

SCI RWANDA COVID-19

RESPONSE

Awareness Campaign Strategy Baseline Study Report

May 2020

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I. Introduction

The COVID-19 pandemic is a global crisis that poses immediate threats to children's rights to learning, development, survival, protection, and to be heard. Rwanda, like most countries in the world, has taken measures including a lockdown, social distancing, travel restrictions, closure of schools, and other activities to slow the spread of the pandemic. In addition, there is an indefinite nature to the COVID-19 pandemic and there is uncertainty as to when activities will go back to normal including planned activities under each thematic area. For this reason, as part of the response plan, Save the Children Rwanda has developed an Awareness Campaign Strategy to guide all interventions related to awareness raising during the lockdown period which disallows in-person gatherings and face-to-face trainings. The strategy will ensure that girls and boys, with or without disabilities, are safe in their homes, exercise their rights, and learn, survive, and are protected.

The awareness-raising messages include information from Save the Children's (SC) Child Protection, Education, and Child Rights & Governance interventions as well as information from the Government of Rwanda's guidelines to fight against COVID-19. They also include information from Soma Rwanda¹ members who are implementing literacy, children's rights, and protection activities in communities. The messages provide practical tips for parents to read with and for children at home and to ensure the safety and security of their children while offering them ample opportunities to sharpen their knowledge through reading, playing, storytelling, writing, and other activities. The messages also offer information about the availability of e-learning materials and remote learning schedules as published by Rwanda Education Board (REB).

Save the Children will also support REB in airing radio and TV shows to mobilize parents and the wider community to support children to learn and read at home. Save the Children will develop talking points to share with REB on parental and community engagement to support children's learning and reading at home.

This report is a summary of the findings from the assessment and gives a snapshot on the perception and practices around COVID-19, children and caregiver's wellbeing, and caregiver's support of children's literacy and protection during the lockdown. The results will inform Save the Children's Awareness Campaign Strategy.

I.1 Study Objectives

The purpose of this assessment was to establish the current status of parents' support to their children's learning and wellbeing at home which will help to measure the effectiveness of the messages delivered by Save the Children through different communication channels including radio, TV, and social media.

The assessment was conducted in a bid to answer the following questions:

- a) What proportions of parents provide support for their children's literacy learning at home?
- b) What proportions of parents use positive discipline during this lockdown period?
- c) How do children with disabilities access information about COVID-19?

¹ VSO, BLF, USAID Soma Umenye, and World Vision are active members of Soma Rwanda and implement community engagement activities and were requested to share their messaging around literacy promotion, child rights & governance, and child protection.

2. Methodology

2.1 Study Design

The study primarily used a quantitative approach with a sample size of 851 respondents. 351 participants were randomly selected from 2,841 parents whose children benefit from Save the Children projects including Mureke Dusome, Positive Discipline & School for Change, First Step, and various early childhood development projects, across 15 districts. An additional 500 participants were randomly selected by the GeoPoll system from around the country and participated through an SMS phone survey.

2.2 Data Collection

To collect data from the 351 direct Save the Children beneficiaries, the Monitoring, Evaluation, Accountability and Learning (MEAL) Unit trained 14 SC program staff who served as enumerators. Program staff were trained on data collection tools, research ethics and principles, and how to use the KoBo toolbox to record data collected through phone interviews. The training was done virtually using Microsoft Teams videoconferencing and involved live role-plays which allowed research assistants to practice using Kobo and enter data. Subsequently, each enumerator contacted at least 25 respondents.

Potential problems identified by enumerators concerning remote data collection include poor phone networks, unreachable phone numbers, insufficient time for respondents since calls were done during the day when caregivers were doing chores, and unfamiliarity with data collection methods. Throughout the data collection exercise, the entire team, including research assistants and MEAL personnel, coordinated by using a WhatsApp group for easy communication and supervision.

The survey tool included questions that covered parents' demographic characteristics, parents and children' feelings and perceptions towards COVID-19, positive discipline and home parenting practices, and parents' support to children's literacy (including frequency of reading storybooks with and for children) during the lockdown period. Data were captured through a mix of multiple-choice, open-ended, true-false, and Likert scaled questions. The tool was digitalized in the KoBo toolbox and SMS Survey to ease data collection, data entry, and data processing. The respondents gave verbal consent and agreed to participate in the survey through remote data collection using phones calls and SMS phone surveys.

