school be allowed take books home from school? (N=515)

	Frequency	Percentage
Yes, I totally agree	290	56
I agree	195	38
I do not agree	15	3
No, I totally do not agree	11	2
I do not know	4	1
Total	515	100

Respondents had a statistically significant greater likelihood of agreeing that primary school pupils should be able to bring books home from school if they were literate (P=0.023), it they had a higher level of education (P=0.007), and if they had a higher socio-economic status (P=0.005). The following tables provide further details on these tests of statistical relationships.

Table 25: % Respondents agreeing primary school pupils should be able to bring books home, by literacy (N:436)

Literacy Status	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Illiterate	49	41	6	2	2	124
Literate	59	37	1	2	0	312

Test Statistics[a,b]	
	Do you think that children in primary schools should be allowed to go home with their books after class?
Chi-square	5.182
df	1
Asymp. Sig.	.023
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's literacy (if mother or father, derived)	

Table 26: % Respondents agreeing primary school pupils should be able to bring books home, by level of education (N:429)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
None	49	43	6	3	0	109
Primary	55	39	2	3	1	236
Vocational	100	0	0	0	0	2
Secondary	63	37	0	0	0	27
Bachelors	66	34	0	0	0	32
Masters	87	13	0	0	0	23

Test Statistics[a,b]	
	Do you think that children in primary schools should be allowed to go home with their books after class?
Chi-square	16.038
df	5
Asymp. Sig.	.007
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's level of education (if mother or father, derived)	

Table 27: % Respondents agreeing primary school pupils should be able to bring books home, by socio-economic status (N:514)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Lowest	51	40	5	3	1	307
Lower Middle	66	31	0	3	0	74
Middle	64	35	0	0	2	52
Highest	64	36	0	0	0	81

Test Statistics[a,b]	
	Do you think that children in primary schools should be allowed to go home with their books after class?
Chi-square	12.789
df	3
Asymp. Sig.	.005
a. Kruskal Wallis Test	
b. Grouping Variable: What are the construction materials of walls of your house?	

WHO IS RESPONSIBLE FOR TEACHING A CHILD TO READ?

The survey sought to establish the perception of respondents regarding the person or people most responsible for teaching children to read. Respondents were asked an open-ended question and were allowed to give multiple responses, which enumerators subsequently coded.

The majority of the respondents (88%) stated that teachers are responsible for teaching a child to read. In contrast, 65% of respondents mentioned at least one parent as responsible for teaching a child to read, with mothers (62%) mentioned more often than fathers (55%).

Table 28: Who is responsible for teaching a child to read? (N: 516)

	Frequency	Percentage
Teachers	453	88
Mentioned at least one parent	334	65
Mother	320	62
Father	286	55
Any other person	71	14

Respondents were more likely to mention at least one parent as responsible for teaching a child to read if they were literate (P=0.000), more highly-educated (P=0.000), or had a higher socio-economic status (P=0.000).

Table 29: Literacy status by parent responsible for helping a child learn to read (N:436)

Literacy Status	Frequency: Parent responsible	Frequency: Parent not mentioned	Total Frequency	Percentage
Illiterate	50	74	124	40
Literate	238	74	312	76
Total	288	148	436	66

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.393a	4	.000
Likelihood Ratio	58.179	4	.000
Linear-by-Linear Association	4.177	1	.041
N of Valid Cases	440		

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.393a	4	.000
Likelihood Ratio	58.179	4	.000
Linear-by-Linear Association	4.177	1	.041
N of Valid Cases	440		
a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .35.			

Table 30: Respondent's level of education by parent responsible for helping a child learn to read (N:430)

Level of education	Frequency: Parent responsible	Frequency: Parent not mentioned	Total Frequency	Percentage
None	40	69	109	37
Primary	164	73	237	69
Vocational	2	0	2	100
Secondary	23	4	27	85
Bachelors	31	1	32	97
Masters	22	1	23	96
Total	282	148	430	66

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.023a	6	.000
Likelihood Ratio	78.371	6	.000
Linear-by-Linear Association	3.758	1	.053
N of Valid Cases	435		
a. 4 cells (28.6%) have expected count less than 5. The minimum expected count is .69.			

Table 31: Household socio-economic status by parent responsible for helping a child learn to read (N:515)

Socio-economic status	Frequency: Parent responsible	Frequency: Parent not mentioned	Total Frequency	Percentage
Lowest	164	143	307	53
Lower Middle	47	28	75	63
Middle	45	7	52	87
Highest	77	4	81	95
Total	333	182	515	65

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.759a	3	.000
Likelihood Ratio	72.799	3	.000
Linear-by-Linear Association	59.336	1	.000
N of Valid Cases	515		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.38.			

DO YOU THINK YOU ARE ABLE TO HELP YOUR CHILD LEARN TO READ?

