



# Rwandan Children's Book Initiative (RCBI) Baseline Report

September 2013



## Executive Summary

Through the support of the Innovation for Education fund, a partnership between the Governments of Rwanda and the UK, Save the Children in Rwanda is implementing a new project, the Rwandan's Children Book Initiative (RCBI), to support publishers to produce high quality, age appropriate, Kinyarwanda children's books and distribute these to schools, at the same time as improving teachers' skills, knowledge and confidence to use books in support of literacy acquisition and learning outcomes.

Most developing countries, including Rwanda, experience a serious 'children's book gap'. The main challenges in these countries are:

- **Availability:** A lack of available age appropriate, local language children's books means children don't have books with which to acquire and practice their reading skills. Further, what is available is poorly written, edited, illustrated and designed, in the wrong language or for the wrong age group.
- **Poor supply chain:** Local publishers lack the skills, knowledge and experience to produce high quality children's books. Also, as a result of low demand for non-textbook materials, they lack incentives to produce good quality non-textbook material.
- **Inadequate demand:** Although all efforts to improve reading skills acknowledge the importance of good quality, age appropriate, local language material most projects take a decision to produce or procure that material on a one off basis, thereby failing to address the system-wide issues associated with the supply chain or with the question of how demand for the material will be sustained.
- **Poor management and use:** Even if material is available and meets basic quality standards it's often not accessible to or within schools and evidence indicates that even when appropriate, quality reading materials is accessible within schools, teachers don't have the skills to use them effectively<sup>1</sup>.

RCBI was designed to pilot techniques within Rwanda to address these 'children's book gap' challenges. Over the life of this project, RCBI aims to achieve the following intermediate outcomes:

- 1) Publishers, authors and illustrators have the knowledge, skills and confidence to produce high quality children's books in Kinyarwanda;
- 2) Demand for quality children's books is established and sustained and a range of mechanisms are in place that will stimulate demand in the future;
- 3) Teachers have the knowledge, skills and confidence to manage school book collections and use books to support reading and learning.

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<sup>1</sup> The Brookings Institution, *A Global Compact on Learning*. (Washington DC: Brookings Institution, 2011)

RCBI expects that by the end of the intervention, new, quality Kinyarwanda children's books will have been produced by local publishers. These books will then be used in schools by teachers who have the skills, knowledge and confidence to use the books in support of improving students' reading skills, supporting the concept that children need to learn to read in order to read to learn. Furthermore, evidence generated through this project will help to inform Save the Children, the Government of Rwanda and other relevant actors on future programming and budget prioritisation relating to the production and use of children's books.

The baseline for this project was carried out in May-June 2013 to establish the benchmark for measuring progress towards the stated outcomes of the project and to understand the current situation with respect to the project's research questions. As the project has two levels of intervention – national and local – the following baseline report is structured accordingly to outline the purpose, methodology, results and conclusions of the two separate baselines carried out. The findings from this survey will be used to inform programming and future evaluation processes.

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# 1. Introduction

Numerous learning assessments prove that the availability of children’s reading materials is critical to children acquiring basic literacy skills and is directly associated with higher student performance<sup>2</sup>. Children who fail to read in the early grades fall further behind each school year, because reading ability is progressively used as a tool for acquiring other types of knowledge. Poor performing students struggle to catch up and some of them drop out from school. Despite this evidence, most developing countries, including Rwanda, experience a serious ‘children’s book gap’.

The Rwandan Children’s Book Initiative (RCBI) has a vision of “More children reading more and better books”. To achieve this vision, several actions must take place. This includes improving the supply of books, increasing demand for books and supporting the effective use of books. Through funding from Innovation for Education, the RCBI project will focus on improvements in these areas by supporting publishers to produce high quality, age appropriate, Kinyarwanda children’s books and distribute these to schools, at the same time as improving teachers’ skills, knowledge and confidence to use books in their classrooms in support of literacy acquisition and higher learning outcomes.

The project is focusing on three intermediate outcomes:

- 1) Publishers, authors and illustrators have the knowledge, skills and confidence and produce high quality children’s books in Kinyarwanda.
- 2) Demand for quality children’s books is established and sustained and a range of mechanisms are in place that will stimulate demand in the future;
- 3) Teachers have the knowledge, skills and confidence to manage school book collections and use books to support reading and learning.

Baseline assessments were conducted separately to address the two different levels of intervention – national and local – to reflect the differences in the indicators being used to measure progress and reflect the nature of the different types of interventions. Activities at national level are being measured through a non-experimental before and after intervention comparison of results; activities at local level (Burera District) are being measured through a quasi-experimental design using baseline and end-line data, treatment and control groups. This baseline report will therefore present the purpose, methodology, results and conclusions of the data collection for the two components separately, followed by a summary of benchmarks for the project as a whole.

It should be noted that qualitative case studies, focal group discussions and interviews will supplement the evaluation of both national and local level activities during project monitoring and at endline. Additionally, the Innovation Processes Issues to be measured throughout the project are not applicable for baseline and therefore are not included in this report but are being monitored throughout the project and will be reported upon in quarterly reports as well as at endline.

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<sup>2</sup> UNESCO, *Education For All Global Monitoring Report 2006: Literacy For Life*. (Paris: UNESCO, 2005)

## 2. National Level Baseline Report

### 2.1. Purpose

The purpose of this national level baseline study was to collect data on the current number, range and quality of the available Kinyarwanda children’s storybooks published by local, regional and international publishers. The baseline results will enable the measurement of improvement over time towards the RCBI expected results.

The following table shows the project outcome indicators that guided this survey.

**Table 1: Indicators**

<b>Outcome</b>	<b>Indicators</b>
Publishers, authors and illustrators have the knowledge, skills and confidence and produce high quality children’s books in Kinyarwanda.	Increase in the number of Kinyarwanda children’s storybooks [on the REB-approved list of books].
	Increase in the range of available Kinyarwanda children’s storybooks.
	Increase in the quality of Kinyarwanda children’s storybooks

Two additional outcomes indicators will be used to measure progress against the stated outcome throughout the project and at endline:

- Evidence that publishers, writers, editors and illustrators who benefited from RCBI training and capacity building are using the knowledge and skills acquired.
- Evidence of progress towards a national book policy.

However, there are no baseline values for these indicators.

### 2.2. Methodology

Save The Children conducted a book review of the Kinyarwanda children’s storybooks appearing on the Rwanda Education Board (REB) approved list of supplementary materials<sup>3</sup> for distribution in schools and other children’s storybooks available on the market as informed by

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<sup>3</sup> This includes storybooks and other materials that are not considered “textbooks”.

publishers<sup>4</sup>. The books were categorized by language, publisher, recommended grade range and category (Fiction/Non-fiction).

A stratified random sampling technique was used to select books from the overall list for quality assessment. Eighteen per cent (18%)<sup>5</sup> of the books were analysed by two different assessors using the REB quality evaluation standards criteria<sup>6</sup>, which will serve as the basis of quality standards that RCBI will promote. The assessment included both REB-approved<sup>7</sup> and additional storybooks from publishers, which are already on the market or waiting to go on the market. Each book was analyzed for the P1-P3 grade range both as a student “read alone” book for independent reading and as a parent/teacher “read aloud” book for shared reading.

## 2.3. Results

### 2.3.1. Number of Kinyarwanda children’s storybooks on REB approved list

The recommended list of supplementary materials for use in Rwandan schools 2010-2014 (version 2012) has 1,240 book titles and other materials in total<sup>8</sup>. The books are categorized according to: publisher, grade level, language and type.

Out of a total of 1,240 books and other materials on the Supplementary Materials list, just under half (562) are for P1-P3 students and the majority (1,161) are classified as storybooks for different grade levels<sup>9</sup>. Kinyarwanda supplementary materials across all categories are very limited, with only 226 books (storybooks and ‘other’) across all grade levels.

Figure 1 below demonstrates the relative number of ‘P1-P3’ books on the list and the relative number of ‘storybooks’ on the approved list, as well as the proportion of English versus Kinyarwanda titles for each category. The proportion of each category of interest compared to the total number of books on the list is shown in Figure 2.

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<sup>4</sup> All 11 publishers present in Rwanda were asked to provide a list of the Kinyarwanda children’s storybooks they publish.

<sup>5</sup> The planned sampling was 20%, but the final sample represented 18%, as some books were not available for review.

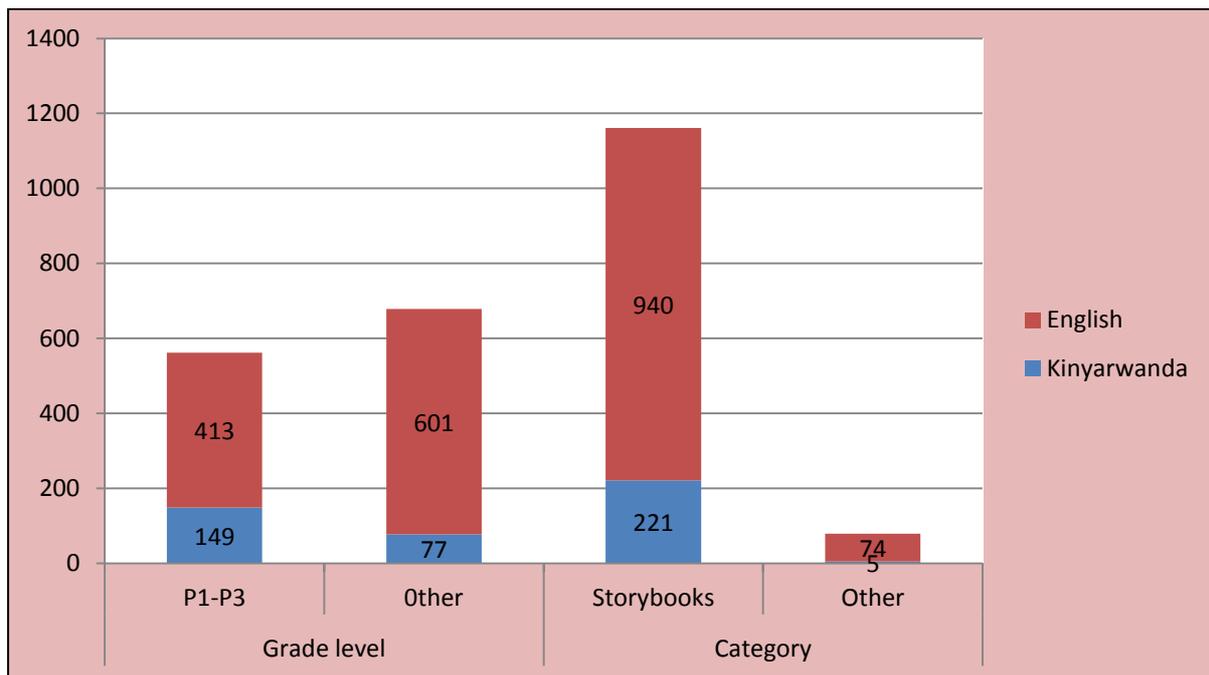
<sup>6</sup> The criteria used were extracted from the MINEDUC/REB CPMD Standard Bidding Document for Goods and Services and is attached to the report as Appendix 1.

<sup>7</sup> REB (2012). Recommended list of supplementary materials for use in Rwandan schools 2010-2014 (version 2012)

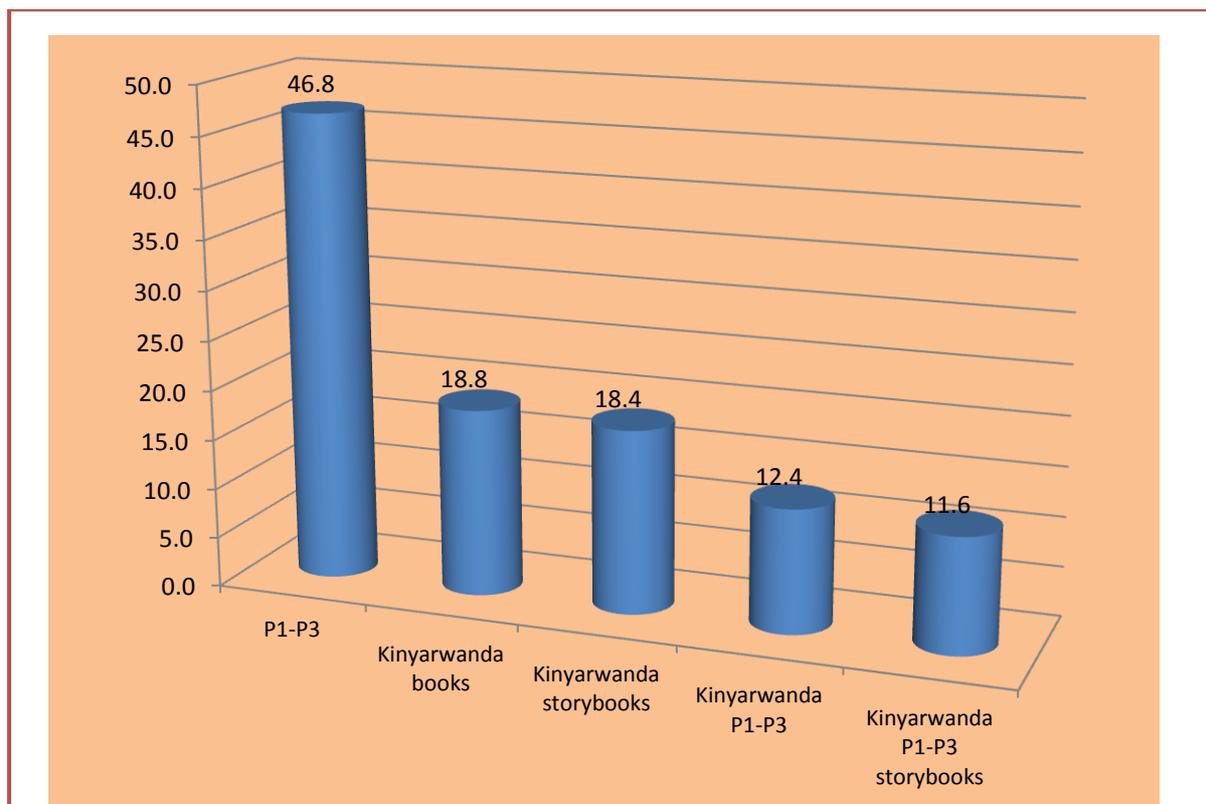
<sup>8</sup> Supplementary Materials include the following categories: SRM = Supplementary Reading Book; F = Fiction; DICTY = Dictionary; SMTRA= supplementary reading book teacher read aloud, PWC=Posters /wall charts; AWC=Alphabet wall charts, PFC =Phonics flash cards, and VCD.

<sup>9</sup> The levels include: N1-N3; P1-P3; P4-P6; S1-S3.

**Figure 1: Kinyarwanda storybooks per grade and category<sup>10</sup>**



**Figure 2: Proportion of books per category of interest out of the total number of books**



As demonstrated in Figure 2, only 18.8% of the approved materials are in the local language (others are written in English). Almost half of the books (46.8%) are for P1-P3 students.

<sup>10</sup> "Other" in the "Grade level" includes NI-N3, P4-P6, S1-S3; "Other" in the "Category" includes all other categories that are not storybooks, as referenced in Footnote 8.

Kinyarwanda storybooks recommended for P1-P3 students, however, represent a small proportion at only 11.6% (139) of the total books.

These are published through 11 publishers, 3 of which are considered “local” (i.e. Rwandan), 5 considered “regional” and 3 “international”. However, Rwandan publishers produce only 4 of those approved by REB for distribution in classrooms, as shown in Table 2.

**Table 2: Distribution of available books by publisher**

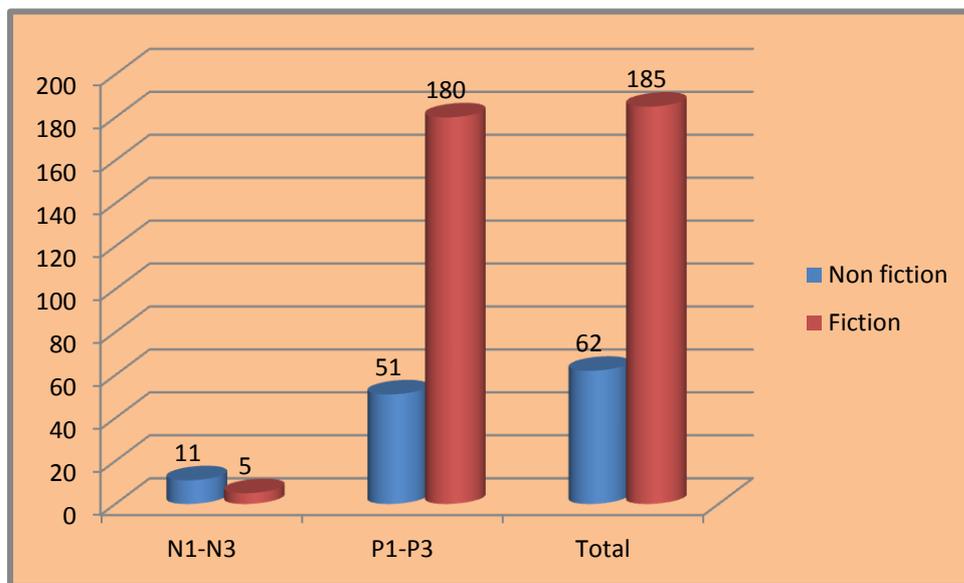
Publisher Name	Publisher Type	REB Approval for Distribution in classrooms?	
		Yes	No
ABANTU	Regional	17	0
BAKAME	Local	0	48
EAEP	Regional	14	0
Fountain	Regional	24	0
Kibondo	Local	3	6
Macmillan	International	0	1
MK	Regional	21	0
Mountain	Regional	12	0
Pearson	International	39	0
Penda Kusoma	Local	1	15
Tan Print	International	8	38
<b>TOTAL</b>		<b>139</b>	<b>108</b>

### 2.3.2. Range of available Kinyarwanda children’s storybooks

Save the Children collected from REB and publishers a list of 247 Kinyarwanda storybooks available on the market as appropriate for students from grade P3 or lower grades. The books have been reviewed and categorized by grade level and type. Although analysis across a greater number of range categories would have been desirable, additional categorisation was not available from REB or publishers themselves. The range assessed therefore covers:

- Grade level appropriateness: N1-N3 (“N” referring to “Nursery school”, or pre-primary) and P1-P3 (“P” referring to “Primary school”)
- Type: Fiction / Non-fiction

**Figure 3: Range of Books**



The figure above demonstrates that amongst the Kinyarwanda storybooks available on the market to support early grade reading, the vast majority, 231 books (93.5%), is for P1-P3 grades. Only 16 books were classified as appropriate for N1-N3. Although some of the same books deemed appropriate for P1-P3 could probably be used for earlier years, there is clearly a gap in the market for pre-primary materials.