On this of GeoPoll, it has refined its methodology by mode of mobile survey data collection. For this particular project, GeoPoll implemented a short message service (SMS) survey. An SMS survey does not require respondents to have internet connectivity. Survey invitation messages can be received even if the phone is powered off or out of service range when the message was sent. All respondents are required to opt-in for participation after receiving an initial invitation message.

Through GeoPoll's connectivity with Mobile Network Operators around the globe, GeoPoll is able to offer SMS surveys free for the respondent to receive and respond to. This is important as most mobile users in emerging markets are pre-paid, meaning they purchase airtime credit as needed, and may not always have any airtime credit in their accounts. Additionally, GeoPoll provided a small airtime incentive to those that completed the survey equal to approximately 475 RWF.

GeoPoll used a simple random sampling approach of both active mobile subscribers on the MTN and Airtel networks between May 12 and May 21, 2020. GeoPoll sent approximately 2000 survey invitations and 98% of those that received the initial survey invitation agreed to participate. Of those that received the survey, 25% completed the survey. Nearly 44% started to completed the survey but did not finish. A majority (99%) of those that dropped off in the survey occurred after the initial invitation message. Less than .5% refused to take the survey and 29% of those that agreed to participate

were ineligible due to not being over the age of 18 years old. GeoPoll successfully recorded 500 completed surveys across the five provinces of Rwanda.

3. Key Findings

The main findings from the Awareness Campaign Strategy Baseline are summarized below:

3.1 Demographic Characteristics

851 caregivers participated in phone call interviews and SMS surveys from across the country. 63% of respondents are male and 74% are married or cohabiting while 21% are single or never married but live with children in families. Nearly half of the respondents (47%) are between the ages of 25 and 34 years old. 35% and 24% completed primary and secondary school respectively, while 33% did not complete their primary school.

Figure 1. Percentage distribution of respondents by gender and marital status (N=851)

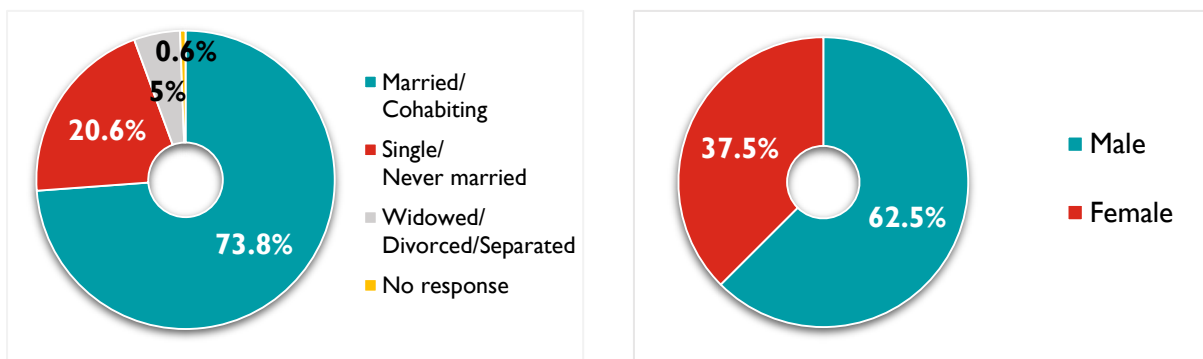
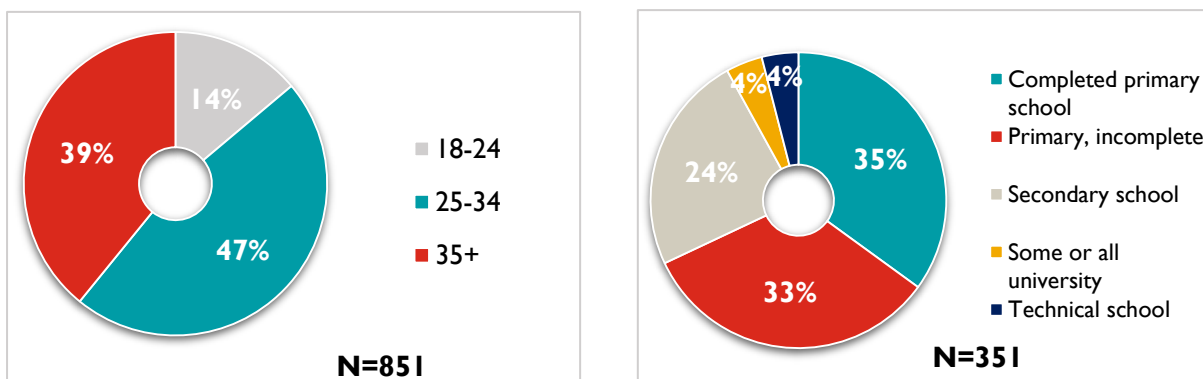