In addition to believing that caregivers are responsible for helping a child learn to read, it also matters whether they feel *capable* of doing so. In this study, **81% of respondents believed that they had the ability to help the children in their household learn to read**, a strongly positive finding.

Table 32: Do you have the capacity of helping your child to learn how to read? (N:508)

	Frequency	Percentage
Yes, I totally agree	237	47
I agree	172	34
I do not agree	49	9
No, I totally do not agree	47	9
I do not know	3	1
Total	508	100

Despite this overall positive finding, there was a strong statistical relationship between the respondents' belief in their own capacity, and their literacy status (P=0.000), level of education (P=0.000), and socio-economic status (P=0.000). Illiterate respondents were much less likely to feel capable of helping their child learn to read than their literate peers (63% versus 90%). Less-educated and poorer respondents also felt less capable than their more advantaged peers; see below tables for further details.

Table 33: % Respondents agreeing that they feel capable of helping a child learn to read, by literacy status (N:431)

Literacy Status	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Illiterate	28	35	17	19	1	124
Literate	56	34	5	5	0	307

Test Statistics[a,b]	
	Do you think that you have the capacity of helping your child to learn how to read?
Chi-square	42.966
df	1
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's literacy (if mother or father, derived)	

Table 34: % Respondents agreeing that they feel capable of helping a child learn to read, by level of education (N:425)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
None	26	39	17	17	1	109
Primary	49	34	8	9	0	233
Vocational	100	0	0	0	0	2
Secondary	67	26	7	0	0	27
Bachelors	75	22	3	0	0	32
Masters	82	18	0	0	0	22

Test Statistics[a,b]	
	Do you think that you have the capacity of helping your child to learn how to read?
Chi-square	55.308
df	5
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Respondent's level of education (if mother or father, derived)	

Table 35: % Respondents agreeing that they feel capable of helping a child learn to read, by socio-economic status (N:507)

Level of Education	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Frequency
Lowest	39	36	12	13	1	300
Lower Middle	51	29	11	9	0	75
Middle	58	35	6	2	0	52
Highest	66	30	3	0	1	80

Test Statistics[a,b]	
	Do you think that you have the capacity of helping your child to learn how to read?
Chi-square	30.820
df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: What are the construction materials of walls of your house?	

Summary of Attitude Findings

This study shows mixed attitudes on the part of respondents regarding the promotion of emergent and early literacy. On the one hand, they were strongly supportive of allowing children aged 5 and younger to access books (with 85% agreeing) and allowing primary school pupils to take books home from school (with 94% agreeing). However, only 21% of respondents would actually use a spare Rwf300 to buy literacy-related learning materials for their children.

Regarding parents helping their children to learn to read, 65% of respondents believed that at least one parent held this responsibility, with mothers being mentioned more often than fathers. In context, however, an even greater number (88%) agreed that teachers hold this responsibility. 81% of respondents also said that they felt very capable or somewhat capable of helping a child learn to read.

In relation to four out of five indicators measured, the literate, higher-educated, and wealthier respondents were all more likely to hold literacy-promoting attitudes. The one exception regarded

the usage of Rwf300 to buy learning materials, for which the distribution remained roughly the same across all education levels and socio-economic statuses.

Practices Regarding Emergent and Early Literacy

Of course, in addition to possessing knowledge about emergent and early literacy, and attitudes that promote their development—it is centrally important whether or not caregivers actually engage in literacy-promoting behaviours. This study investigated the prevalence of the following five practices, each of which can help young children develop emergent and early literacy skills:

- Reading a book or looking at pictures in a book with the child
- Telling the child a story
- Singing songs and lullabies for or with the child
- Showing or teaching the child something new, such as a new word or showing him/her how something works
- Teaching the child the alphabet or how to write letters

In each case, the respondents were asked whether anyone in the household had done the activity with the reference child, within the past three days. Whenever the respondent answered positively, they were further asked who had carried out the action: the mother, father, or another member of the household (multiple answers were possible).

The findings indicate that **41% of households had carried out three or more literacy-promoting activities in the three days prior to the survey**. 76% of the households had carried out at least one such activity, as shown in the following chart:

Table 36: Number of literacy-promoting activities carried out in respondent households within the past three days (N:516)

# of literacy-promoting practices	Frequency	Percentage of households
None	124	24
1 activity	81	16
2 activities	101	20
3 activities	96	19
4 activities	65	13
5 activities	49	10
Total	516	100.0

The most common literacy-promoting activity reported was that of “showing or teaching the child something new, such as a new word or showing him/her how something works” (reported by 50% of respondent households), which can indirectly help to promote early literacy by expanding a child’s vocabulary. Fewer households reported direct literacy-promoting activities of reading a book with a child (42%) or helping a child learn the alphabet/letters (40%).