Furthermore, the number of non-fiction books is also low, with only 62 books total; the ratio of non-fiction to fiction books is approximately 1:4. Although RCBI aims to increase the overall number of Kinyarwanda children's books on the market and therefore is less focused on the ratio of non-fiction vis-à-vis fiction than on improving the number and quality of children's books, it is nonetheless important to monitor that there is an increase for both non-fiction as well as fiction books. Non-fiction books offer important opportunities for young learners to practice reading across subject areas, improve their vocabulary, draw children's interest in their surroundings and prepare for reading other non-fiction text in their higher studies, amongst other benefits.

### **2.3.3. Quality of Kinyarwanda children's storybooks**

From the list of 247 available Kinyarwanda children's storybooks, a sample of 20% was selected for quality assessment. The project staff were not able to get the copies of 4 books amongst this list since the publishers had neither a hard copy nor a soft copy of the books, thus 45 books (18%) were analyzed (3 books for N1-N3 and 42 books for P1-P3 students).

The following table shows the number of books assessed in the sample according to grade and category.

			Grade level			Total
			0-3 years	3-6 years	P1-P3	
Category	Fiction	Count	0	0	32	32
		% of Total	.0%	.0%	71.1%	71.1%
	Non Fiction	Count	1	5	7	13
		% of Total	2.2%	11.1%	15.6%	28.9%
Total		Count	1	5	39	45
		% of Total	2.2%	11.1%	86.7%	100.0%

As shown by the table above, 86.7% of the sampled books are for P1-P3 grades and 71.1% of books were in the “Fiction” category. Whilst these percentages are not completely in line with the general trend for all N1 – P3 books outlined previously (i.e. 93.5% P1-P3 and 74.9% Fiction), the proportion was similar and was deemed necessary to ensure a more representative sample for the minority categories.

Each book was analyzed as both a “read alone” book as well a “read aloud” book using the detailed guidelines and criteria established by REB for assessing book quality. As outlined in the full quality standards criteria scoring sheet attached in Appendix 1, all books are assessed in consideration to the grade level according to specified criteria. These include:

Text content:

- Appropriateness of story/text/theme for the age group
- Interest level for the age group
- Appropriateness of length for age group

Presentation:

- Quality, attractiveness and appropriateness of cover age group
- Appropriateness of, page design & layout for age group (*including placement and amount of text on page*)
- Quality, relevance and appropriateness of illustrations for age group
- Appropriateness of font & font size for the age group
- Appropriate and accurate use of color for age group

Language:

- Quality of writing
- Suitability of language use for the age group
- Appropriateness of language patterns, vocabulary and sentence structure for age group

Editorial:

- Respect of age appropriate conventions and absence of typos and other errors

Promotion of positive values (for fiction only):

- Integration of an important social value (equality; gender equality, environment, moral/integrity)
- Appropriateness of the way in which the social message is addressed for age group
- Absence of bias in illustrations, characters and plot

Factual accuracy (for non-fiction only):

- Facts are accurate and age appropriate

These were ranked by the evaluating assessors on a scale of “0” (Not acceptable) to “4” (Excellent). To control for subjectivity, two evaluating assessors separately ranked each book. The balance of their rankings was analysed and demonstrated no significant difference.

**Quality assessment of books for the purpose of “read aloud”**

The following table presents the average scores for each criteria of the books assessed for the purpose of being a “read aloud” / “shared” reading book.

**Table 3: Average scores of the books analyzed as Read aloud**

Criteria	Rating	Category		Total
		Fiction	Non Fiction	
Content	Not acceptable	4.4%	0%	4.4%
	Poor	22.2%	0%	22.2%
	Acceptable	20.0%	13.3%	33.3%
	Good	24.4%	15.6%	40.0%
	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Presentation	Not acceptable	6.7%	2.2%	8.9%
	Poor	22.2%	8.9%	31.1%
	Acceptable	26.7%	13.3%	40.0%
	Good	13.3%	4.4%	17.8%
	Excellent	2.2%	0%	2.2%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Language	Not acceptable	4.4%	0%	4.4%
	Poor	20.0%	0%	20.0%
	Acceptable	22.2%	22.2%	44.4%
	Good	24.4%	6.7%	31.1%
	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Editorial	Not acceptable	4.4%	0%	4.4%
	Poor	26.7%	4.4%	31.1%
	Acceptable	28.9%	17.8%	46.7%
	Good	11.1%	6.7%	17.8%

	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Promotion of positive values	Not acceptable	6.2%	N/A	6.2%
	Poor	18.8%	N/A	18.8%
	Acceptable	65.6%	N/A	65.6%
	Good	9.4%	N/A	9.4%
	Excellent	0%	N/A	0%
<b>Total</b>		<b>100.0%</b>		<b>100.0%</b>
Factual accuracy	Not acceptable	N/A	0%	0%
	Poor	N/A	0%	0%
	Acceptable	N/A	76.9%	76.9%
	Good	N/A	23.1%	23.1%
	Excellent	N/A	0%	0%
<b>Total</b>			<b>100.0%</b>	<b>100.0%</b>

For the purposes of “read aloud” (shared) reading, the assessment showed that with the exception of “content”, for each criteria, the highest percentage of books fell into the “acceptable” rating, which denotes there is significant room for improvement.

#### Quality assessment of books for the purpose of “read alone”

All books were also assessed using the REB standards according to their suitability for the purpose of “read alone”, or “independent” reading. The assessment results are shown in the table below:

**Table 4: Average scores of the books analyzed as “read alone”**

Criteria	Rating	Category		Total
		Fiction	Non Fiction	
Content	Not acceptable	4.4%	0%	4.4%
	Poor	22.2%	2.2%	24.4%
	Acceptable	24.4%	8.9%	33.3%
	Good	20.0%	17.8%	37.8%
	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Presentation	Not acceptable	8.9%	2.2%	11.1%
	Poor	15.6%	11.1%	26.7%
	Acceptable	31.1%	11.1%	42.2%
	Good	13.3%	4.4%	17.8%
	Excellent	2.2%	0%	2.2%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Language	Not acceptable	4.4%	0%	4.4%
	Poor	17.8%	2.2%	20.0%

Criteria	Rating	Category		Total
		Fiction	Non Fiction	
	Acceptable	28.9%	20.0%	48.9%
	Good	20.0%	6.7%	26.7%
	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Editorial	Not acceptable	4.4%	0%	4.4%
	Poor	24.4%	2.2%	26.7%
	Acceptable	35.6%	17.8%	53.3%
	Good	6.7%	8.9%	15.6%
	Excellent	0%	0%	0%
<b>Total</b>		<b>71.1%</b>	<b>28.9%</b>	<b>100.0%</b>
Promotion of positive values	Not acceptable	9.4%	N/A	9.4%
	Poor	15.6%	N/A	15.6%
	Acceptable	62.5%	N/A	62.5%
	Good	9.4%	N/A	9.4%
	Excellent	3.1%	N/A	3.1%
<b>Total</b>		<b>100.0%</b>		<b>100.0%</b>
Factual accuracy	Not acceptable	N/A	0%	0%
	Poor	N/A	0%	0%
	Acceptable	N/A	69.2%	69.2%
	Good	N/A	30.8%	30.8%
	Excellent	N/A	0%	0%
<b>Total</b>			<b>100.0%</b>	<b>100.0%</b>

As with the assessment of books for the purpose of “read aloud”, the available books need improvement in all aspects; across all criteria, less than 40% were identified as good or/and excellent.

## 2.4. Conclusion

Overall, this report demonstrates that there is significant room for improvement in the number, range and quality of Kinyarwanda children’s storybooks.

The number of Kinyarwanda children’s storybooks for grades P3 and below is quite low; most of the REB-approved books are written in English, which is the language of instruction in schools only from P4. More age-appropriate, Kinyarwanda books are needed to support the growth of a culture of reading in the country and help children to improve their reading skills in their native language.

Furthermore, the analysis of range demonstrates that there is a large gap in materials for pre-primary aged children. As research has shown, exposure to books and reading at an early age is

a predictor of success in school and learning; however, age-appropriate, local language materials need to be available to support the promotion of early grade reading. Furthermore, as expressed in the draft 2013-2017 Education Sector Strategic Plan (ESSP), the Government of Rwanda is committed to increasing support for pre-primary education, including providing capitation grants for purchasing books to be delivered to pre-primary classrooms, which are due to be added to all primary schools by 2017. Unless more N1-N3 titles are added to the REB-approved list, there will be limited opportunities to use capitation grants to purchase storybooks for these classrooms.

The book review also showed that the quality standard of existing titles needs improvement. The majority of Kinyarwanda books were deemed “acceptable”, “poor” or “unacceptable” across all REB standards for quality criteria of text content, presentation, language, editorial quality and promotion of positive values (for fiction) / factual accuracy (for non-fiction). The aim of RCBI is to increase the number of books that meet the standard of “good”.

RCBI’s plans to work with publishers, writers and illustrators, as well as with the Rwanda Education Board, to support the increase in number, range and quality of Kinyarwanda children’s books are clearly responding to an existing need. The results of this book review will furthermore be used to demonstrate to the parties concerned the current status quo to emphasise the areas for improvement. Given the current levels across the three outcome indicators, the targeted 30% increase over baseline figures presented at the start of the project is a reasonable goal.

## **3. Local Level Baseline Report**

### **3.1. Purpose**

The RCBI local level evaluation covers P1, P2 and P3 grades and will attempt to answer the following questions:

- 1) How do teaching practices influence students’ reading habits?
- 2) How does accessibility to storybooks increase students’ reading habits?

Three outcome indicators were set for the local level intervention in Burera:

1. Frequency of reading by students in Burera schools.
2. Changes in teaching practice in P1, P2 and P3 classrooms use of books in Burera schools.
3. Number of storybooks accessible to teachers and students in P1 – P3 in Burera schools.

In order to measure the RCBI’s outcomes and to answer the evaluation questions a mixed design was used to take into account characteristics of the national and local level activities. In this sense, at national level a before and after comparison between baseline and endline will be conducted<sup>11</sup>, while at local level the evaluation consists of a quasi-experiment, using treatment and control groups and comparing baseline and endline data.

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<sup>11</sup> National level indicators are listed on the M&E plan. Evaluation will be conducted on relevant indicators.

## 3.2. Methodology

Local level activities will take place in Burera, a district in the Northern Province of Rwanda. All 87 schools in Burera District will benefit from the RCBI activities. Schools in Rubavu district, in the Western Province, were selected as a control.

The local level baseline was conducted in May/June 2013 and endline will be conducted in March 2015.

The baseline used quantitative methods and the following tools (annexed to this report as Appendix 2) were developed by Save the Children:

1. Head-teacher survey;
2. Teacher survey;
3. Student survey;
4. School book collection check list.

Tools were field tested, adapted and translated to Kinyarwanda prior to data collection. Save the Children provided a five days training for eight enumerators hired as casual staff to carry out data collection and three Save the Children staff who served as supervisors. The training covered not only data collection techniques and RCBI's instruments, but also ethical standards. Specific consent forms for children and adults were developed for data collection.

In each school P1, P2 and P3 classes were randomly selected for the baseline. For each of these classes an equal number of male and female students were randomly selected on the spot to be surveyed. The Kinyarwanda teachers responsible for teaching these classes were surveyed, as well as the school's head-teacher. This ensured triangulation of data.

To construct a counterfactual and measure the effects of the intervention in Burera a control group was selected in Rubavu district. While district results from the DHS data were analysed by Save the Children, Rubavu was selected mainly for practical reasons, including existing Save the Children relationships with district education authorities, facilitating a smoother approval process to collect data within the district's schools.

As outlined in Appendix 3, baseline data shows that the control group has similar characteristics to the treatment group, proving to be a sound counterfactual. Key variables were analysed to assess the balance between treatment and control.

### ***Sampling framework***

Baseline data was collected on a sample of 52 schools across the two evaluation districts. Amongst the 87 treatment schools in Burera, 26 were randomly selected to be part of the evaluation. In Rubavu, 26 out of 79 schools were randomly selected to be in the control group. Sampling in both districts was stratified by sector and randomization was at school level (see Appendix 4).

### Determination of sample size

The key outcome of the local level intervention is to increase the frequency of reading by students in Burera schools. Data was collected for the baseline on different types of books, namely storybooks, magazines, newspapers and religious books<sup>12</sup>. We expect to see an increase in frequency of reading and the optimal sample size have been computed for P3 students. In order to compute the sample size, we assumed that 60% of children are reading at baseline and the expected increase due to the project is 30%, i.e. an increase of 18 percentage points. In absence of baseline data, we assumed that the intra- class correlation was 0.2, which is consistent with what it is found in the literature<sup>13</sup> (Duflo et al., 2007). The power of the sample has been set up to 0.8 and the significance level to 0.05. Therefore, for a cluster size of 16, the required number of clusters is 50 (25 per arm), i.e. 400 students in the treatment group and 400 in the control group. In addition to these sixteen P3 students, we collected information on four P1 students and on four P2 students per class.

For each of these schools one P1, one P2 and one P3 class were randomly selected on the spot by the enumerators, following guidance provided by Save the Children (Appendix 4). In each of the classes an equal number of male and female students were also randomly selected on the spot to be surveyed. As explained in the paragraph above, the sample size per class was:

- P3: 16 students;
- P2: 4 students;
- P1: 4 students.

A decision was made to sample more P3 students than P1 and P2 due to the fact that in Rwandan schools only P3 students are expected to be able to read all combinations of letter blends, which will be found in most Kinyarwanda children's storybooks.

Although the power simulations showed that data collection from a minimum of 50 schools was necessary for the sample, data was collected in 52 schools as a precaution. This proved to be the right decision, as two of the 52 sample schools where baseline data was collected were excluded from this data analysis due to errors during data collection.

### ***Validity and reliability***

Measures have been taken to ensure the validity and reliability of the baseline data. A statistical sample size was calculated. Control groups were used and, as stated above, the selected district provides a valid counterfactual. Schools in Burera and Rubavu were randomly selected and stakeholders who participated in the data collection were randomly selected as well. Tools were tested and adapted and data was collected in Kinyarwanda. Data was cleaned and part of it entered twice to ensure integrity.

Given the self-reported nature of the questions about reading habits, reliability of the data might have been affected by social desirability bias. Enumerators were instructed to emphasize

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<sup>12</sup> For the purpose this analysis all these books are referred simply as "type of books".

<sup>13</sup> DUFLO, E., GLENNERSTER, R. & KREMER, M. 2007. Chapter 61 Using Randomization in Development Economics Research: A Toolkit. In: SCHULTZ, T. P. & JOHN, A. S. (eds.) Handbook of Development Economics. Elsevier

the anonymity and confidentiality of data so as to ensure the truthfulness of the data collected as much as possible.

### 3.3. Results

This section provides an overview of the local level data collected at baseline stage. Much of the data collected is not reported here for the sake of conciseness. Sub-sections cover sample characteristics and key variables, namely accessibility, teaching practice, reading habits and availability. Sections 3.3.2 and 3.3.3 address outcome indicators and evaluation questions, included below as a reminder.

#### Evaluation questions:

- 1) How do teaching practices influence students' reading habits?
- 2) How does accessibility to storybooks increase students' reading habits?

#### Outcome indicators:

- 1) Frequency of reading by students in Burera schools.
- 2) Changes in teaching practice in P1, P2 and P3 classrooms use of books in Burera schools.
- 3) Number of storybooks accessible to teachers and students in P1 – P3 in Burera schools.

The surveys' questions are included in Appendix 2 and additional data analyses can be conducted upon request. As control and treatment proved to be similar (see Appendix 3) data is not disaggregated by arm for this baseline report. However, it will be disaggregated for the end line report.

This report combines data for grades 1 and 2 as there is a smaller sample for these grades than for grade 3. There are about 200 student surveys for grade 1 and 200 for grade 2. Since these two sub-samples are small, the confidence intervals computed are wide and it leads to imprecise results. Given that most of the variables had similar results for Grade 1 and 2 it has been decided to collapse these two levels in order to have more precise results. The analysis will henceforth refer to Grades 1-2.

Data analysis was conducted using STATA and a do-file is available upon request.