Figure 2. Percentage distribution of respondents by age & highest level of education achieved



41% of 351 caregiver respondents have children in lower primary grades (P1-P3), 29.6% are in upper primary grades (P4-P6), 13% are in nursery education (ECD), and 16% are in secondary education.



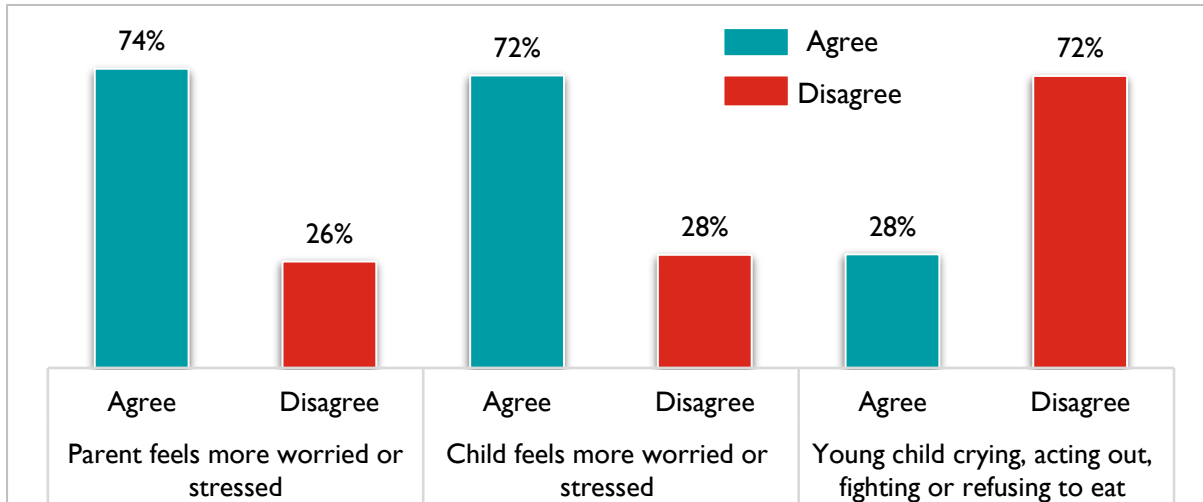
107 (12.6%) of 851 respondents (Female: 14%, Male: 11%) reported to have a type of disability including 79 parents with physical disabilities, 11 with hearing disabilities, 7 with vision disabilities, and 10 with speech² disabilities. In addition, 98 (11.3%) parents indicated that they have children with disabilities

² This question was asked to people who participated via SMS

and 32 of them reported to have adjusted the home environment to accommodate the unique needs of their children.

3.2 Perception of parents and children about COVID-19

Figure 3. Percentage of parents and their children who express stress through their thoughts, feelings, and behaviors more than usual due to COVID19 (N=851)



During difficult or challenging experiences, such as COVID-19 outbreak coupled with the strict prevention measures given during the lockdown period, this can lead to a certain level of stress to parents, which in return can be transferred to children especially the younger ones. So parents may notice changes in children’s behavior, which can be difficult to understand and address as a parent. Seventy-four (74%) of respondents reported to feel more worried or stressed, and 72% confirmed that their children express stress through their feelings and behaviors more than usual due to COVID, while on 28% of respondents agree that their young children cry, act out, fight or refuse to eat more than usual during this period of COVID 19.

On the question on how parents can be helping their children to calm down and reduce stress, it was found out that 77% of parents know some ways of helping their children.