Table 37: Activities in the last 3 days, by percentage of respondent households (N:516)

	Frequency	Percentage of households
Teaching new things to the child	257	50
Singing songs and lullabies to the child	218	42
Reading a book or looking at pictures in a book with the child	216	42

Teaching the child to read the alphabet or write letters	207	40
Telling stories to the child	178	35

Mothers most often helped the children in these different activities, at an aggregate percentage of 47%, followed by fathers at 29%, and other members of the household at 24%. Among mothers, the most-practiced activities were singing for the child and teaching a child something new (at 52% for each). Among fathers, in contrast, the most-practiced activities were reading a book together and teaching the child to write (at 34% each), indicating that fathers preferred to focus on the most explicit literacy-promoting activities. The activity practiced most by other members of the household was telling stories to the child, at 27%.

Table 38: Person who helped the child in the literacy-promotion activities (N:516)

	Mother		Father		Others	
	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage
Teaching new things to the child	169	52	98	30	58	18
Reading a book or looking at the pictures	121	40	102	34	80	26
Singing for the child	144	52	62	22	74	26
Teaching the child to write	117	45	88	34	56	21
Telling stories to child	109	48	57	25	63	27
Average		47		29		24

Since data was collected on the education level and literacy status of the mothers and fathers in every household (regardless of who the respondent was), it is possible to link the prevalence of literacy-promoting behaviours to these household characteristics.

Across the board, households were more likely to have engaged in literacy-promoting practices in the past three days if the mother was literate (P=0.000), if the father was literate (P=0.000), if the mother was more highly-educated (P=0.000), if the father was more highly-educated (P=0.000), and if the household had a higher socio-economic status (P=0.000). The following tables provide detailed statistics on each of these relationships.

Table 39: Mother's literacy, by number of literacy-promoting practices (N:513)

			None	1 Practice	2 Practices	3 Practices	4 Practices	5 Practices	Total
Is the child's mother able to read?	No	Count	60	21	23	17	11	8	140
		% within Is the child's mother able to read?	42.9%	15.0%	16.4%	12.1%	7.9%	5.7%	100.0%
	Yes	Count	59	58	77	75	53	41	363
		% within Is the child's mother able to read?	16.3%	16.0%	21.2%	20.7%	14.6%	11.3%	100.0%
	I do not know	Count	4	1	1	3	1	0	10
		% within Is the child's mother able to read?	40.0%	10.0%	10.0%	30.0%	10.0%	.0%	100.0%
Total		Count	123	80	101	95	65	49	513
		% within Is the child's mother able to read?	24.0%	15.6%	19.7%	18.5%	12.7%	9.6%	100.0%

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	33.329

df	1
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Is the child's mother able to read?	

Table 40: Father's literacy, by number of literacy-promoting practices (N:513)

			None	1 Practice	2 Practices	3 Practices	4 Practices	5 Practices	Total
Is child's father able to read?	No	Count	54	22	29	11	7	3	126
		% within Is child's father able to read?	42.9%	17.5%	23.0%	8.7%	5.6%	2.4%	100.0%
	Yes	Count	61	56	68	82	56	44	367
		% within Is child's father able to read?	16.6%	15.3%	18.5%	22.3%	15.3%	12.0%	100.0%
	I do not know	Count	9	1	3	3	2	2	20
		% within Is child's father able to read?	45.0%	5.0%	15.0%	15.0%	10.0%	10.0%	100.0%
Total		Count	124	79	100	96	65	49	513
		% within Is child's father able to read?	24.2%	15.4%	19.5%	18.7%	12.7%	9.6%	100.0%

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	49.603
df	1
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Is child's father able to read?	

Table 41: Mother's level of education, by number of literacy-promoting practices (N:509)

			None	1 Practice	2 Practices	3 Practices	4 Practices	5 Practices	Total
Level of education of the mother	None	Count	52	22	20	16	9	7	126
		% within Level of education of the mother	41.3%	17.5%	15.9%	12.7%	7.1%	5.6%	100.0%
	Primary	Count	60	48	59	54	31	20	272
		% within Level of education of the mother	22.1%	17.6%	21.7%	19.9%	11.4%	7.4%	100.0%
	Vocational	Count	2	0	0	0	1	0	3
		% within Level of education of the mother	66.7%	.0%	.0%	.0%	33.3%	.0%	100.0%
	Secondary	Count	2	4	10	5	12	10	43
		% within Level of education of the mother	4.7%	9.3%	23.3%	11.6%	27.9%	23.3%	100.0%
	Attended	Count	2	3	6	8	6	7	32

	university	% within Level of education of the mother	6.3%	9.4%	18.8%	25.0%	18.8%	21.9%	100.0%
	Masters	Count	0	3	3	7	5	4	22
		% within Level of education of the mother	.0%	13.6%	13.6%	31.8%	22.7%	18.2%	100.0%
	I do not know	Count	3	1	3	3	1	0	11
		% within Level of education of the mother	27.3%	9.1%	27.3%	27.3%	9.1%	.0%	100.0%
Total		Count	121	81	101	93	65	48	509
		% within Level of education of the mother	23.8%	15.9%	19.8%	18.3%	12.8%	9.4%	100.0%