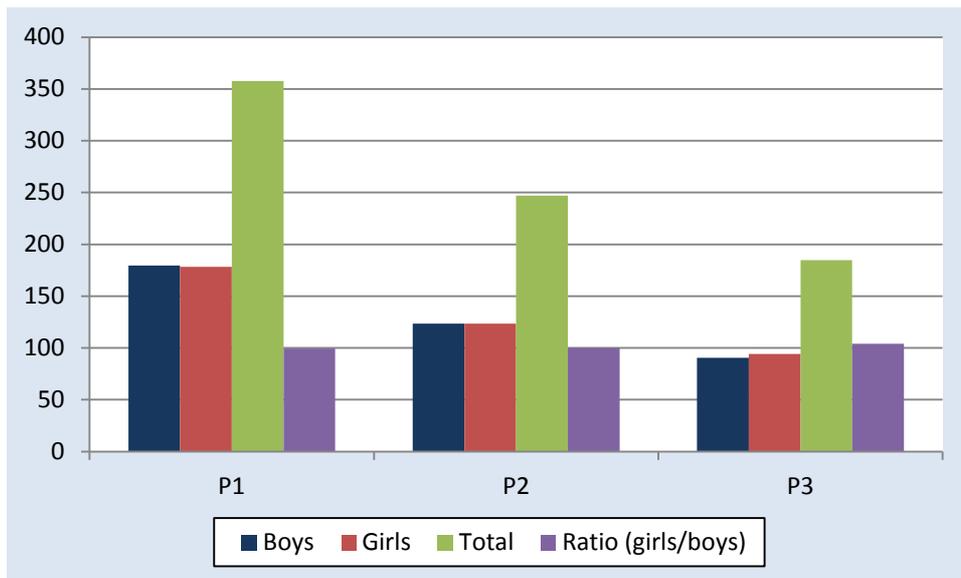
#### 3.3.1. Sample characteristics

- *This sub-section provides a brief overview of students' characteristics in the sample.*

#### **Gender**

In the 50 schools in the sample there is gender parity in all three grades. There are slightly more girls than boys in P3 but the difference is not statistically significant.

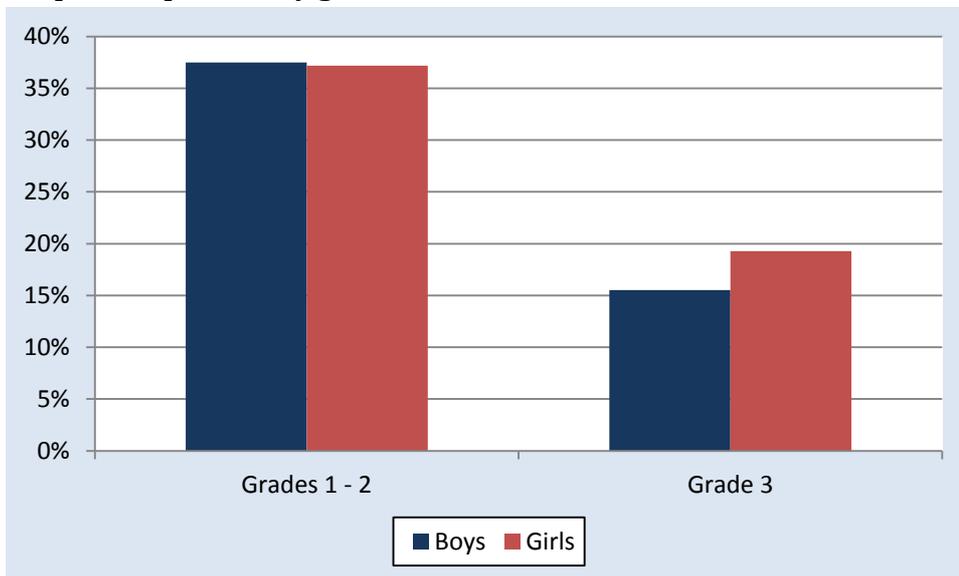
**Graph 1: Average number of boys and girls per grade**



**Repetition Rates**

Children were asked if they had retaken the year (repeated the same grade) and data shows that in the baseline sample repetition is much higher in Grades 1-2 than Grade 3. Boys and girls are equally affected in Grades 1-2 but slightly more girls in the sample repeated Grade 3.

**Graph 2: Repetition by grade**



**3.3.2. Reading habits**

- *This sub-section will provide baseline data for both evaluation questions (effects of teaching practices and accessibility on students' reading habits), as well as for outcome indicator 1 (frequency of reading by students), as frequency can also be considered a*

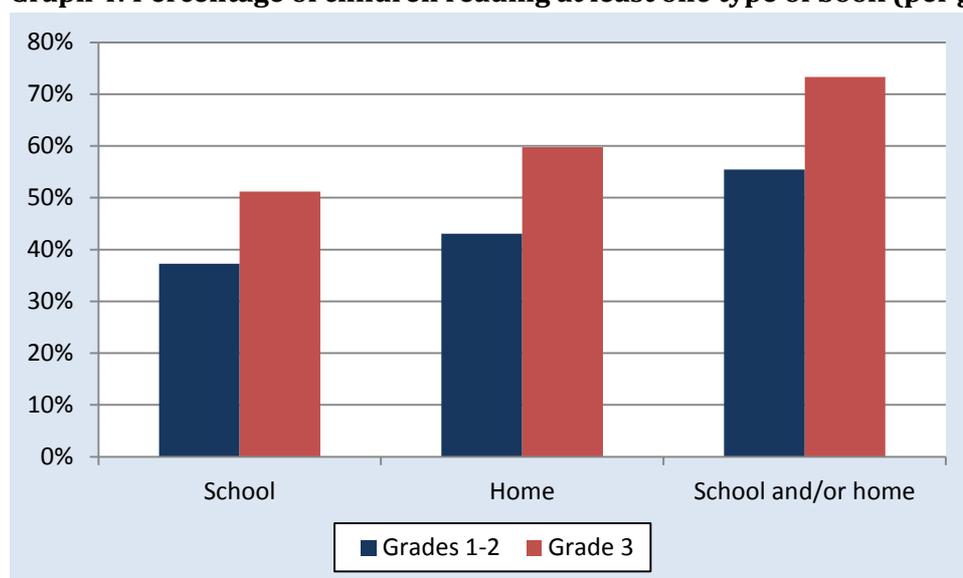
reading habit. In addition, it includes analyses of other variables that the baseline data has shown to be related to reading habits, such as socio-economic status.

#### Frequency of reading (Outcome Indicator 1)

Before presenting data on frequency of reading it is important to analyze the percentage of children reading. Children in Grade 3 read more than children in Grades 1-2. This is to be expected considering that the curriculum in Rwanda encourages independent reading of most texts from Grade 3 onwards. However, despite this, the reported difference in reading between grades is not as considerable as would be expected. Overall, in schools and/or at homes there is a difference between groups of around 18% on the number of children who claim to read at least one type of book.

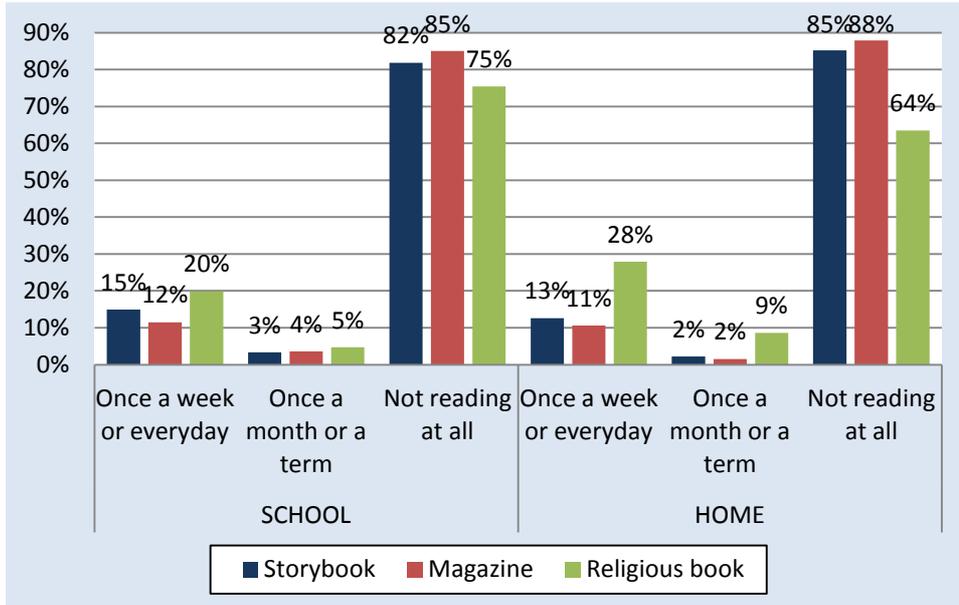
It is also important to note that data collectors reported that there was often confusion amongst children on what constituted a “storybook”. This, in and of itself, is indicative of the lack of children’s exposure to storybooks.

**Graph 4: Percentage of children reading at least one type of book (per grade)**

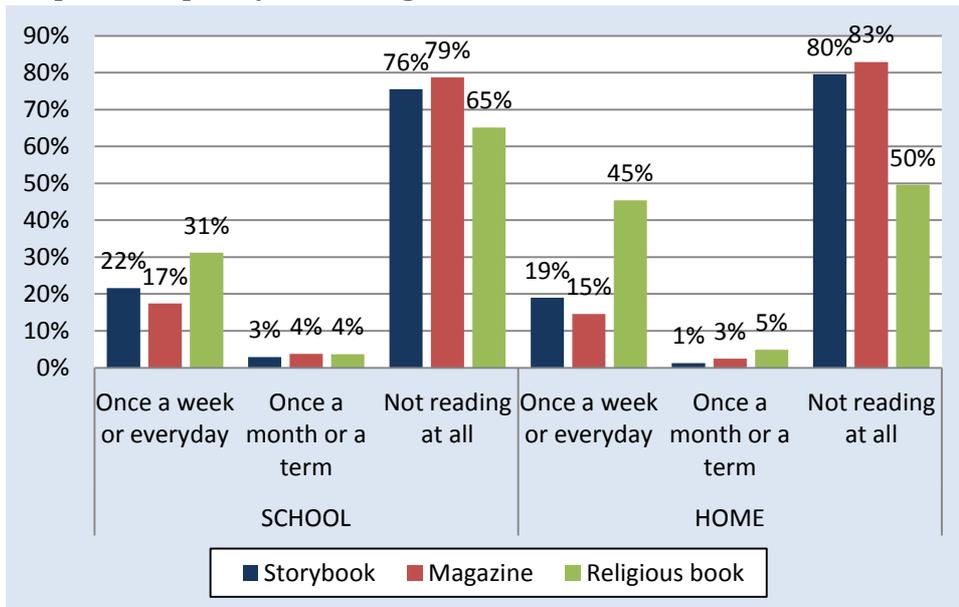


Amongst those children who reported that they read, the majority reads once a week or every day, as shown in graphs 5 and 6 below. Habits are similar in school and at home, and for grades 1-2 and grade 3. In both school and at home children affirm they read religious books more than storybooks or magazines/newspapers. While this habit is the same for both grades, the percentage of children reading is higher in Grade 3.

**Graph 5: Frequency of reading: Grades 1-2**



**Graph 6: Frequency of reading: Grade 3**



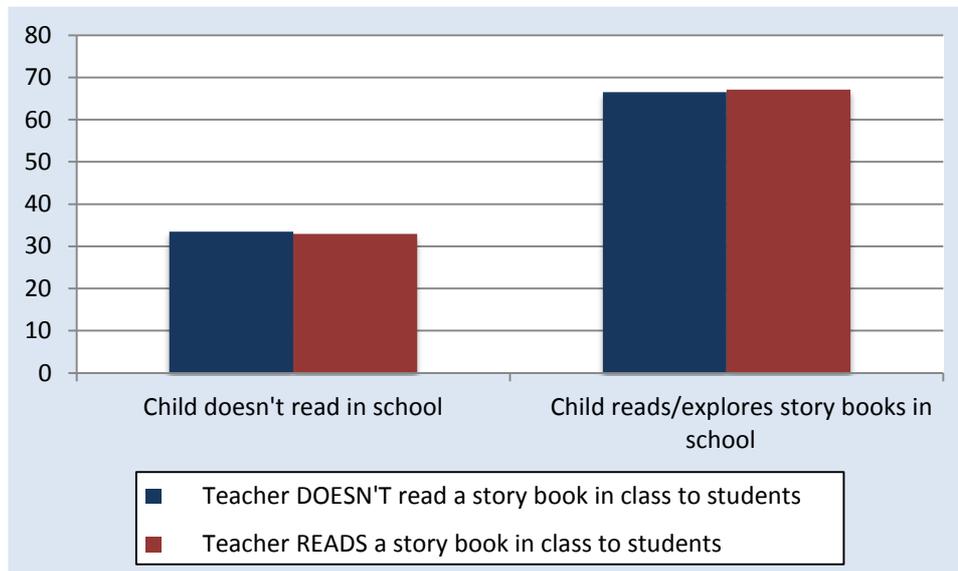
Teaching practices and reading habits (Evaluation Question 1)

The following graphs compare children’s self-report on their reading habits with teaching practices. In general, teaching practices at present do not seem to be linked to students’ reading habits. The graphs below show that students who were exposed to positive teaching practice in relation to reading had similar habits than students who were not exposed to such practices.

The likelihood of a child to read or not to read a storybook in school does not, therefore, appear to be linked to the practice of reading storybooks to students in the classroom. There are several possible reasons for why this may be the case, including teachers’ storybook reading

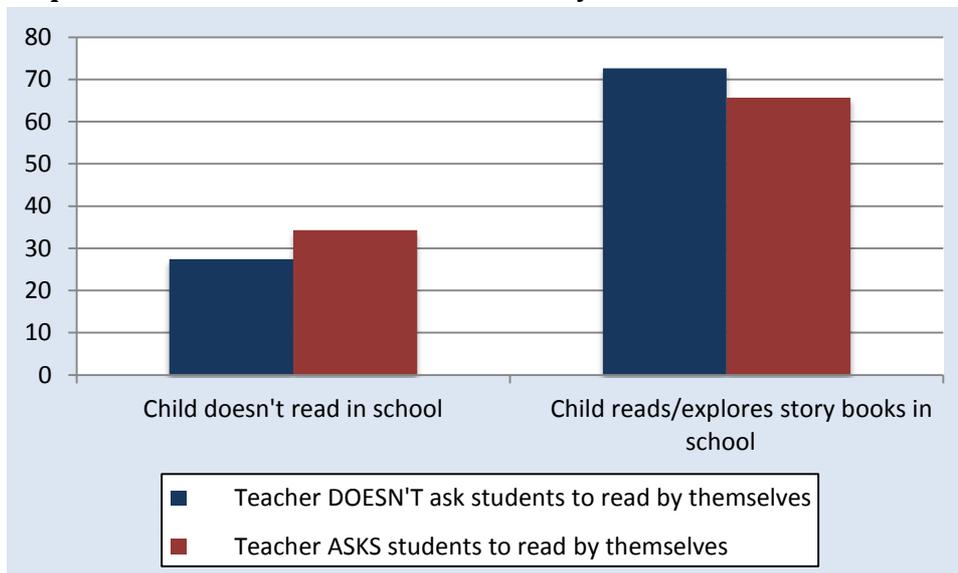
techniques and attitudes towards encouraging students to read for pleasure; we will therefore be looking at endline for attributions if changes are noted at that time.

**Graph 7: Practice 1- Read storybooks to students**



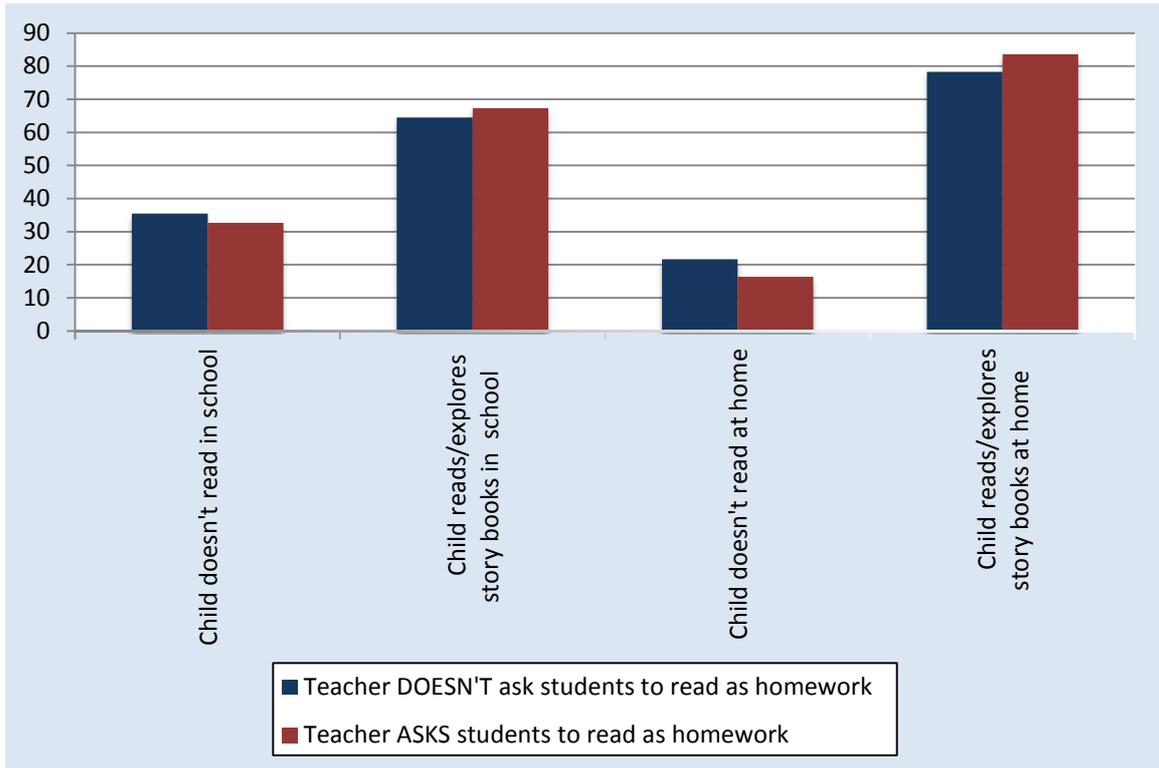
Similarly, asking students to read by themselves does not seem to influence their habits. Only a very small difference is shown in the graph below.