The following are some of the methods being used, as reported by parents:

- To schedule time to play different games, sing, have discussions to comfort them, read books or enjoy domestic activities with children together as a family.
- Parents might avail themselves and get ready to listen and respond in case their children want to share their thoughts and feelings about COVID-19 or other difficulties. Often, children may be looking for validation about different news they listened or read from different sources of information.

Parent said “...my older child, I talk and comfort him by listening to him whenever he wants to share any thought and feeling about COVID-19 disease, while for the young one, I play and sing for her if she shows unusual behaviors”

3.3 Sources of information during lockdown period (n=351)

Figure 4. Communication channels used to get updates on COVID-19 (N=351)

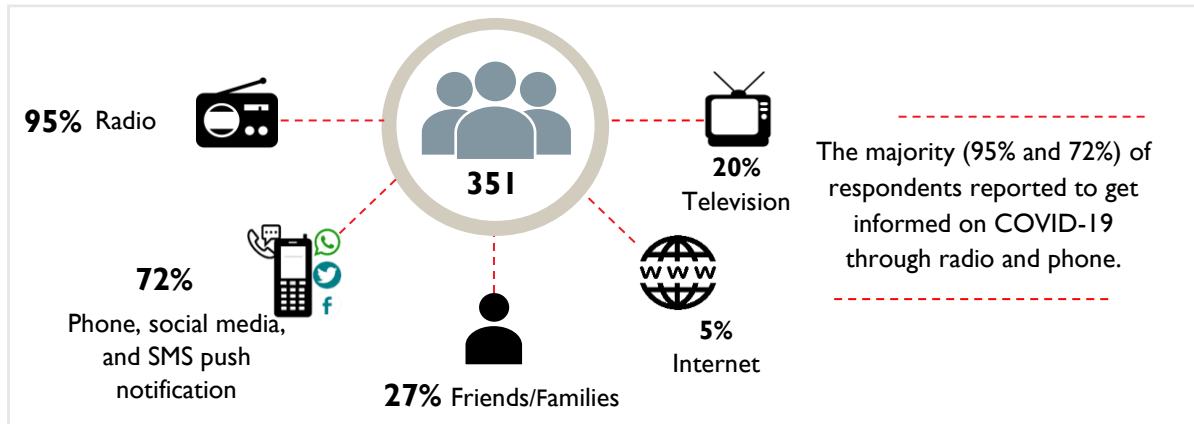
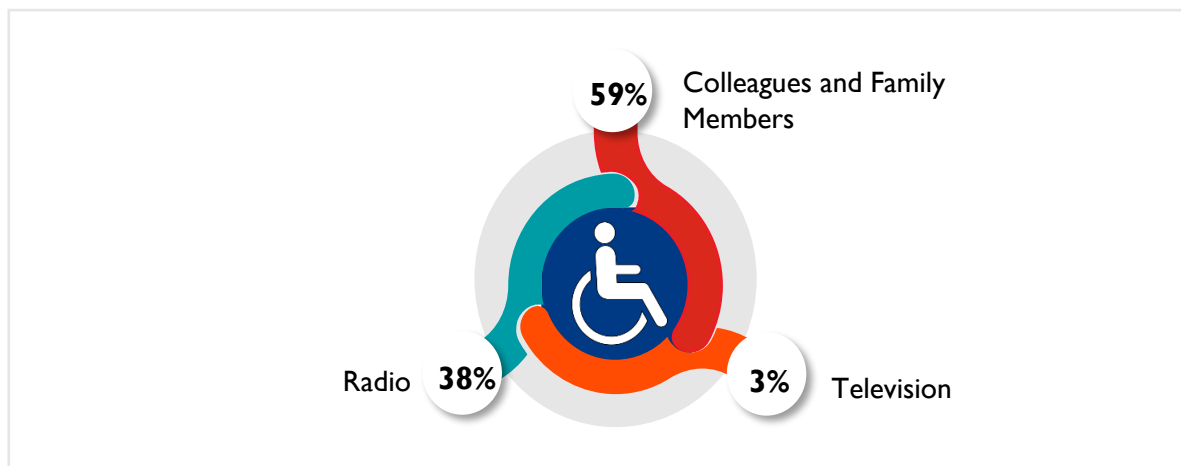
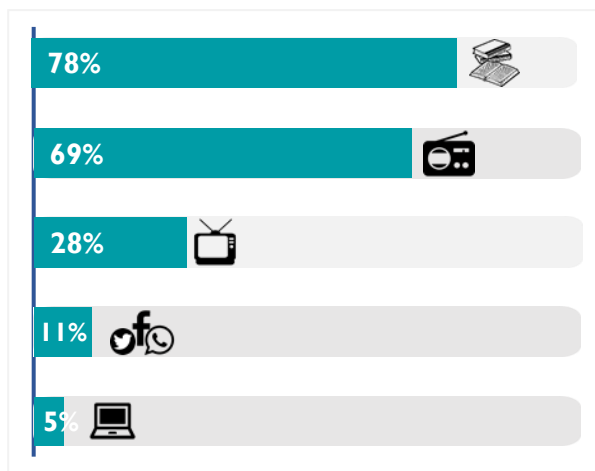