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	61.981
df	5
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Level of education of the mother	

Table 42: Father's level of education, by number of literacy-promoting practices (N:503)

			None	1 Practice	2 Practices	3 Practices	4 Practices	5 Practices	Total
Level of education of the father	None	Count	53	18	23	11	8	3	116
		% within Level of education of the father	45.7%	15.5%	19.8%	9.5%	6.9%	2.6%	100.0%
	Primary	Count	54	48	44	47	28	24	245
		% within Level of education of the father	22.0%	19.6%	18.0%	19.2%	11.4%	9.8%	100.0%
	Vocation	Count	0	1	0	1	1	0	3
		% within Level of education of the father	.0%	33.3%	.0%	33.3%	33.3%	.0%	100.0%
	Secondary	Count	3	3	10	12	11	6	45
		% within Level of education of the father	6.7%	6.7%	22.2%	26.7%	24.4%	13.3%	100.0%
	Attended University	Count	1	2	5	8	7	5	28
		% within Level of education of the father	3.6%	7.1%	17.9%	28.6%	25.0%	17.9%	100.0%
	Masters	Count	1	5	5	10	5	6	32
		% within Level of education of the father	3.1%	15.6%	15.6%	31.3%	15.6%	18.8%	100.0%
	I do not	Count	10	3	11	5	1	4	34

	know	% within Level of education of the father	29.4%	8.8%	32.4%	14.7%	2.9%	11.8%	100.0%
Total		Count	122	80	98	94	61	48	503
		% within Level of education of the father	24.3%	15.9%	19.5%	18.7%	12.1%	9.5%	100.0%

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	68.448
df	5
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Level of education of the father	

Table 43: Household socio-economic status, by number of literacy-promoting practices (N:515)

			None	1 Practice	2 Practices	3 Practices	4 Practices	5 Practices	
Socio-economic status (derived from proxy question: What are the construction materials of walls of your house?)	Lowest	Count	101	53	57	49	26	21	307
		% within What are the construction materials of walls of your house?	32.9%	17.3%	18.6%	16.0%	8.5%	6.8%	100.0%
	Lower Middle	Count	14	14	13	14	13	7	75
		% within What are the construction materials of walls of your house?	18.7%	18.7%	17.3%	18.7%	17.3%	9.3%	100.0%
	Middle	Count	6	5	15	13	9	4	52
		% within What are the construction materials of walls of your house?	11.5%	9.6%	28.8%	25.0%	17.3%	7.7%	100.0%
	High	Count	3	8	16	20	17	17	81
		% within What are the construction materials of walls of your house?	3.7%	9.9%	19.8%	24.7%	21.0%	21.0%	100.0%
Total		Count	124	80	101	96	65	49	515
		% within What are the construction materials of walls of your house?	24.1%	15.5%	19.6%	18.6%	12.6%	9.5%	100.0%

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	54.552
df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	

Test Statistics[a,b]	
	Q19_NumLitPractices
Chi-square	54.552
df	3
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: What are the construction materials of walls of your house?	

Summary of Practices Findings

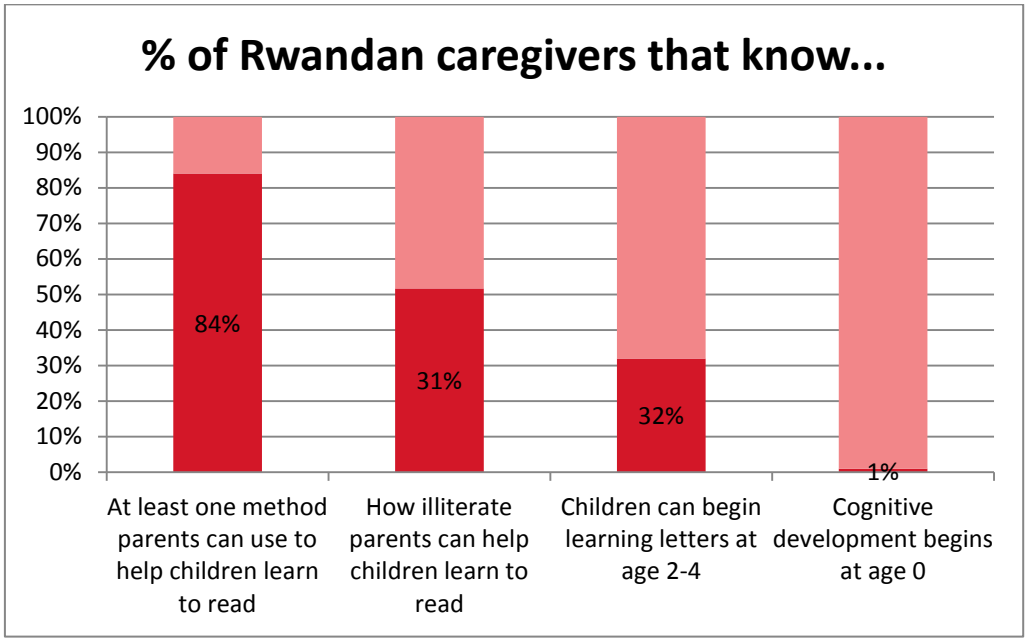
This survey shows that 41% of households had carried out three or more literacy-promoting activities in the three days prior to the survey. The most common were the vocabulary-building activities of "showing or teaching the child something new" (reported by 50% of respondent households) and singing to a child (42%). Slightly fewer households reported explicitly promoting literacy by reading a book with a child (42%) or helping a child learn the alphabet/letters (40%).