**Graph 8: Practice 2- Ask students to read by themselves**



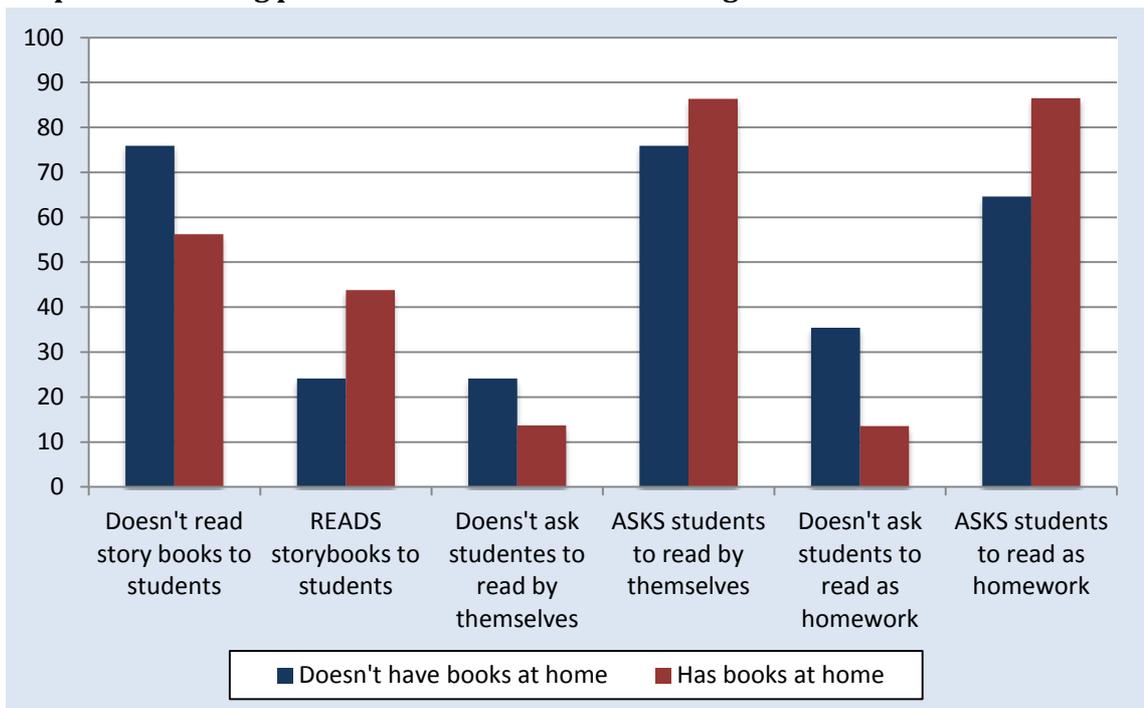
In the same way, asking students to read as homework does not seem to affect children's habits at home or in school, as shown below.

**Graph 9: Practice 3- Ask students to read as homework**



While teaching practices do not seem to affect students' reading habits, the teachers' reading habits (or at least ownership of books) indicate their teaching practice. The graph below shows that teachers who have books at home tend to adopt more positive teaching practices in relation to reading. Teachers who own books are more likely to read to students and to ask students to read by themselves or read as homework.

**Graph 10: Teaching practices versus teachers' reading habits**

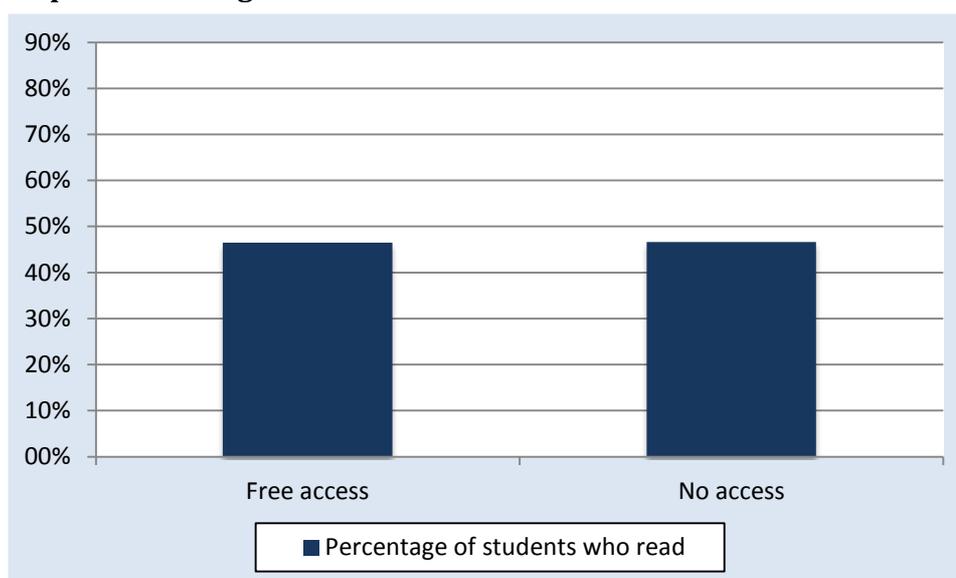


## Accessibility to storybooks and reading habits (Evaluation Question 2)

As explained earlier, there are different proxies for access to books. In order to answer evaluation question 2, the baseline report has used access to a book collection in school as a proxy.

For students in the baseline sample, having access to a book collection at school does not seem to influence their reading habit. A similar percentage of children reported reading books, regardless of having access to books in their schools or not.

**Graph 11: Reading habit versus access to school book collection**



## Other variables influencing reading habits

Three probit models<sup>14</sup> were estimated to explain reading habits at home and in school. Variables were selected at household level, child level and teacher level to enable identification of the main factors influencing children to read.

**Table 1: Variables influencing reading habits**

VARIABLES	(1) Read at home	(2) Read at school	(3) Read (home or school)
Mother reads	0.147***	0.0801**	0.104***
Mother not present	0.139*	0.120	0.0922
Father reads	0.0842*	-0.0246	0.0282

<sup>14</sup> The purpose of a probit model is to estimate the probability that an observation with particular characteristics will fall into a specific one of the categories. To read the model the base rate is added to the marginal effect (increase in percentage point). For instance, everything else being equal, the probability that a child reads at home increases from 54.6% (base rate) to 69.3% if her mother reads (base rate plus 0.147 marginal effect).

Father not present	0.0912*	0.0540	0.103***
Child has been told a story at home	0.237***	0.0720	0.152***
Child has been told to explore books	0.0939*	0.0833**	0.0873**
2nd quartile (SES)	0.107**	0.0641	0.0729*
3rd quartile (SES)	0.123***	0.0218	0.0527
4th quartile (SES)	0.201***	0.157***	0.160***
Household size	0.0145	0.0105	0.0118
Girl	-0.0510	0.0263	-0.0206
Age of students	-0.0156	0.0214**	0.00199
Student is in grade 3	0.143***	0.0459*	0.0998***
Availability of story books according to teachers	-0.00479	-0.00127	0.00700
Teacher reads story books in class	0.0443	0.0219	0.0333
Teacher asks students to read by themselves	-0.0476	0.00177	-0.0586
Teacher asks students to read as homework	-0.0496	0.0183	-0.0116
Number of years of experience of teachers	-0.00217	-0.00197	-4.93e-05
Teacher's level of education	0.0444**	0.0295	0.0357
Observations	1199	1199	1199
Base rate	54.6%	46.5%	67.7%

Note: Standard errors were clustered at the school level. Level of significance: \* is 10%, \*\* is 5% and \*\*\* is 1%.

The table above demonstrates that the probability of a child reading at home is highly influenced by the environment. If the child's mother reads at home, the probability of the child reading at home increases by 14.7 percentage points. The effect of fathers on children reading habits is lower, but still significant.

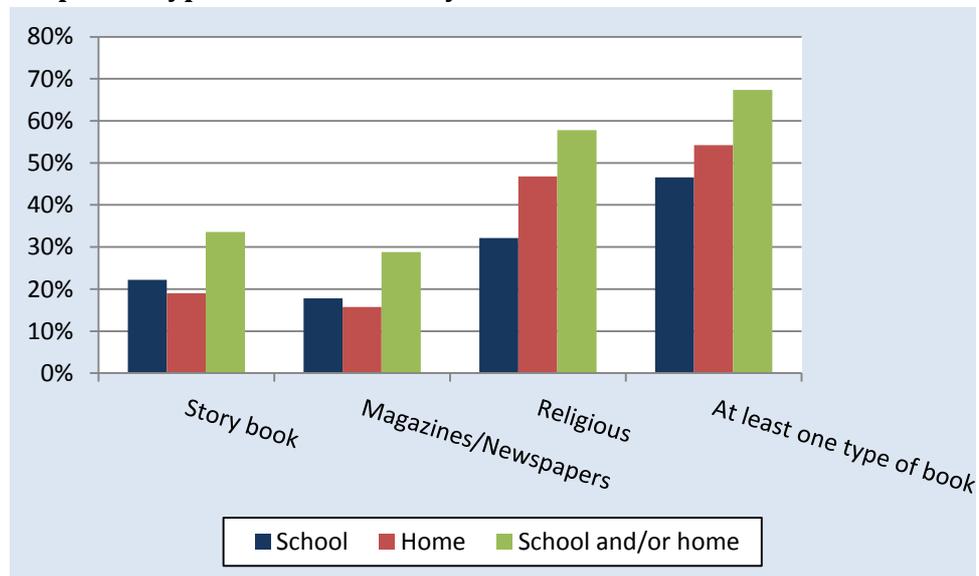
It is worth noting that socio-economic status (SES) is significant even if we include the reading habits of parents (that is, the effect of SES is not linked to parent's reading habits). Being in the most economically advantaged quartile (the 4<sup>th</sup> quartile) instead of the most economically disadvantaged (1<sup>st</sup>) one means that the probability of reading increases by 20.1 percentage points (10.7 and 12.3 for the 2nd and 3rd quartile comparatively with the 1st quartile).

Gender or age do not have a significant effect, but being in Grade 3 increases by 14.3 percentage points the chance of reading. Teaching practices and teachers' characteristics seem not to be correlated with child reading (except teachers' level of education). There are few variables that explain reading habits in school. The home environment seems to explain reading habits more than school environment.

Graph 12 (below) shows that children have the habit of reading religious books more than storybooks or magazines/newspapers, even in school. This graph should be interpreted in conjunction with Graph 23 in sub-section 5.5 (availability of books). As should be expected, availability influences reading habits and dictates what type of books children are reading the

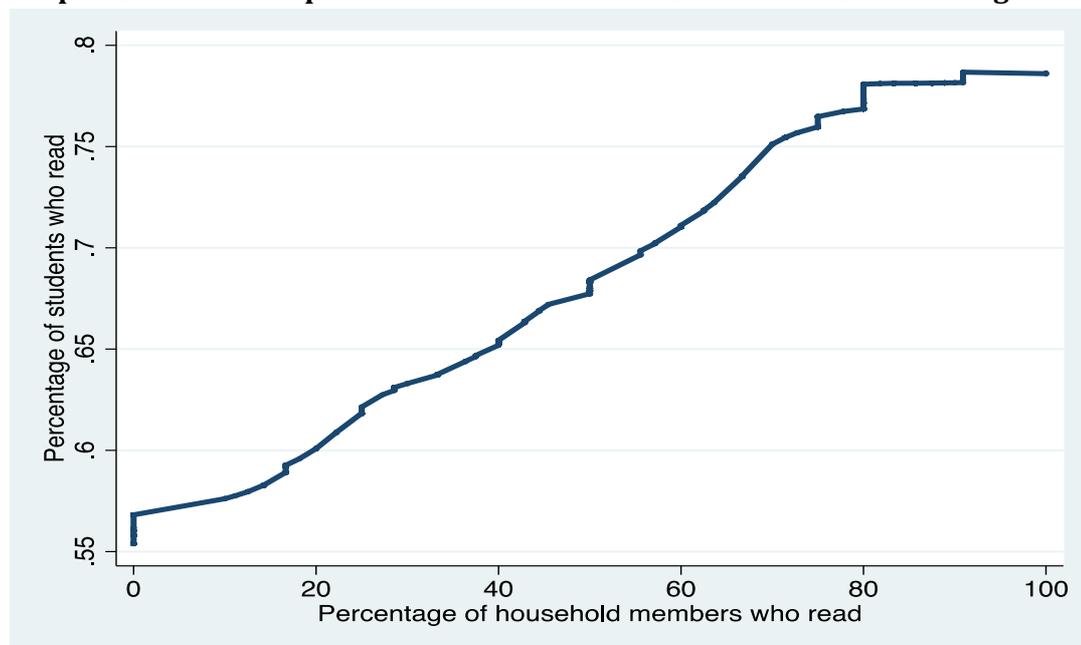
most at home and/or school. The majority of children read religious books, as there is more availability of this type of book at homes and in schools.

**Graph 12: Types of books read by children**



Children living in a household with a higher percentage of household members reading are more likely to read. For instance, only 52.4% of the students living in a household where nobody reads will read, whereas 70% will read if at least one household member reads. Similar results are found if the child has been told a story or has been told to read at home by at least one household member.

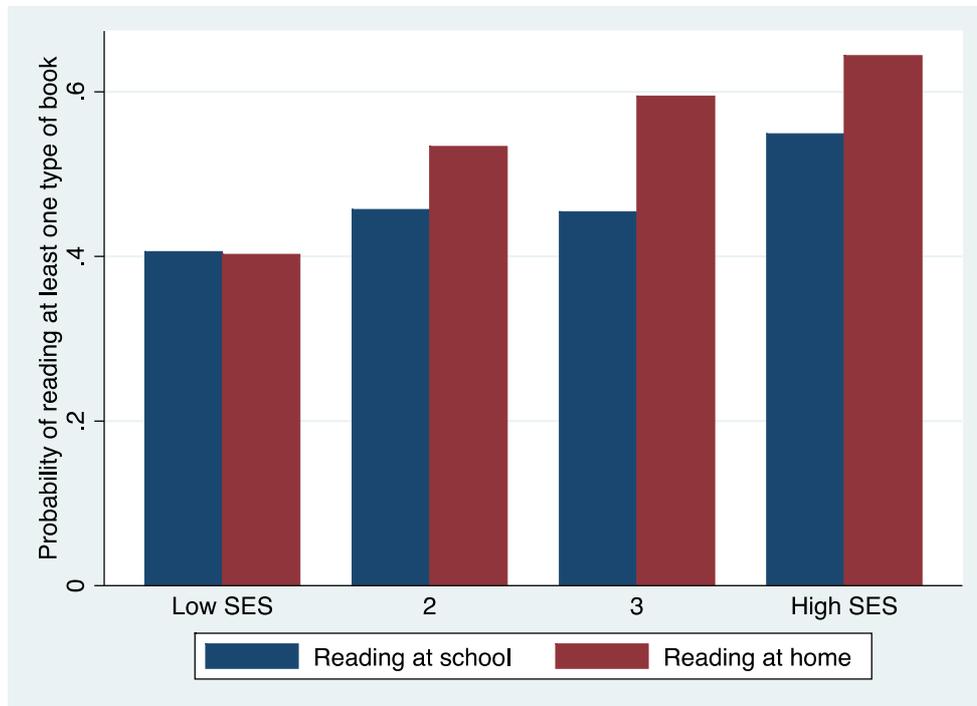
**Graph 13: Relationship between student and household members reading habits**



As a measure of socio-economic status (SES) children were asked about what assets were available in their households (TV, radio, car, etc). The number of children without access to any

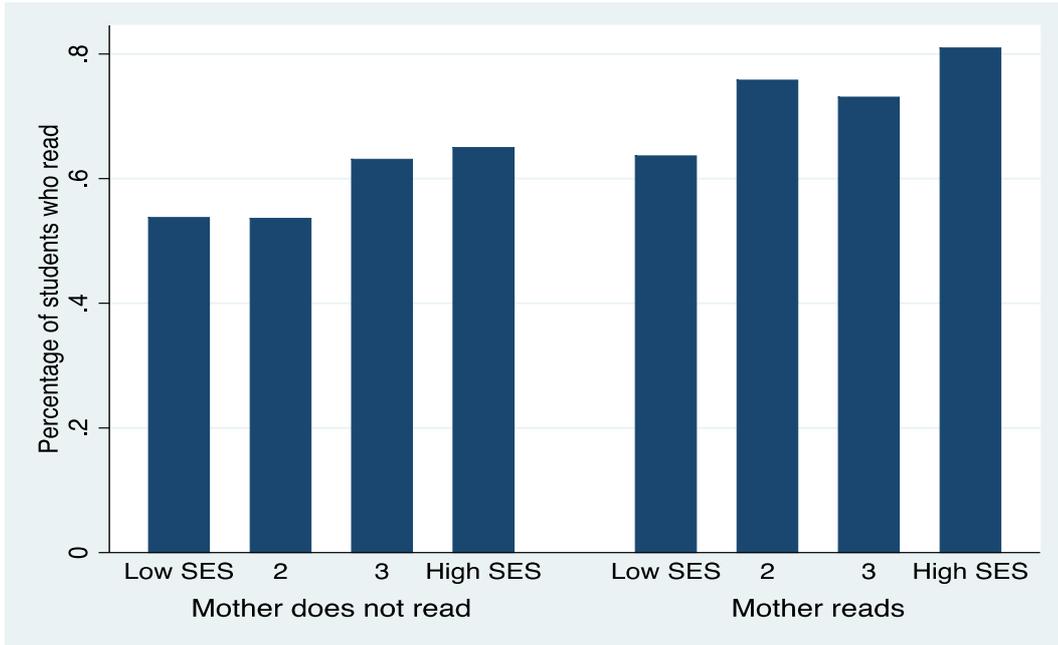
type of book at school or at home is 16.6% for the poorest quartile and 7.2% for the richest quartile. The percentage of girls and boys without access to any book is similar (respectively 11.6% and 12.1%).