Mothers were more involved in such literacy-promoting activities than any other member of the household, averaging 47% engagement across all of the activities. Fathers, in contrast, averaged only 29% engagement across all of the activities. Regardless, the literacy and education level of both mothers and fathers had a positive impact on household literacy-promotion practices. Households with higher socio-economic status were also more likely to engage in literacy-promotion activities.

SECTION THREE: CONCLUSIONS AND RECOMMENDATIONS

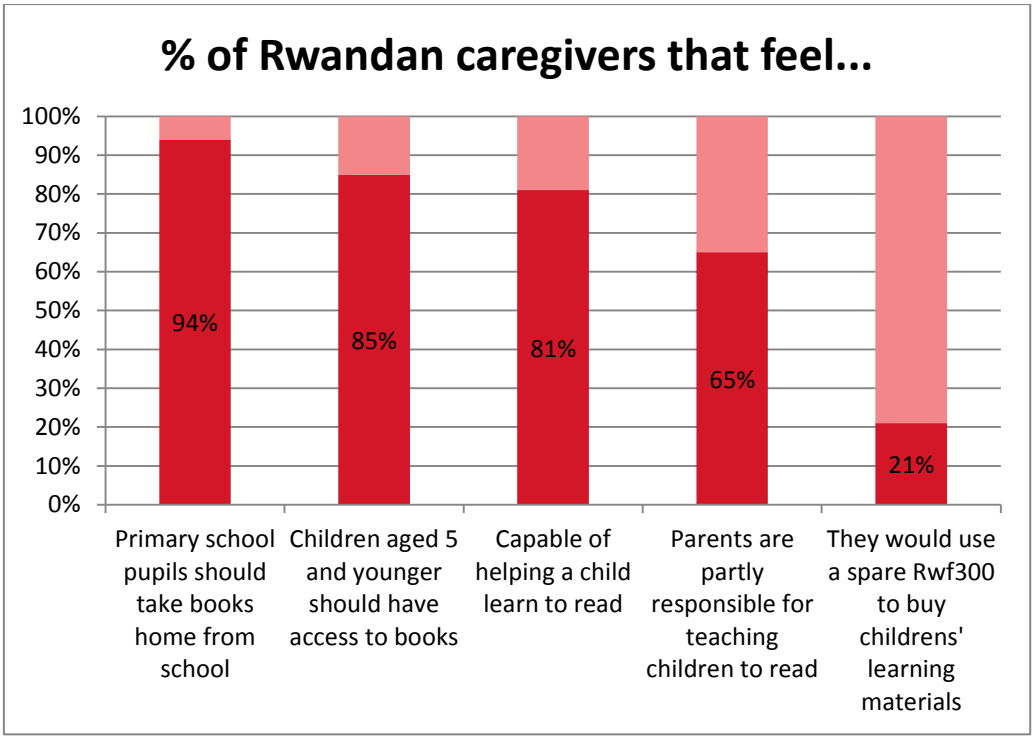
The key variables measured—namely the knowledge, attitude and practice of caregivers in respect to emergent and early literacy—demonstrate the need to increase public awareness of emergent and early literacy promotion.

Although most caregivers knew at least one method they could use to help children learn to read, they were much less aware of how illiterate parents could help children in this regard. They were also largely unaware of the importance of a print rich environment for helping children learn to read—both literate and illiterate parents could support children's literacy by hanging displays with words and letters in the home, but only 18% of all respondents were aware of this literacy-promoting technique. Furthermore, they lacked key knowledge about children's early cognitive development, suggesting that caregivers are not sufficiently aware of the important role they could play in helping their children begin developing literacy-related skills from the earliest age.