**Graph 14: SES and children reading habits**

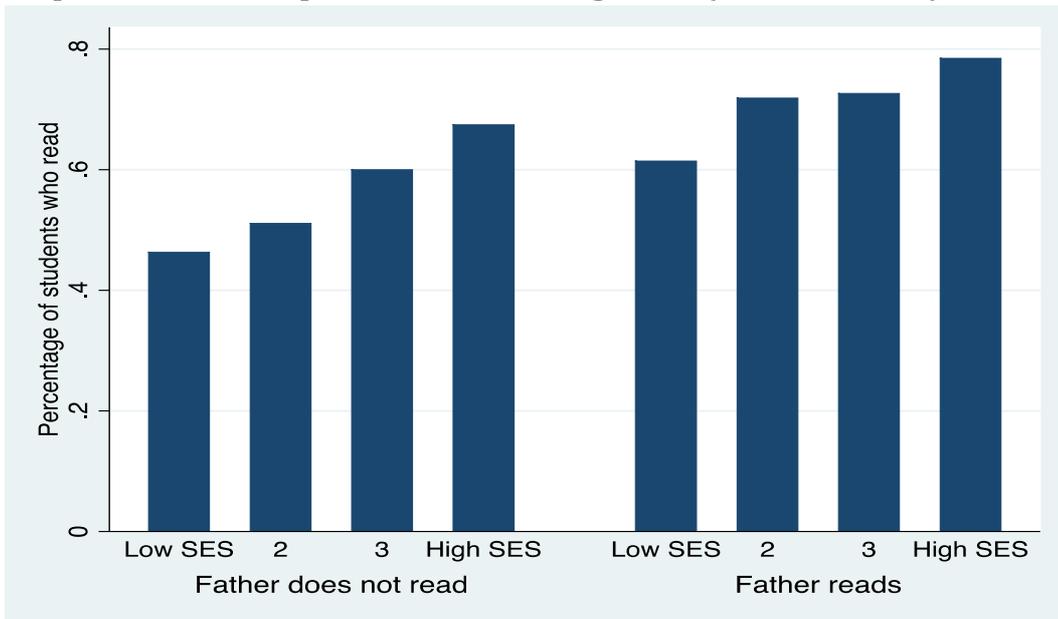


While SES is linked to probability of a child reading at home and in school, it has less of an effect than parental reading habits. The two graphs below show that if a mother or father read, the difference between reading habits of a child in a household with a low SES or a child in a household with a high SES is reduced. If a mother reads, a child in a household with low SES has the same probability of reading than a child in a household with high SES where the mother does not read.

**Graph 15: Relationship between SES reading habits (mother and child)**



**Graph 16: Relationship between SES reading habits (father and child)**



Appendix 5 outlines the socio-economic status (SES) measures used for this assessment.

### 3.3.3. Teaching practice

- *This sub-section provides baseline data for outcome indicator 2 (changes in teaching practice in P1, P2 and P3 classrooms use of books in Burera schools).*

The table below covers answers from teachers interviewed in the baseline survey on key teaching practices related to those that will be addressed by RCBI's teacher training.

**Table 2: Teaching practices**

Practices	%
Teacher produces own material	92.1
Teacher asks students to produce material to be displayed	80.5
Classroom has materials on walls	60.8
Students allowed to hold and look at storybooks	50.4
Teacher have storybooks in classroom	28.7
Children have access to storybooks on their own	24.3
<i>When children can access storybooks on their own</i>	
At any time	23.9
During planned reading	75
On special occasions	1.1
Teacher put storybooks on display so that children can see the front	42.5
Teacher tells stories to students	92.3
<i>If telling stories, how often stories are told to students</i>	
Every day	22.6
Every week	46
Every month	3.8
Sometimes	27.6
Teacher allows students to read a storybook of their choice	27.6
Teacher reads a storybook in class	40.7
<i>If reading, how often they read storybooks in class</i>	
Every day	5.2
Every week	25.2
Every month	69.4
Every term	0.2
Teacher shows cover of the book and asks what students think the story will be about	86.1
Teacher asks students to discuss what they know about the story before reading book	85.3
Teacher stops during the story to ask questions to students	99.6

Teacher asks students to predict what will happen next in a story	76.8
Teacher encourages the students to look at the illustrations	94.4
Teacher asks students to identify what they liked in a story	90.8
Teacher asks students to identify whether there are any similarities between the stories and their lives	86.8
Teacher asks students to tell you what happened in the beginning, middle or end of the story	85.3
Teacher asks students to read storybooks whilst they are at school	40.4
<i>How many storybooks teachers ask students to read in one school term</i>	
One	14.1
Two	20.3
Three	21.1
More than three	17.6
Other	26.9
Teacher asks students to read by themselves	84.6
Teacher asks students to read as homework	83
Teacher arranges students into smaller groups and ask them to read	77.3
Teacher have enough copies of the book being read for every student in the small group to have their own copy	34.7

The majority of teachers have reported to implement most of the practices listed in the survey. Given the formulation of the questions, it's possible that answers given were based on what teachers thought the surveyor wanted to hear rather than their actual practices.

The least common practices seem to be asking students to read while in school, read a storybook in class, allow students to choose the storybooks they read and put storybooks on display. Most teachers do not have storybooks available in their classroom and there are not enough books for all students. Apart from availability, accessibility is also an issue, as most teachers do not allow students to have access to books on their own.

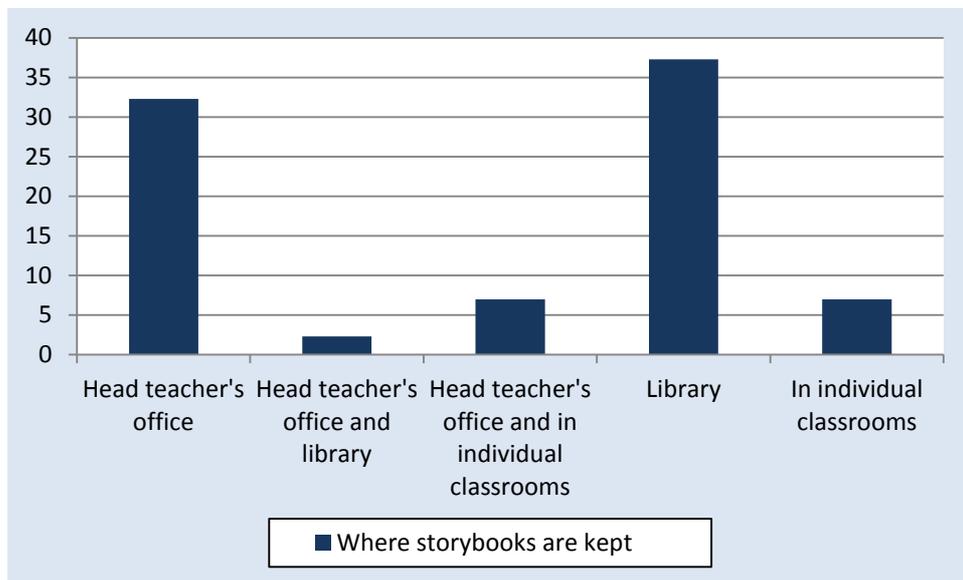
These are all areas that will be addressed directly by the RCBI teacher training and therefore it is expected that gains will be made despite the potential bias in the baseline data.

#### **3.3.4. Accessibility of books**

- While this sub-section focuses on accessibility of books it will not address outcome indicator 3 (number of story-books accessible to teachers and students in P1 – P3 in Burera schools). As different proxies can be used to measure access to books (e.g. location of books, borrowing system, physical contact with books, etc) it was not possible to quantify this indicator as it was not specific enough. The sub-section will then present data on the proxies identified during baseline planning.

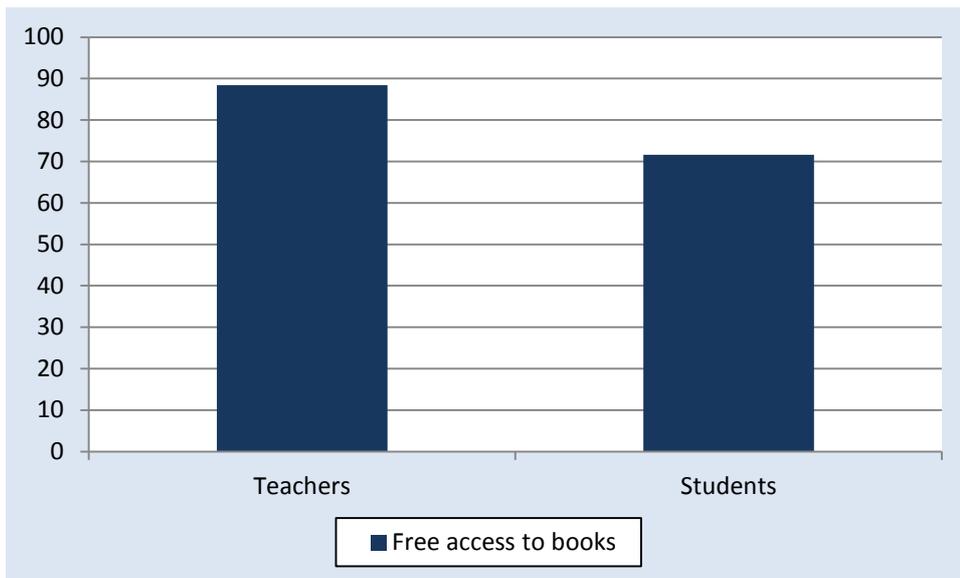
Head teachers were asked where books are kept and the majority said they are kept in a library (multiple answers were allowed). However, the difference between the number reporting that books are kept in libraries and those reporting that books are kept in the head teacher’s office is minimal. Very few schools keep books in classrooms.

**Graph 17: Book storage**



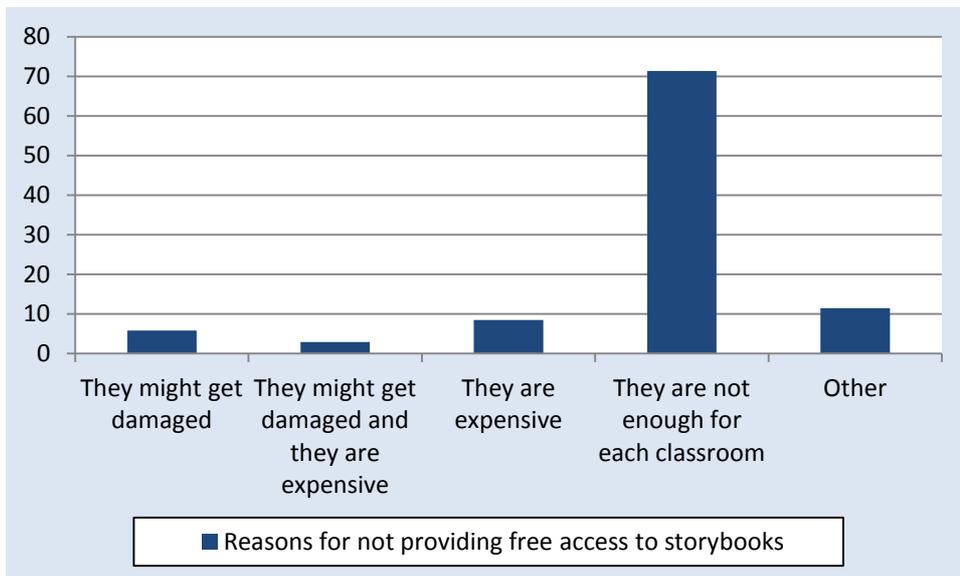
In most schools teachers have more access to books than students, as shown in the graph below.

**Graph 18: Free access to books**



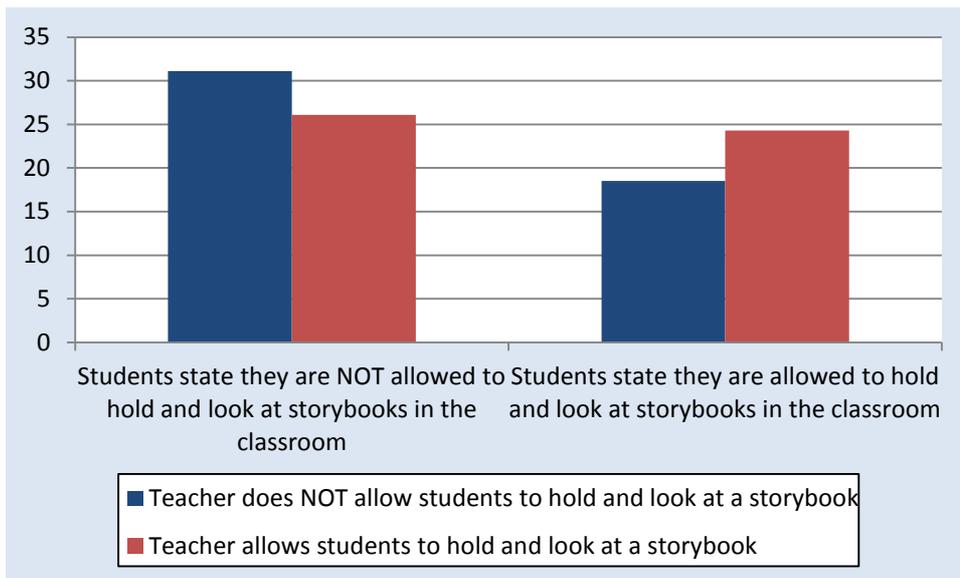
In most schools free access is not granted due to lack of storybooks for all classrooms, as represented in the graph below.

**Graph 19: Reasons for not providing free access to storybooks**



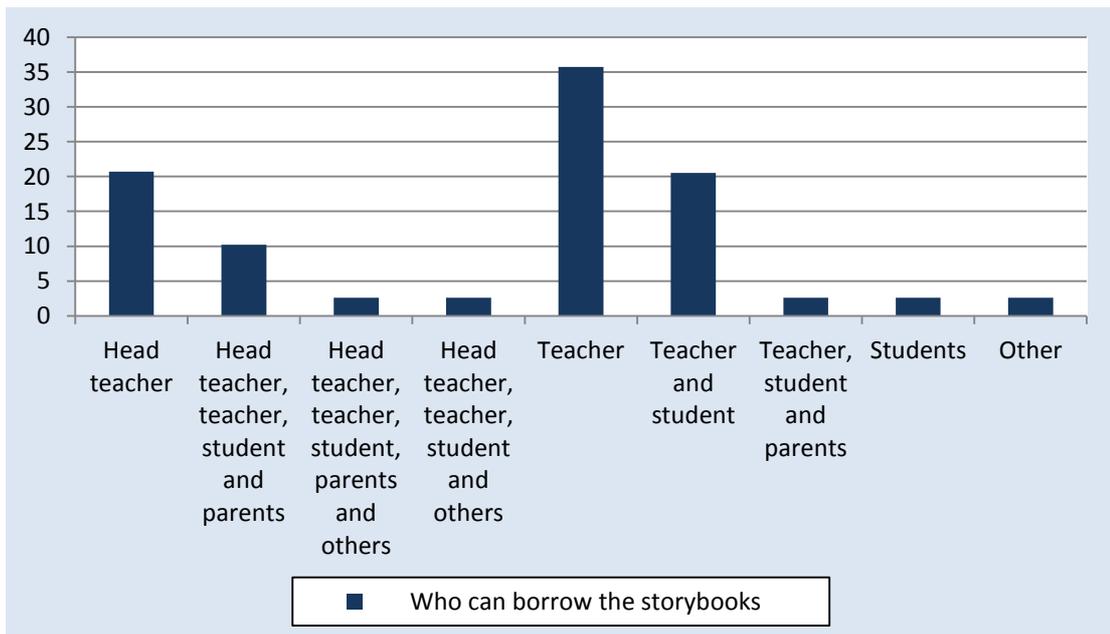
While the majority of students (57.4%) claim that they are not allowed to hold and look at storybooks in classrooms, 50.4% of teachers reported that they allow students to hold and look at storybooks.

**Graph 20: Contact with storybooks**



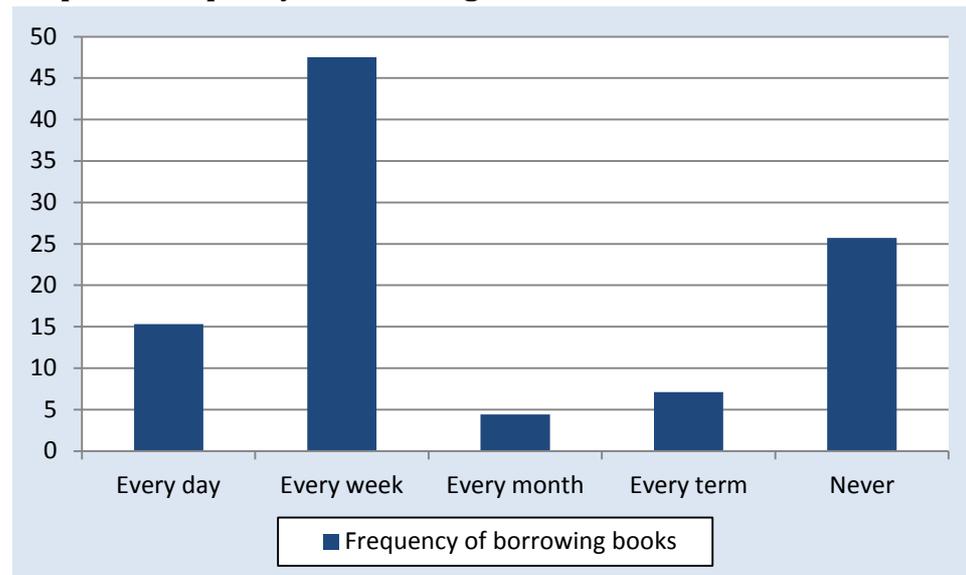
In 35.7 % of schools, only teachers can borrow books. Across all schools in the sample, students are less able to borrow books than teachers and head teachers.

**Graph 21: Who can borrow storybooks**



Most teachers (47.5%) report that they borrow books for classroom use every week; 25.7% of teachers in the sample stated that they never borrow books.

**Graph 22: Frequency of borrowing books for classroom use**



### 3.3.5. Availability of books

- *This sub-section focuses on availability of books, even though it was not addressed by evaluation questions or outcome indicators. It was deemed a relevant variable during baseline planning, as availability of books is one of the challenges faced by countries experiencing a children's book gap<sup>15</sup>.*

Head teachers reported that 82.6% of schools in the sample have a storybook collection. However, the book collection observation conducted for the baseline indicates that there are on average 3.3 storybooks per school but with a lot of variability. The median school has only one storybook and in 24 out of 52 schools enumerators have observed no storybooks at all.

When asked if specific types of books were available in their school students, teachers and head teachers in the same school provided different information. Baseline findings show that within schools there was no agreement between those surveyed on whether storybooks, magazines/newspapers and religious books were available in a given school or not, making some of the findings inconclusive. There are three possible explanations for this discrepancy in answers:

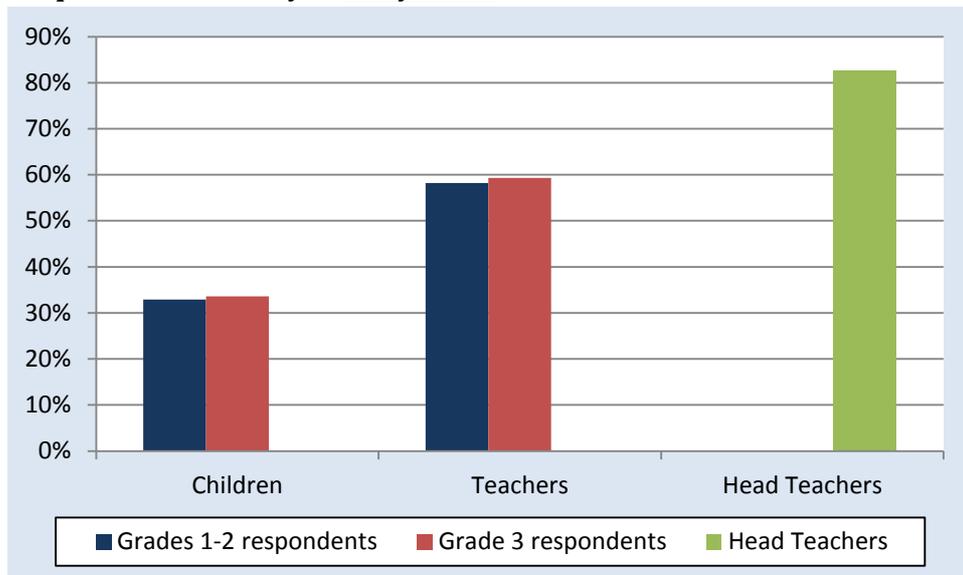
- a) It might be related to lack of access to books (they are available but not accessible, so individuals surveyed might not know about their availability).
- b) It might be related to social desirability bias, with some of those surveyed were answering questions based on what they thought the surveyor wanted to hear.

<sup>15</sup> See Appendix 1 with recommendations for changes in evaluation design and endline activities.

- c) It might be related to misunderstanding about the type of books referred to in the baseline, as enumerators' notes show that many got confused with questions about different types of books.

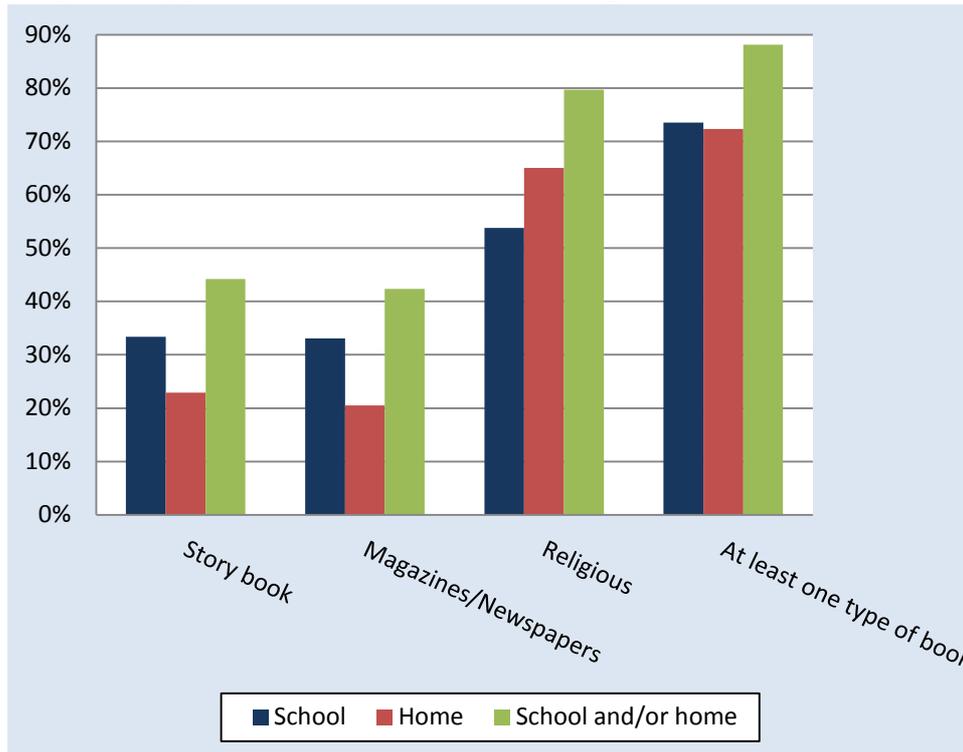
The graph below shows the overall responses about availability of storybooks across all 50 schools. There is no significant variation between teachers and children across grades, but knowledge about availability varies considerably between different actors in the schools.

**Graph 23: Availability of storybooks in school**



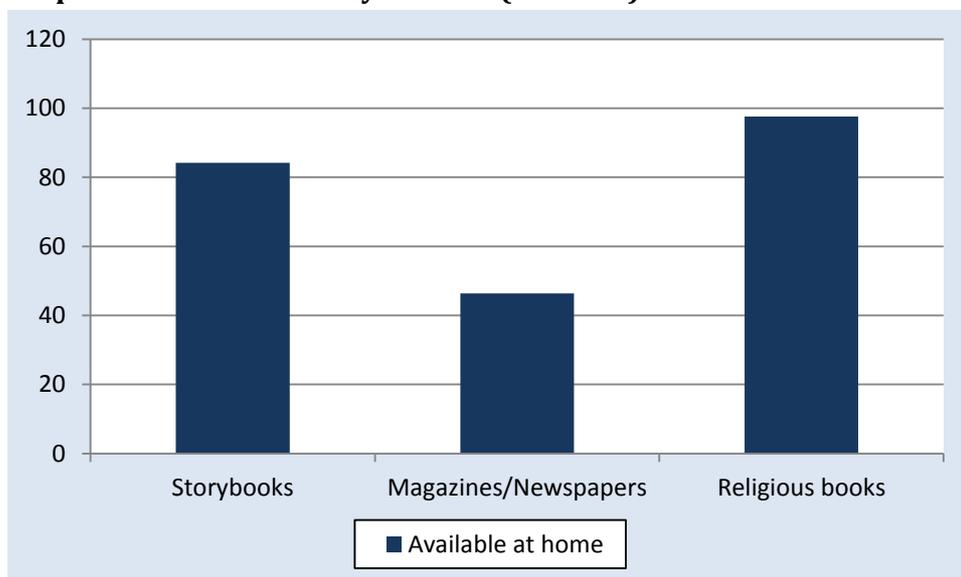
Over 88% of children in the sample answered that there is at least one type of book available in their homes and/or school. Most of the books available to children are religious books (79.7%), followed by storybooks (44.2%) and magazines and/or newspapers (42.4%). Children claim to have more storybooks and magazines/newspapers available at school than at home, while religious books are more available at home. A similar number of storybooks and magazines are available at both school and home.

**Graph 24: Types of books available according to children**



Most teachers in the sample report to have at least one type of book available at home. The majority have religious books, followed by storybooks.

**Graph 25: Book availability at home (teachers)**



### 3.4. Conclusion

In relation to the evaluation questions the baseline findings have shown that teaching practices and school environment have not appeared to significantly affect reading habits. As for

accessibility to books, the baseline indicates that having access to a book collection at school does not seem to influence students' reading habits. Findings show that reading habits are similar in school and at home, and for grades 1-2 and grade 3.

With respect to outcome indicators, data shows that amongst the 67.4% of children who report that they read, the majority reads at least once a week. Frequency is similar in school and at home, and for grades 1-2 and grade 3. Teaching practices related to reading seem to be positive in most schools, but limited by a lack of books. As explained in the report it was not possible to collect data on number of storybooks accessible to teachers and students. However, baseline data shows that teachers have more access to books than students.

Apart from the findings related to the evaluation questions and outcome indicators, baseline data has clearly pointed out that the home environment has a strong effect on children's reading habits. Parental reading habits, together with socio-economic status, seem to predict if a child will read or not. It is also noticeable that children and teachers affirm they read religious books more than storybooks or magazines/newspapers. Data on availability of books in schools was unfortunately inconclusive as there are considerable discrepancies between reports from students, teachers and head teachers.

In addition to providing data relating to the stated outcomes of the project, data analysis for this baseline report has also enabled Save the Children to identify weaknesses in the data collection tools and draw recommendations for the future. Reflecting on the challenges faced during local level data collection and analysis, the following recommendations are presented for consideration:

#### Evaluation design

- Outcome indicator 3 should be reviewed as it will be difficult to assess the number of storybooks *accessible* to teachers and students in P1 – P3 in Burera schools. Using the book collection checklist, it was possible to measure the number of books available in the school or classroom, but as demonstrated by the disparity in answers between students, teachers and head teachers on the “accessibility” of these books, it will be very difficult to determine with confidence the actual level of “access”. Furthermore, as one of the activities to be carried out by RCBI includes the distribution of a large number of books to each classroom, the measurement of book availability should be considered as an output indicator.
- Other ways of measuring access must be explored and agreed with the donor. A proposed change would be ‘Evidence of accessibility and student engagement with storybooks in the classroom.’

#### Endline

- It is recommended that the sample size be the same for P1, P2 and P3 at endline. This will have budget implications but opportunities for budget reallocations to enable this will be explored.
- Tools should be reviewed taking into account lessons learnt at baseline data collection and analysis. Key changes will be related to questions about access, which must be more

specific and asked to all stakeholders, and also on the book collection checklist, which must be more detailed.

- Classroom observation should be included as an endline tool to allow triangulation with information provided by teachers on teaching practice.
- Data collection must be more child friendly, especially for P1 students. Following feedback from enumerators, warm up/ice breaker activities must be considered.
- As stakeholders sometimes had difficulties in distinguishing between different types of books, enumerators should have examples of all types of books to avoid confusion (storybooks, textbooks, magazines/newspapers and religious books).

The tools and data collection methodology used for the baseline were developed for the purposes of this project and not tested in any other contexts previously. Thus, these reflections will also be helpful for fine-tuning the evaluation process if the project is scaled up in the future.

## 4. Summary of Benchmarks

The goals of this baseline included:

- To provide a benchmark for measuring progress towards the stated outcomes of the project.
- To understand the current situation with respect to the project’s research questions.

The analysis of the data collected through this baseline enabled us to establish the following:

### Benchmarks for measuring progress towards the stated outcomes of the project

Indicators	Baseline Values	Targets
<b>National level:</b>		
Evidence that publishers, writers, editors and illustrators who benefited from RCBI training and capacity building are using the knowledge and skills acquired.	N/A	90% of those trained are putting into practice the knowledge and skills acquired.
Increase in the number of Kinyarwanda children’s story-books [on the REB-approved list of books]	139 books: N1-N3: 0 P1-P3: 139	30% increase on existing number of titles on the REB approved list, i.e. 181 book titles.
Increase in the range of Kinyarwanda children’s storybooks.	<u>Grade</u> N1-N3: 16 available titles P1-P3: 231 available titles  <u>Type</u> Non-Fiction: 62 available titles Fiction: 185 available titles	30% increase on available titles for the minority range, i.e.  <u>Grade:</u> N1-N3: 21 available titles

				<u>Type:</u> Non-Fiction: 80 available titles	
Increase in the quality of Kinyarwanda children's storybooks.		<b>% of books rated Good or Excellent for Read aloud</b>	<b>% of books rated Good or Excellent for Read alone</b>	30% increase on existing baseline values, i.e.:	
	<b>Criteria</b>			<b>Read aloud</b>	<b>Read alone</b>
	Content	40.0%	37.8%	52.0%	49.1%
	Presentation	20.0%	20.0%	26.0%	26.0%
	Language	31.1%	26.7%	40.4%	34.7%
	Editorial	17.8%	15.6%	23.1%	20.3%
	Promotion of positive values	9.4%	15.6%	12.2%	20.3%
Factual accuracy	23.1%	30.8%	30.0%	40.0%	
Evidence of progress towards a national book policy	N/A			Evidence of progress	
<b>Local level:</b>					
Frequency of reading by students in Burera schools.	<b>Frequency of reading at least once a week</b>	<b>G1 &amp; G2</b>	<b>G3</b>	30% increase on existing baseline values, i.e.:	
	<b>At school</b>	15%	22%	19.5%	28.6%
	<b>At home</b>	13%	19%	16.9%	24.7%
Changes in teaching practice in P1, P2 and P3 classrooms use of books in Burera schools	<b>Particular practices to be monitored as proxies for changes in teaching practice:</b>			30% increase on existing baseline values, i.e.:	
	<b>Puts storybooks on display so that children can see the front</b>	42.5%		55.3%	
	<b>Reads a story book in class</b>	40.7%		52.9%	
	<b>Allows students to read a storybook of their choice</b>	27.6%		35.9%	
	<b>Classroom has materials on walls</b>	60.8%		79.0%	
Number of storybooks accessible to teachers and students in P1 – P3 in Burera schools.	As referenced previously, this indicator was not measurable in the baseline. A request for revision of the indicator will be requested.				

Current situation with respect to the project's evaluation questions

The analysis of the results relating to the identified evaluation questions did not show any clear linkage between variables. In relation to the first question, teaching practices did not appear to influence students' reading habits. It is expected that we will see a difference in this correlation between treatment and control groups at endline, however.

With respect to the second question, "How does accessibility to storybooks increase students' reading habits?", the means of measuring "accessibility" was determined to be too vague to reasonably gauge this relationship. Following the distribution of classroom book collections through the project, it's anticipated that a more conclusive answer could be obtained at endline.

## **List of Appendices**

Appendix 1: REB Criteria for Book Quality

Appendix 2: Local Level Baseline Assessment Tools

Appendix 3: Balance between treatment and control

Appendix 4: Randomisation Guidance

Appendix 5: Socio-economic status (SES) measures

## Appendix 1: REB Criteria for Book Quality<sup>16</sup>

READ ALOUD PICTURE BOOKS, BIG BOOKS FOR SHARED READING (CATEGORIES 1 and 8) **FICTION**

### EVALUATORS' MARK SHEET, Categories 1 and 8 **FICTION**

Level: 0-3 years    3 to 6 years    P1 to 3    P4 to P6

Title .....

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

EVALUATION CRITERIA	Not Acceptable 0	Poor 1	Acceptable 2	Good 3	Excellent 4
<b>1. TEXT CONTENT</b>					
1.1 Appropriateness of story/text/theme for the age group					
1.2 Interest level for the age group					
1.3 Appropriateness of length for age group					
<b>2. PRESENTATION</b>					
2.1 Quality, attractiveness and appropriateness of cover age group					
2.2 Appropriateness of, page design & layout for age group ( <i>including placement and amount of text on page</i> )					
2.3 Quality, relevance and appropriateness of illustrations for age group					
2.4 Appropriateness of font & font size for the age group					
2.5 Appropriate and accurate use of color for age group					
<b>3. LANGUAGE</b>					
3.1 Quality of writing					
3.2 Suitability of language use for the age group					
3.3 Appropriateness of language patterns, vocabulary and sentence structure for age group					
<b>4. EDITORIAL</b>					
4.1 Respect of age appropriate conventions and absence of typos and other errors					
<b>5. PROMOTION OF POSITIVE VALUES (FICTION ONLY)</b>					
5.1 Integration of an important social value (equality; gender equality, environment, moral/integrity)					
5.2 Appropriateness of the way in which the social message is addressed for age group a					
5.3 Absence of bias in illustrations, characters and plot					

<sup>16</sup> The standards come from the REB CPMD Standard Bidding Document.

READ ALOUD PICTURE BOOKS, BIG BOOKS FOR SHARED READING and (CATEGORIES 1 and 8) **NON FICTION**

**EVALUATORS' MARK SHEET**, Categories 1 and 8 **NON FICTION**

Level: 0-3 years    3 to 6 years    P1 to 3    P4 to P6

**Title** .....

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

EVALUATION CRITERIA	Not Acceptable 0	Poor 1	Acceptable 2	Good 3	Excellent 4
<b>1. TEXT CONTENT</b>					
1.1 Appropriateness of story/text/theme for the age group					
1.2 Appropriate interest level for age group					
1.3 Appropriateness of length for age group					
<b>2. PRESENTATION</b>					
2.1 Quality, attractiveness and appropriateness of cover for age group					
2.2 Appropriateness of, page design & layout for age group ( <i>including placement and amount of text on page</i> )					
2.3 Quality, relevance and appropriateness of illustrations for age group					
2.4 Appropriateness of font & font size for the age group					
2.5 Appropriate and accurate use of color for age group					
<b>3. LANGUAGE</b>					
3.1 Quality of writing					
3.3 Suitability of language use for the age group					
3.3 Appropriateness of language patterns, vocabulary and sentence structure for age group					
<b>4. EDITORIAL</b>					
4.1 Respect of age appropriate conventions and absence of typos and other errors					
<b>1. Factual accuracy (NON FICTION ONLY)</b>					
5.1 Facts are accurate and age appropriate					

STUDENT READ ALONE (LEVELLED) BOOKS –

KINYARWANDA & ENGLISH FICTION (CATEGORY 2 and 8)

**EVALUATORS' MARK SHEET, CATEGORY 2 and 8 FICTION**

Title .....