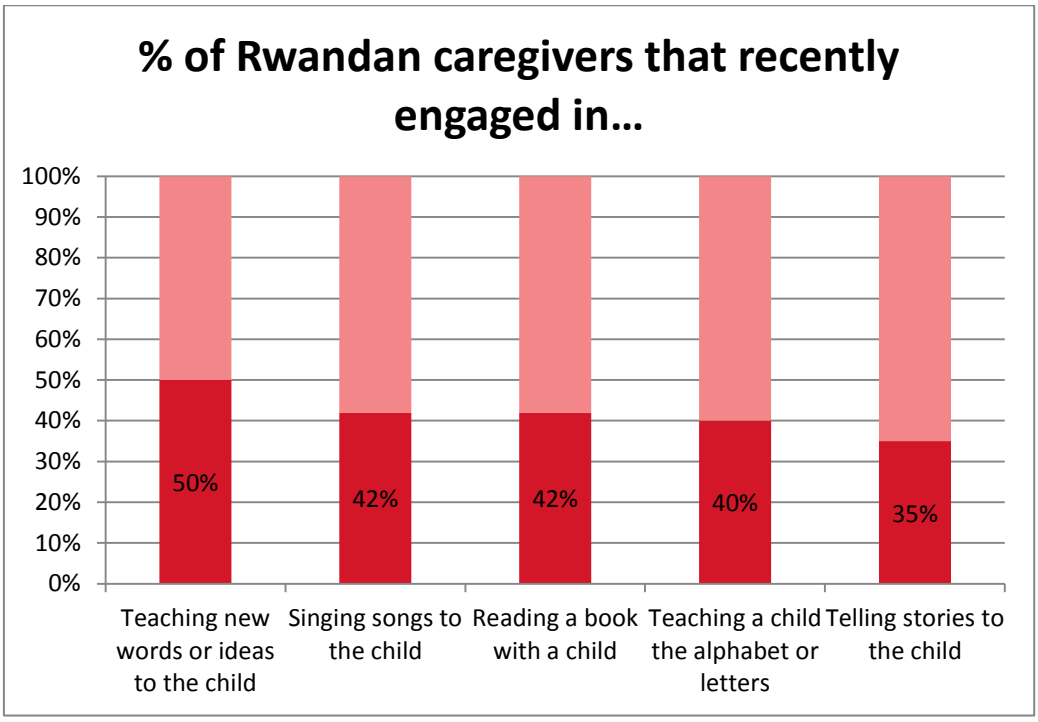


With regards to attitudes, Rwandan caregivers are nearly unanimous in their agreement that both very young children and primary school pupils should be allowed to access reading materials. But it does not occur to most them that they could use relatively small amounts of spare funds in order to increase their children's access to such literacy-related learning materials. In part, this may be due to the fact that affordable children's books are not widely available. Yet writing materials *are* widely available, and still caregivers are three times more likely to buy sweets for their children than buy them paper or writing utensils.

Caregivers' attitudes are also mixed in terms of who can and should teach children to read. The majority of respondents (81%) feel capable of helping their child learn to read, which is a positive finding. Yet less than two-thirds (65%) felt that the mother or father had a primary responsibility to help teachers accomplish this task.



According to self-reports, 76% of households in this study had carried out at least one literacy-promoting activity in the prior three days, and 41% of households were providing strong support by carrying out three or more such activities. The indirect vocabulary-building activities (teaching a child something new or singing to them) were slightly more common than the direct activities of reading and writing with a child, however. Interestingly, this study also found that oral storytelling is relatively uncommon, occurring in only 35% of households in the prior three days. Mothers were the primary practitioners of all of these literacy-promoting activities, though fathers and other household members did participate to some extent.



Perhaps not surprisingly, nearly all of the indicators mentioned were strongly related to literacy status, level of education, and socio-economic status. In general, the better-educated and wealthier respondents and households were more knowledgeable about child development and literacy-promotion, had more positive literacy-promotion attitudes, and were more likely to be putting these into practice through specific literacy-promotion activities.

There was one interesting exceptions to this trend, however. The wealthier and higher-educated were less likely to know specific methods illiterate parents could use to help their children learn to read. This may be significant, if local leaders and school authorities fall into this category. By ensuring that such community leaders are aware of the capabilities illiterate parents *do* have, they can be more encouraging and effective in their efforts to support literacy promotion at home.