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

EVALUATION CRITERIA	Not Acceptable 0	Poor 1	Acceptable 2	Good 3	Excellent 4
<b>1. TEXT CONTENT</b>					
1.1 Appropriateness of story/text/theme for targeted level					
1.2 Appropriateness of story structure for targeted level					
1.3 Appropriateness of length for targeted level					
<b>2. PRESENTATION</b>					
2.1 Appropriateness of, page design & layout for age group <i>(including placement and amount of text on page)</i>					
2.2 Quality, relevance and appropriateness of illustrations for targeted level					
2.3 Appropriateness of font & font size for targeted level					
<b>3. LANGUAGE</b>					
3.1 Appropriateness of language patterns, conventions and sentence structure for targeted level					
3.2 Appropriateness of vocabulary/words for targeted level					
<b>4. EDITORIAL</b>					
4.1 Respect of level-appropriate conventions (absence of typos and other errors)					
<b>5.0 PROMOTION OF POSITIVE VALUES</b>					
5.1 Plot/theme addresses an important social value <i>(equality; gender equality, environment, moral/integrity)</i> in a way that is appropriate for the target audience					
5.2 Appropriateness of the way in which the social message is addressed					
5.3 Absence of bias in illustrations and characters					

STUDENT READ ALONE BOOKS – KINYARWANDA & ENGLISH (CATEGORY 2 and 8) **NON FICTION**

**EVALUATORS' MARK SHEET, CATEGORY 2 AND 8 (NON FICTION)**

**Title** .....

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

EVALUATION CRITERIA	Not Acceptable 0	Poor 1	Acceptable 2	Good 3	Excellent 4
<b>1. TEXT CONTENT</b>					
1.1 Appropriateness of story/text/theme for targeted level					
1.2 Appropriateness of story structure for targeted level					
1.3 Appropriateness of length for targeted level					
<b>2. PRESENTATION</b>					
2.1 Appropriateness of, page design & layout for age group <i>(including placement and amount of text on page)</i>					
2.2 Quality, relevance and appropriateness of illustrations for targeted level					
2.3 Appropriateness of font & font size for targeted level					
<b>3. LANGUAGE</b>					
3.1 Appropriateness of language patterns, conventions and sentence structure for targeted level					
3.2 Appropriateness of vocabulary/words for targeted level					
<b>4. EDITORIAL</b>					
4.1 Respect of level-appropriate conventions (absence of typos and other errors)					
<b>5.0- Factual accuracy (NON FICTION ONLY)</b>					
5.1 Facts are accurate and age appropriate					

## Appendix 2: Local Level Baseline Assessment Tools

### SECTION 1: COVER PAGE

PLEASE FILL THIS OUT BEFORE INTERVIEWING THE HEADMASTER

#### LOCATION

1.1) DISTRICT: \_\_\_\_\_

1.2) SECTOR: \_\_\_\_\_

1.3) CELL: \_\_\_\_\_

1.4) AREA:

- URBAN  
 RURAL

#### ENUMERATION

1.5) NAME OF ENUMERATOR: \_\_\_\_\_

1.6) DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (DAY / MONTH / YEAR)

1.7) START TIME: \_\_\_\_\_ AM / PM (CIRCLE ONE)

AFTER RECORDING THE ABOVE DATA, INTRODUCE YOURSELF TO THE HEADMASTER. **READ FROM THE INFORMED CONSENT FORM**, AND ASK THEM WHETHER THEY AGREE TO SIGN THE INFORMED CONSENT FORM. IT IS CRUCIAL TO DO THIS BEFORE ASKING THE QUESTIONS BELOW. YOU CANNOT ASK FOR CONSENT AFTER THE DATA IS COLLECTED.

ENUMERATOR NOTES:

#### NOTES ABOUT THIS SURVEY

A) Anything printed IN ENGLISH AND CAPITAL LETTERS is not to be read to the respondent. This is only for you to read. **Never read aloud** anything on this survey that is IN ENGLISH AND CAPITAL LETTERS!

B) Ask the questions in order and record their answer immediately. Do not answer for the respondent, and do not encourage them to change their answer.

C) If a respondent chooses not to answer a question write “**Declined**” instead of leaving it blank.

D) **Make an X** through boxes like this one  to indicate they are selected. It is not enough to put a tick or a checkmark beside it.

### SECTION 2: SCHOOL

1. **Name of school:** \_\_\_\_\_

2. **Year of opening:** \_\_\_\_\_

3. **Access to electricity:**

- YES  
 NO

4. **Access to water:**

- YES  
 NO

**5. Type of roof for the classroom building:**

- TILE
- TIN SHEET

**Type of walls for the classroom building:**

- Brick
- Stone
- Mud-brick
- Cement
- Other: \_\_\_\_\_

**6. Total number of P1-P3 teachers in the school: \_\_\_\_\_**

**7. Total number of kinyarwanda teachers: \_\_\_\_\_**

P1: \_\_\_\_\_  
P2: \_\_\_\_\_  
P3: \_\_\_\_\_

**8. Total number of classrooms by grade:**

P1: \_\_\_\_\_  
P2: \_\_\_\_\_  
P3: \_\_\_\_\_

**9. Total number of classes by grade:**

P1: \_\_\_\_\_  
P2: \_\_\_\_\_  
P3: \_\_\_\_\_

**10. Is there a double-shifting?**

Yes

No

1.8 ) HOW MANY STUDENTS ARE IN P1? P2? P3? (BY GENDER, IF AVAILABLE).

P1: \_\_\_\_\_ (GIRLS: \_\_\_\_\_; BOYS: \_\_\_\_\_)

P2: \_\_\_\_\_ (GIRLS: \_\_\_\_\_; BOYS: \_\_\_\_\_)

P3: \_\_\_\_\_ (GIRLS: \_\_\_\_\_; BOYS: \_\_\_\_\_)

**11. Is there a parent – teacher association in the school?**

- YES (IF YES GO TO QUESTION 12)
- NO (IF KNOW GO TO SECTION 3)

**12. How often do they meet?**

- ONCE A MONTH
- ONCE A QUARTER
- ONCE A YEAR
- WHENEVER NECESSARY
- DON'TKNOW/DON'T REMEMBER
- OTHER (PLEASE SPECIFY)

**SECTION 3: HEADTEACHER DETAILS**

**13. What is your full name? \_\_\_\_\_**

**14. Gender**

Male / Female [circle the chosen option]

ENUMERATOR NOTES:

15. For how long have you been a head teacher in this school? (years/months)

\_\_\_\_\_

16. What is your highest level of education completed?

- PRIMARY
- SECONDARY
- TEACHER TRAINING COLLEGE
- UNIVERSITY (SPECIFY) \_\_\_\_\_
- MASTERS (SPECIFY) \_\_\_\_\_
- OTHER (SPECIFY) \_\_\_\_\_

- LIBRARY
- IN INDIVIDUAL CLASSROOMS
- OTHER, PLEASE SPECIFY \_\_\_\_\_

19. How are the storybooks stored?

MARK AS MANY OPTIONS AS RELEVANT

- ON OPEN SHELVING
- IN A CLOSED CUPBOARD
- IN BOXES
- OTHER, PLEASE SPECIFY \_\_\_\_\_

## SECTION 4: BOOK COLLECTION

17. Does the school have a collection of story books (non-textbooks)?

- YES [IF YES, ASK TO GO TO THE BOOK COLLECTION LOCATION(S) AT THE END OF THE INTERVIEW AND MARK HOW MANY BOOKS ARE IN THE COLLECTION PER TITLE IN THE 'BOOK COLLECTION CHECKLIST']
- NO [IF NO, ASK WHY, THEN FINISH THE ASSESSMENT] \_\_\_\_\_

18. Where are these story books kept?

MARK AS MANY OPTIONS AS RELEVANT

- HEAD TEACHER'S OFFICE

20. Are teachers able to access the storybooks freely at any time?

- YES
- NO

21. Are students able to access the storybooks freely at any time?

- YES
- NO

22. If storybooks are not completely accessible at any time, why (MARK ALL RELEVANT OPTIONS)?

- THEY ARE KEPT IN A LOCKED ROOM.
- BOOKS MIGHT BE DAMAGED IF USED
- STUDENTS CAN ONLY ACCESS BOOKS WITH A TEACHER/HEAD TEACHER
- TEACHERS CAN ONLY ACCESS BOOKS WITH HEAD TEACHER

ENUMERATOR NOTES:

SAVE THE CHILDREN – HEADTEACHERS SURVEY

- THERE IS A SCHEDULE FOR ACCESSING STORYBOOKS
- OTHER (PLEASE DESCRIBE) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**23. Is there a schedule for accessing storybooks?**

- YES [PLEASE DESCRIBE] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- No

**24. Who is responsible for keeping the storybooks in good condition?**

- HEAD TEACHER
- TEACHERS
- LIBRARIAN
- NO ONE
- OTHER (PLEASE SPECIFY) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**25. Is there a process for borrowing storybooks?**

- YES, PLEASE DESCRIBE. ASK TO SEE THE BORROWERS REGISTRY.  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- No [IF NO, GO TO QUESTION 10]

**26. Who is responsible for this process?**

- HEAD TEACHER
- TEACHER
- LIBRARIAN/PERSON RESPONSIBLE FOR BOOK COLLECTION
- OTHER (PLEASE SPECIFY) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**27. Who can borrow the books (mark all options relevant)?**

- HEAD TEACHER
- TEACHERS
- STUDENTS
- PARENTS
- OTHER (PLEASE SPECIFY) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**28. How long can books be borrowed for?**

- LESS THAN A WEEK
- 1 TO 2 WEEKS
- MORE THAN 2 WEEKS

ENUMERATOR NOTES:

SAVE THE CHILDREN – HEADTEACHERS SURVEY

- A MONTH
- MORE THAN A MONTH

**29. Is there a specific place in school where students can go to read?**

- YES, WHERE?-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- NO

**30. How often are story books purchased:**

- MONTHLY
- QUARTERLY
- ANNUALLY
- OTHER (PLEASE

SPECIFY) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**31. When did you last purchase story books?**

- IN THE PAST MONTH
- IN THE PAST QUARTER
- IN THE PAST YEAR
- OTHER [PLEASE

SPECIFY]: \_\_\_\_\_

ENUMERATOR NOTES:

## SECTION 1: COVER PAGE

PLEASE FILL THIS OUT BEFORE INTERVIEWING THE TEACHER.

### LOCATION

1.1) DISTRICT: \_\_\_\_\_

1.2) SECTOR: \_\_\_\_\_

1.3) CELL: \_\_\_\_\_

### ENUMERATION

1.5) NAME OF ENUMERATOR: \_\_\_\_\_

1.6) DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (DAY / MONTH / YEAR)

1.7) START TIME: \_\_\_\_\_ AM / PM (CIRCLE ONE)

### SCHOOL

1.8) NAME OF SCHOOL: \_\_\_\_\_

AFTER RECORDING THE ABOVE DATA, RANDOMLY SELECT THE CLASSROOM TO BE SURVEYED. **READ FROM THE INFORMED CONSENT FORM**, AND ASK THEM WHETHER THEY AGREE TO SIGN THE INFORMED CONSENT FORM. IT IS CRUCIAL TO DO THIS BEFORE ASKING THE QUESTIONS BELOW. YOU CANNOT ASK FOR CONSENT AFTER THE DATA IS COLLECTED.

### ABOUT THIS SURVEY

A) Anything printed IN ENGLISH AND CAPITAL LETTERS is not to be read to the respondent. This is only for you to read. **Never read aloud** anything on this survey that is IN ENGLISH AND CAPITAL LETTERS!

B) Ask the questions in order and record their answer immediately. Do not answer for the respondent, and do not encourage them to change their answer.

C) If a respondent chooses not to answer a question write “**Declined**” instead of leaving it blank.

D) **Make an X** through boxes like this one  to indicate they are selected. It is not enough to put a tick or a checkmark beside it.

ENUMERATOR NOTES:

**SECTION 2: TEACHER'S DETAILS**

1. What is your full name?: \_\_\_\_\_

2. GENDER

a. MALE / FEMALE [circle the chosen option]

3. What is your year of birth: \_\_\_\_\_

4. What grades do you teach?

- P1
- P2
- P3

5. How many classes do you teach in total?

P1: \_\_\_\_\_

P2: \_\_\_\_\_

P3: \_\_\_\_\_

6. How many years of teaching experience do you have?

\_\_\_\_\_

7. How many years have you been teaching in this school?

\_\_\_\_\_

8. For how long have you been teaching Kinyarwanda?

\_\_\_\_\_

9. What is your highest level of education completed?

- PRIMARY
- SECONDARY
- TEACHER TRAINING COLLEGE
- UNIVERSITY (SPECIFY) \_\_\_\_\_
- MASTER'S (SPECIFY) \_\_\_\_\_

**SECTION 3 - READING HABITS IN SCHOOL**

10. In your school:

11.1 Are there:	11.2 Do you read them to your students?	11.3 If yes, how often? ONLY SELECT ONE RESPONSE	11.4 Do you ask your students to read them?	11.5 If yes, how often? ONLY SELECT ONE RESPONSE
Story books <input type="checkbox"/> YES (READ 11.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES (READ 11.3) <input type="checkbox"/> NO (READ 11.4)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER	<input type="checkbox"/> YES (READ 11.5) <input type="checkbox"/> NO (GO TO QUESTION 12)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER

ENUMERATOR NOTES:

SAVE THE CHILDREN – TEACHER SURVEY

<b>Magazines</b> <input type="checkbox"/> YES (READ 11.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES (READ 11.3) <input type="checkbox"/> NO (READ 11.4)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER	<input type="checkbox"/> YES (READ 11.5) <input type="checkbox"/> NO (GO TO QUESTION 12)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
<b>Newspapers</b> <input type="checkbox"/> YES (READ 11.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES (READ 11.3) <input type="checkbox"/> NO (READ 11.4)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER	<input type="checkbox"/> YES (READ 11.5) <input type="checkbox"/> NO (GO TO QUESTION 12)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
<b>Religious books</b> <input type="checkbox"/> YES (READ 11.2) <input type="checkbox"/> NO	<input type="checkbox"/> YES (READ 11.3) <input type="checkbox"/> NO (READ 11.4)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY	<input type="checkbox"/> YES (READ 11.5) <input type="checkbox"/> NO (GO TO QUESTION 12)	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY

<input type="checkbox"/> DON'T KNOW	11.4)	<input type="checkbox"/> OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER	12)	<input type="checkbox"/> OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
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**11. Does your school have a specific place for students to read?**

- YES; IF SO, WHERE? \_\_\_\_\_
- \_\_\_\_\_
- NO

**SECTION 4 - TEACHING PRACTICE**

**12. Do you produce your own material such as posters, letter and word cards or labels for use in the classroom?**

- YES  
 NO

**13. Do you ever ask your students to produce material that you then display in the classroom such as posters, letter and word cards, labels, stories or pictures?**

- YES  
 NO

**14. In your classroom is there any of your own material or student-produced material on display now?**

- YES (IF YES, GO TO QUESTION 16)  
 NO (IF NO, GO TO QUESTION 17)

ENUMERATOR NOTES:

15. If yes, what is it? \_\_\_\_\_

16. When was the last time that this material was changed?

- Last week
- Last month
- Last term
- Last year
- Other: \_\_\_\_\_

17. Do your students ever get a chance at school to hold and look at a book other than textbooks?

- YES
- NO

18. Do you have any story books in your classroom?

- YES (IF YES, GO TO QUESTION 19)
- NO (IF NO, GO TO QUESTION 21)

19. Can the children in your classroom access those story books on their own?

- YES
  - a. At any time
  - b. During planned reading time
  - c. On special occasions
- NO

20. If you have story books in the classroom do you ever put the books on display so that all the children can see the front cover?

- YES
- NO

21. Are there storybooks in your school that you can borrow and use in your classroom?

- YES [if yes, go to question xx]
- NO [if no, why \_\_\_\_\_]

22. How often do you borrow books to use in your classroom?

- Weekly
- Monthly
- Once a term

23. Do you ever tell stories in class to your students?

- YES [IF YES, GO TO QUESTION 22]
- NO [IF NO, GO TO QUESTION 23]

24. How often do you tell stories to your students?

- EVERY DAY
- EVERY WEEK
- SOMETIMES/NOT VERY OFTEN

25. Do you ever allow your students to read a story book of their choice (i.e., that was not chosen by you?)

- YES
- NO

26. Do you ever read a story book in class to your students?

- YES [IF YES, GO TO QUESTION 14]
- NO [IF NO, GO TO QUESTION 17]

27. How often do you read storybooks to your students?

- EVERY DAY
- EVERY WEEK

ENUMERATOR NOTES:

- SOMETIMES/NOT VERY OFTEN
- NEVER

**28. Before starting to read a book aloud do you show the class the cover of the book and ask them what they think the story might be about?**

- YES
- NO

**29. Do you ask students to discuss what they know about the story before reading it?**

- YES
- NO

**30. Do you ever stop during the story to ask your students about what's happened or will happen in the story you've been reading?**

- YES
- NO

**31. Do you ask students to predict what will happen next in a story?**

- YES
- NO

**32. Do you encourage the students to look at the illustrations in a book as a way of understanding what's happening and even what words are on the page?**

- YES
- NO

**33. Do you ask students to identify what they liked about a story**

**or a text?**

- YES
- NO

**34. Do you ask students to identify whether there are any similarities between the events in a story and their own life experiences?**

- YES
- NO

**35. Do you ask students to tell you what happened in the beginning, middle or end of a story that you or they have read?**

- YES
- NO

**36. Do you ever ask your students to read story books whilst they are at school?**

- YES
- NO

**37. How many story books do you ask your students to read in one school term (at home or at school)?**

- ONE
- TWO
- THREE
- MORE THAN THREE

**38. Do you ask them to read by themselves?**

- YES
- NO

ENUMERATOR NOTES:

**39. Do you ever ask your students to read as homework?**

- YES
- NO

**40. Do you ever arrange your students into smaller groups and ask them to read aloud to you and/or each other?**

- YES (IF YES, GO TO QUESTION 39)
- NO (IF NO, GO TO SECTION 5)

**41. If yes, how many students would be in each small group?**

\_\_\_\_\_

**42. When you do this, do you have enough copies of the book being read for every student in the small group to have their own copy?**

- YES
- NO
  - IF NO, HOW MANY CHILDREN SHARE ONE STORYBOOK? \_\_\_\_\_

- Motorbike
- Bicycle

**44. How many bedrooms are there in your home? \_\_\_\_\_**

**45. What type of roof do you have on your home?**

- TILE
- TIN SHEET

**46. What type of walls is your home made of?**

- Brick
- Stone
- Mud-brick
- Cement
- Other: \_\_\_\_\_

**47. In your home:**

**SECTION 6 – READING HABITS AT HOME**

**43. What do you have in your house?**

- Television
- Radio
- Computer
- Mobile phone
- Fridge
- Car

47.1 Do you have:	47.2 Do you read them?	47.3 If yes, how often? ONLY SELECT ONE RESPONSE
Books (non-text-books) <input type="checkbox"/> YES (READ 47.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER

ENUMERATOR NOTES:

SAVE THE CHILDREN – TEACHER SURVEY

<b>Magazines</b> <input type="checkbox"/> YES (READ 47.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
<b>Newspapers</b> <input type="checkbox"/> YES (READ 47.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
<b>Religious books</b> <input type="checkbox"/> YES (READ 47.2) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER

For the next section, enumerators should clarify that the "books" referred to are not relating to school textbooks.