RECOMMENDATIONS

This study has the potential to inform both media campaigns and policies focused on public awareness regarding emergent and early literacy promotion. Following are some of the major messages and target audiences for such a campaign:

LITERACY-PROMOTION MESSAGES

Any future media campaigns should focus their messaging on the following issues, which this study has revealed to be weaknesses in Rwandan public awareness:

- Children's cognitive development, from their earliest days through to the development of specific pre-literacy skills.
- Methods by which all parents, literate and illiterate, can help their children learn to read. The importance of developing a print-rich environment should be especially emphasized, alongside encouragement to engage in more familiar methods.
- The importance of establishing a regular practice of reading books or other available materials to children every day, with the aim of increasing this practice from the current 42% up to 100% of all Rwandan households with young children.
- Explicit discussion of how parents could use limited means—even as little as Rwf300 or less—to promote their children's emergent and early literacy.
- The reasons why parents, and not just teachers, have an important duty to help their children learn to read.

TARGET AUDIENCES

Several specific target audiences should be considered for the campaign:

- Mothers are already at the forefront of literacy-promotion activities in the home; a media campaign could help to strengthen their knowledge and skills in this regard.
- Fathers are involved in literacy-promotion in some households, but not the majority. A media campaign could specifically target fathers with masculine messages about the important role

that fathers can play in their children's education—not just by paying school fees, but also at home.

- Illiterate parents should be specially targeted through radio campaigns and through opportunities such as paediatric healthcare sessions, in order to give them practical advice and confidence regarding their ability to help their children learn to read.
- Even the well-educated, in particular those within Ministries such as MINEDUC and MIGEPROF, as well as school leaders and local authorities, need to be educated about the ways in which even less-educated parents can support their children's learning.

ANNEXES:

1. DATA SET (SOFT COPY)

2. SURVEY QUESTIONNAIRE (SEE NEXT PAGE)

Save the Children.

Itariki: _____ / _____ / 2015

Izina ry'ubaza: _____

Nimero ry'usubiza: _____

IBIBAZO BIGENEWE ABITA KUBURERE BW'ABANA

Akarere _____ Akagari _____

Umurenge _____ Umudugudu _____

Ufite umwana cyangwa abana hagati y'umwaka 1 n'imyaka 9?	*[Niba nta we, jya mu rundi rugo.]* *[Niba ahari, saba uri gusubiza guhitamo umwana umwe muri bo, abe ari we asubiriza ibibazo byose.]*
1. Igitsina cy'umwana	❒ Umuhungu (1) ❒ Umukobwa (0)
2. Igihe umwana yavukiye	Umwaka w'amavuko: _____
3. Ni iyihe sano iri hagati yawe n'umwana?	❒ Nyina umubyara (1) ❒ Se umubyara (2) ❒ Sekuru (3) ❒ Mukuru we cg Mushikiwe Mukuru (4) ❒ Undi mubyeyi (5) Tanga ibisobanuro (6): _____

4. Nyina w'umwana yize amashuri angahe? ❒ Nta narimwe (0) ❒ Yize mu kiburamwaka (1) ❒ Yize amashuri abanza (2) ❒ Imyuga (3) ❒ Yize amashuri yisumbuye (4) ❒ Yageze muri kaminuza (5) ❒ Yarangije ikiciro cya kabiri cya kaminuza (6) ❒ Simbizi (9)	**5. Se w'umwana yize amashuri angahe?** ❒ Nta narimwe (0) ❒ Yize mu kiburamwaka (1) ❒ Yize amashuri abanza (2) ❒ Imyuga (3) ❒ Yize amashuri yisumbuye (4) ❒ Yageze muri kaminuza (5) ❒ Yarangije ikiciro cya kabiri cya kaminuza (6) ❒ Simbizi (9)
6. Nyina w'umwana azi gusoma? ❒ Yego ❒ Oya ❒ Simbizi	**7. Se w'umwana azi gusoma?** ❒ Yego ❒ Oya ❒ Simbizi

8. Ese umwana wawe hari aho abarizwa mu mashuri y'inshuke cyangwa abanza?	❒ Inshuke (1)	❒ Abanza (2)	❒ Nta shuri (0)	❒ Simbizi (9)

9. Ibikuta by'inzu yanyu byubakishije iki?	❒ Ibyondo cyangwa Ibiti (1) ❒ Amatafari cyangwa bloc sima nta gipande nyuma (2) ❒ Amatafari cyangwa bloc sima irimo igipande (3) ❒ Amatafari cyangwa bloc sima irimo igipande n'irange (4)

[Amabwiriza ku bashakashatsi: Reka umubyeyi asubize mu bwisanzure, wirinde kumubwiriza uko agomba gusubiza. Nararangiza gusubiza uhitemo igisubiza cyenda kumera cyane n'igikwiriye abe ari cyo uzenguruka.]