**48. Do you ever borrow books to read?**

- YES; IF YES, FROM WHERE:
- SCHOOL
- LIBRARY
- CHURCH
- FRIENDS/FAMILY

- OTHER: \_\_\_\_\_
- No

**49. Did you read a book outside of school last week?**

- YES [IF YES, GO TO QUESTION 49]
- NO [IF NO, GO TO QUESTION 50]

**50. How many books did you read last week outside of school?**

- ONE
- TWO TO THREE
- MORE THAN THREE

**51. During the last school holiday, did you read any books?**

- YES [IF YES, GO TO QUESTION 51]
- NO [IF NO, END SURVEY]
- CAN'T REMEMBER [IF CAN'T REMEMBER, END SURVEY]

**52. How many story books did you read during the last school holiday?**

- ONE
- TWO TO FIVE
- MORE THAN FIVE

ENUMERATOR NOTES:   
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## SECTION 1: COVER PAGE

PLEASE FILL THIS OUT BEFORE INTERVIEWING THE STUDENT.

### LOCATION

1.1) DISTRICT: \_\_\_\_\_

1.2) SECTOR: \_\_\_\_\_

1.3) CELL: \_\_\_\_\_

### ENUMERATION

1.5) NAME OF ENUMERATOR: \_\_\_\_\_

1.6) DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ (DAY / MONTH / YEAR)

1.7) START TIME: \_\_\_\_\_ AM / PM (CIRCLE ONE)

### SCHOOL

1.8) NAME OF SCHOOL: \_\_\_\_\_

1.9) CLASS:

- P1  
 P2  
 P3

1.10) CLASS KINYARWANDA TEACHER (NAME): \_\_\_\_\_

1.11) NUMBER OF STUDENTS IN CLASSROOM (HEADCOUNT ON THAT DAY):

BOYS: \_\_\_\_\_

GIRLS: \_\_\_\_\_

1.12) RANK OF SELECTED STUDENT IN KINYARWANDA IN THE LAST TERM:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

AFTER RECORDING THE ABOVE DATA, RANDOMLY SELECT THE STUDENTS TO BE SURVEYED. **READ FROM THE INFORMED CONSENT FORM**, AND ASK THEM WHETHER THEY AGREE TO SIGN THE INFORMED CONSENT FORM. IT IS CRUCIAL TO DO THIS BEFORE ASKING THE QUESTIONS BELOW. YOU CANNOT ASK FOR CONSENT AFTER THE DATA IS COLLECTED.

### ABOUT THIS SURVEY

A) Anything printed IN ENGLISH AND CAPITAL LETTERS is not to be read to the respondent. This is only for you to read. **Never read aloud** anything on this survey that is IN ENGLISH AND CAPITAL LETTERS!

B) Ask the questions in order and record their answer immediately. Do not answer for the respondent, and do not encourage them to change their answer.

C) If a respondent chooses not to answer a question write “**Declined**” instead of leaving it blank.

D) **Make an X** through boxes like this one  to indicate they are selected. It is not enough to put a tick or a checkmark beside it.

ENUMERATOR NOTES:

**SECTION 2: STUDENT’S DETAILS**

53. What is your full name: \_\_\_\_\_

54. GENDER

MALE / FEMALE [circle the chosen option]

55. What is your year of birth: \_\_\_\_\_

56. How old are you? \_\_\_\_\_

57. What grade are you in this year: \_\_\_\_\_

58. What grade were you last year: \_\_\_\_\_

**SECTION 3 - READING HABITS IN SCHOOL**

59. In your school:

8.1 Do you have:	8.2 Do you read them?	8.3 If yes, how often? ONLY SELECT ONE RESPONSE
Story books <input type="checkbox"/> YES (READ 8.2 AND 8.3)	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES

<input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW		<input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
Magazines <input type="checkbox"/> YES (READ 8.2 AND 8.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
Religious books <input type="checkbox"/> YES (READ 8.2 AND 8.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER

60. Do you enjoy reading story books?

- YES  
 NO

61. Do you have a favorite story book?

- YES [IF YES, GO TO QUESTION 12]  
 NO [IF NO, GO TO SECTION 4]

62. What is the name of your favorite book?

- 1 [MARK '1' IF CHILD CAN NAME A BOOK]  
 0 [MARK '0' IF CHILD CANNOT NAME A BOOK]

ENUMERATOR NOTES:

**63. In which languages do you read storybooks?**

- KINYARWANDA
- ENGLISH
- FRENCH
- OTHER (PLEASE SPECIFY)

**SECTION 4 - TEACHING PRACTICE**

**64. Do you ever get a chance at school to hold and look at a book other than your textbook?**

- YES
- NO

**65. In school, do you ever get a chance to read a book or a story that you choose yourself (ie, that was not chosen by the teacher?)**

- YES
- NO

**66. Does your school have a specific place for children to read?**

- YES ; IF YES, WHERE? \_\_\_\_\_
- NO

**67. Has your teacher ever read a story book to you in class?**

- YES [IF YES, GO TO QUESTION 16]
- NO [IF NO, GO TO QUESTION 18]

**68. How often do they read to you?**

- EVERY DAY
- EVERY WEEK
- SOMETIMES/NOT VERY OFTEN

**69. When reading a book, does your teacher ever ask you questions or talk to you about what they have read?**

- YES
- NO

**70. Do your teachers ever ask you to read story books whilst you are at school?**

- YES [IF YES, GO TO QUESTION 19]
- NO [IF NO, GO TO QUESTION 22]

**71. How many story books do your teachers did you read last week?**

- ONE
- TWO
- THREE
- MORE THAN THREE

**72. Do they ask you to read by yourself ?**

- YES
- NO

**73. Do they ask you to read out loud to others?**

- YES
- NO

**74. Do any of your teachers ever ask you to read a storybook at home?**

ENUMERATOR NOTES:

- YES
- NO

**SECTION 6 – READING HABITS AT HOME**

**75. Do you have \_\_\_\_\_ in your home? [enumerator to ask each of the below questions, such as: “Do you have a television in your home? Do you have a radio in your home?, etc”]**

- Television
- Radio
- Computer
- Mobile phone
- Fridge
- Car
- Motorbike
- Bicycle

**76. How many bedrooms are there in your home? \_\_\_\_\_**

**77. In your home:**

31.2 AND 31.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> NO	<input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
Magazines <input type="checkbox"/> YES (READ 31.2 AND 31.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
Newspapers <input type="checkbox"/> YES (READ 31.2 AND 31.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER
Religious books <input type="checkbox"/> YES (READ 31.2 AND 31.3) <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK <input type="checkbox"/> NOT VERY OFTEN/SOMETIMES <input type="checkbox"/> DON'T KNOW/CAN'T REMEMBER

31.1 Do you have:	31.2 Do you read them?	31.3 If yes, how often? ONLY SELECT ONE RESPONSE
Story books <input type="checkbox"/> YES (READ	<input type="checkbox"/> YES	<input type="checkbox"/> EVERY DAY <input type="checkbox"/> MOST DAYS/MORE THAN ONE DAY A WEEK

**78. Do you ever get to bring story books home from school to read?**

- YES
- NO

ENUMERATOR NOTES:

**79. Did you read a story book outside of school last week?**

- YES [IF YES, GO TO QUESTION 29]
- NO [IF NO, GO TO QUESTION 30]

**80. How many story books did you read last week?**

- ONE
- TWO TO THREE
- MORE THAN THREE

**81. During your school holiday, did you read any story books?**

- YES [IF YES, GO TO QUESTION 30]
- NO [IF NO, GO TO QUESTION 31]
- CAN'T REMEMBER [IF CAN'T REMEMBER, GO TO QUESTION 31]

**82. How many story books did you read during your school holiday?**

- ONE
- TWO TO FIVE
- MORE THAN FIVE

**83. Who do you live with?** AS THE CHILD RESPONDS, FILL IN THE 'NAME' AND 'RELATIONSHIP' COLUMNS BELOW. IF THE CHILD NAMES MORE THAN 1 BROTHER OR SISTER, GROUP THESE INTO ONE ROW. IF THERE ARE MORE THAN 8 MEMBERS, INDICATE SO AT THE ITEM ON THE BOTTOM OF THE PAGE AND THANK THE CHILD VERY MUCH FOR SHARING THIS INFORMATION WITH YOU.

NAME	RELATIONSHIP 1 = MOM, 2 = DAD 3 = SISTER 4= BROTHER, 5 =GRANDMA, 6= GRANDPA, 7 = OTHER FEMALE, 8=OTHER MALE	SEEN READING 1=YES, 0=NO	READ TO YOU 1=YES, 0=NO	TOLD YOU A STORY 1=YES, 0=NO	TOLD YOU TO READ BY YOURSELF 1=YES, 0=NO

ENUMERATOR NOTES:

### Appendix 3: Balance between treatment and control

To check the balance between treatment and control key variables were analysed. The table below shows that treatment and control are similar.

Book availability seems to be slightly better in the treatment group but the difference is, for the most part, not statistically significant due to clustering effect. It is worth noting that students do not report having access to more books in the treatment group. Reading habits and student characteristics are similar between treatment and control. Teaching practices differ between treatment and control but there was no clear pattern. School characteristics are somewhat different but the pattern is not clear.

		Control	Treatment	P-value
<b>Book availability according to students</b>	At least one book at home	70.1%	74.6%	0.167
	At least one book at school	74.7%	72.3%	0.561
	At least one book	88.1%	88.1%	0.964
<b>Book availability according to teachers</b>	Story book	49.7%	68.6%	0.156
	Magazines	31.8%	36.1%	0.737
	Religious books	65.0%	76.1%	0.359
<b>Book availability according to head teachers</b>	<b>Collection of story books</b>	<b>69.0%</b>	<b>96.1%</b>	<b>0.016</b>
	Collection of story books available at all time for teachers	78.5%	95.8%	0.099
	Collection of story books available at all time for students	67.2%	74.9%	0.591
<b>Reading habits of students</b>	Read at home	53.2%	55.3%	0.605
	Read at school	48.7%	44.4%	0.352
	Read	67.4%	67.4%	0.989
	Frequency of reading story books at home	2.6 <sup>17</sup>	2.6	0.789
	Frequency of reading magazines at home	2.6	2.7	0.249
	Frequency of reading religious books at home	2.4	2.5	0.21
	Frequency of reading story book at school	2.7	2.6	0.666
	Frequency of reading magazines at school	2.7	2.7	0.808
	Frequency of reading religious books at school	2.2	2.1	0.72
	<b>Teacher practice</b>	<b>Read a story book in class</b>	<b>26.7%</b>	<b>54.8%</b>
Ask students to read by themselves		91.9%	77.4%	0.125
<b>Ask students to read as a</b>		<b>99.2%</b>	<b>66.9%</b>	<b>0</b>

<sup>17</sup> These values represent the frequency reported by children who said they read, with 1=Every day, 2=Once or more a week, 3=Once or more a month, 4=Once or more a term.

<b>homework</b>				
	<b>Proportion of girls</b>	<b>49.4%</b>	<b>50.6%</b>	<b>0.037</b>
	Percentage of students who have repeated this year	20.9%	27.1%	0.064
	Proportion of grade 3 students	67.1%	66.6%	0.264
	Wealth (standard deviation)	0.1	-0.1	0.119
	Household size	6.3	6.4	0.563
	<b>Percentage with no mother at home</b>	<b>8.1%</b>	<b>4.5%</b>	<b>0.019</b>
	Percentage with no father at home	16.5%	13.2%	0.129
	<b>Percentage of household members that the child has seen reading</b>	<b>42.8%</b>	<b>47.8%</b>	<b>0.032</b>
<b>Student characteristics</b>	Percentage of child who lives in a household where at least one household member reads	82.4%	87.7%	0.071
	Number of household members who told the child a story	2.3	2.3	0.872
	Percentage of students who have been told a story	75.3%	75.0%	0.9
	Number of household members who have told the child to read	2.7	2.7	0.966
	Percentage of students who have been told to read by a household member	82.3%	78.7%	0.286
<b>School characteristics</b>	Access to electricity	50.2%	73.0%	0.095
	<b>Access to water</b>	<b>84.5%</b>	<b>57.8%</b>	<b>0.037</b>
	Type of roof	1.9	1.8	0.313
	<b>Number of observations</b>	<b>620</b>	<b>619</b>	
	Standard errors are adjusted for clustering at the school level			

A p-value below 0.05 means that the control and treatment group are different and that the difference is statistically significant at the 5% significance level. The indicators for which there is significant differences between control and treatment groups has been highlighted by bold text.

## Appendix 4: Randomisation Guidance

### **Treatment & Control School Randomisation Guidance:**

RCBI Treatment will be assigned to all 87 Burera schools. Twenty-six schools in treatment group were randomly selected for the impact evaluation. Twenty-six schools were randomly selected in Rubavu for being in the control group. Random numbers were generated for each school and the school with the smallest random number in each sector was selected for the impact evaluation.

Each Burera sector had at least one school participating in the impact evaluation (IE). Because there are 17 sectors in Burera and 26 schools were selected for the impact evaluation, the following criteria has been used to select 2 schools in some of the sectors:

- a) all sectors with more than 6 schools will have two schools participating in the IE (the two schools with smallest random numbers).
- b) sectors with up to 5 schools and the smallest random numbers were selected to have 2 schools in the IE.

Twenty-six schools were randomly selected in Rubavu for being in the control group. Random numbers were generated for each school. The two schools with the smallest random number in each sector were selected for the impact evaluation. Gisenyi had more schools than any other sector, hence 3 schools were selected in this sector.

### **Randomisation Guidance in the Schools:**

Classrooms:

- 1- Request from the Head Teacher a list of P1, P2 and P3 classrooms whose Kinyarwanda teachers are present the day you arrive (if list not available request reference of classrooms (e.g. A, B, etc) and write them down with a number to identify them).
- 2- Write down the number of the classrooms for each grade, fold the papers and pick one of the papers to randomly select which classroom teacher will participate in the baseline. (For example, if P1B was drawn amongst the P1 classrooms, you will interview the P1B class teacher (even if this teacher is not teaching in that classroom at the time you arrive), if P2C was drawn amongst the P2 classrooms, you will interview the P2C class teacher, if P3B was drawn amongst the P3 classrooms, you will interview the P3B class teacher.)
- 3- A sample of students from these 3 selected classrooms will be surveyed. (For example, in the example given above, the students from P1B will be the only P1 students to be interviewed, students from P2C will be the only P2 students to be interviewed and students from P3B will be the only P3 students to be interviewed.)

- 4- The class teacher for the selected classrooms (P1B, P2C and P3B from the example above) will be surveyed.

Students:

- 1- In the classroom, distribute the numbers to all students (blue numbers for girls and red numbers for boys) and ask them to put it on their desk so it's easy to see.
- 2- Ask the teacher to draw random numbers for each colour (just like in a bingo) until you have the necessary number of students per classroom (16 students in P3, 4 in P2 and 4 in P1). Walk around the classroom to help children to identify their number, if necessary.
- 3- Write down the students' names on the interview forms and collect all numbers back from the students.

## Appendix 5: Socio-economic status (SES) measures

The indicator of socio-economic status has been created by using the assets owned by the household where the child lives. It has been found that assets owned by a household are a good proxy of the permanent income of households in developing countries ([Filmer and Pritchett, 2001](#)).

### Methodology:

Children were asked about the presence of the following items in their house: television, radio, computer, mobile phone, refrigerator, car, motorbike, bicycle and the number of bedrooms. Children easily recognize these assets if they are present in their household. Thus, the error rate in data collection remains low even if students are very young.

### **Assets owned**

Television	12.0%
Radio	83.9%
Computer	5.7%
Mobile phone	77.4%
Refrigerator	3.2%
Car	2.5%
Motorbike	6.2%
Bicycle	20.8%
Number of bedrooms	3.46

A multiple correspondence analysis has then been performed and it has been found that the first dimension explains 73% of the variance. This is a high percentage, which shows the reliability of the indicator. Moreover, all the assets are positively correlated with the first dimension. Thus, we can be confident that ownership of these assets measure a common latent trait, that is wealth. The weights associated with the multiple correspondence analysis were used to construct an indicator of wealth and this indicator was divided into four quartiles.