10. Ni ku myaka ingahe umwana atangira gukura mu bwenge? *[Zenguruka igisubizo cy'umubyeyi]*	Iyo afite imyaka: 0 1-2 3-4 5-6 7+
11. Ni ku myaka ingahe umwana atangira kumenya inyuguti? *[Zenguruka igisubizo cy'umubyeyi]*	Iyo afite imyaka: 0-1 2-4 5-6 7+

12. Ese hari ikintu ababyeyi bashobora gukora mu rugo cyatuma umwana yiga gusoma? *[NTABWO USOMA IBISUBIZO. Reka umubyeyi yivugire hanyuma uze guhitamo ibijyanye n'ibyo yavuze. Ibisubizo byinshi birashoboka]*	❒ Oya, ababyeyi ntabwo bashobora gufasha abana kumenya gusoma (0) ❒ Gusomera hamwe n'umwana (1) ❒ Kuganira n'umwana (2) ❒ Kwigisha umwana indirimbo n'utugani tugufi (3) ❒ Kumanika ibintu mu nzu bifite amagombo n'inyuguti (4) ❒ Kureka umwana agakina n'ibitabo (5) ❒ Kureka umwana agakina n'ibikoresho byo kwandika (6) ❒ Kwandikira hamwe inyuguti no gushushanya (7) ❒ Ibindi: _____ (8) ❒ Ntabwo mbizi (9)
13. Ese ababyeyi batazi gusoma no kwandika bashobora gufasha abana babo kumenya gusoma? *[Reka ababyeyi basubize mu bwisanzure, niba igisubizo ari yego, basabe kugusobanurira biruseho uko bikorwa]*	❒ Oya (0) ❒ Ntago mbizi. (9) ❒ Yego [ariko simbasha kubisobanura] (1) ❒ Yego [agatanga urugero rufatika] (2)
14. Umaze kugura ibintu by'ibanze by'umuryango wawe (nk'ibyo kurya, imyambaro, kwivuza, no kwishyura ishuri) ugasanga usigaranye amafaranga 300 yo kugira ikindi ugurira abana bawe, wabagurira iki? *[Reka ababyeyi basubize mu bwisanzure, nurangiza ubasabe guhitamo igisubizo kimwe gusa, hitamo icyo bijya gusa mu bisubizo cg ucyandike ahagenewe ibindi]*	❒ Ibisuguti, bonbons cg utundi nk'utwo (1) ❒ Igikinisho (2) ❒ Urupapuro, ikaramu, cg iy'amabara (3) ❒ Igitabo (4) ❒ Ibindi: _____ (9) ❒ Nta na kimwe – Nakoresha ayo mafr ku bindi bintu (atari ku bana banjye) (0)
15. Utekereza ko abana b'imyaka itanu (5) cg munsi yayo bakagombye kwemererwa gukora no kureba mu bitabo?	❒ Yego, ndabyemera rwose (1) ❒ Ndabyemera gahoro (2) ❒ Simbyemera (3) ❒ Oya, simbyemera rwose (4) ❒ Simbizi (9)
16. Utekereza ko abana bo mu mashuri abanza bakagombye kwemererwa gutahana ibitabo mu rugo iwabo babikuye ku ishuri?	❒ Yego, ndabyemera rwose (1) ❒ Ndabyemera gahoro (2) ❒ Simbyemera (3) ❒ Oya, simbyemera rwose (4) ❒ Simbizi (9)
17. Ni nde utekereza ko ashinzwe kwigisha umwana gusoma? [Ibisubizo byinshi birashoboka]	❒ Nyina w'umwana (1) ❒ Abarimu (3) ❒ Se w'umwana (2) ❒ Undi → (Sobanura:_____) (9)
18. Utekereza ko ufite ubushobozi bwo gufasha umwana wawe kumenya gusoma?	❒ Yego, ndabyemera rwose (1) ❒ Ndabyemera gahoro (2) ❒ Simbyemera (3) ❒ Oya, simbyemera rwose (4) ❒ Simbizi (9)

19. Ese *muri iyi minsi itatu ishize* haba hari umuntu wo mu muryango yaba wowe cyangwa undi muntu ufite hejuru y'imyaka cumi n'itanu wigeze akorana n'umwana ibi bikurikira? Niba ari yego, ninde?	Igisubizo		Ninde? (Hitamo benshi bishoboka)		
	Yego (1)	Oya (0)	Mama (1)	Papa (2)	Undi (3)
a) Yafatanyije n'umwana gusoma igitabo cyangwa kureba amafoto ari mu gitabo?					
b) Yabariye inkuru (umugani) umwana?					
c) Yaririmbiye cyangwa afatanya n'umwana kuririmba ibihozo by'abana?					
d) Kwereka cyangwa kwigisha umwana wawe ikintu gishya urugero nko kumwigisha ijambo rishya, cyangwa kumwereka uko ibintu bikorwa?					
e) Kumwigisha gukurikiranya inyuguti ku murongo cyangwa kumushishikariza kwiga kwandika inyuguti?					