Figure 5. Communication channels used to get updates on COVID-19 (N=351)



3.4 Education of children at home during lockdown period

Figure 6. Parent preference on accessible options for children to continue learning at home (N=351)



- The majority (**78%**) of respondents preferred printed books to continue to learning at home.

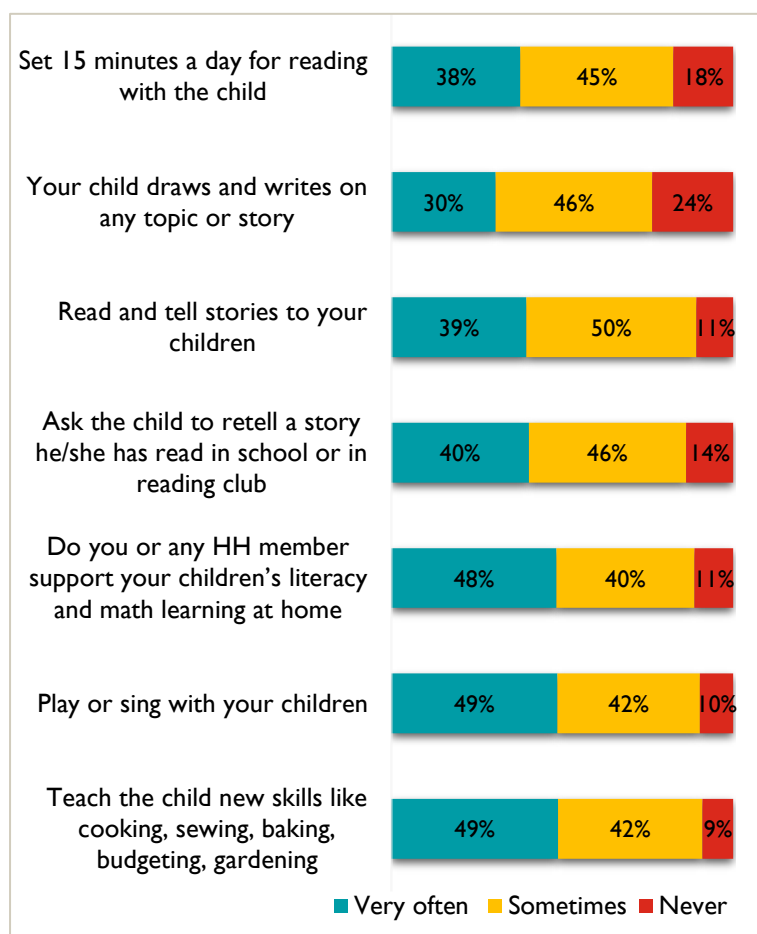
“Many parents are being asked to work at home. When children get enough books, it will make it easier for parents to monitor and help children learn at home, especially in rural areas.”

- 69%** and **28%** of respondents thought that radio and television respectively are the best to teach children during school closures, while **11%** prefer to use social media, and **5%** prefer to use computer.

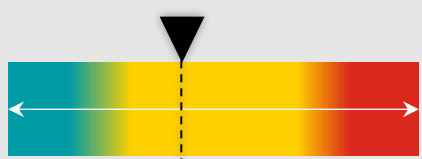
School closures, as part of the wider national strategy to fight against the spread of COVID-19, and the substitution of distance learning to facilitate children’s continued education, create a gap for vulnerable and marginalized children who lack materials such as radios, televisions, and phones. This suggests the need to invest in distance learning, especially through the provision of radios and textbooks to vulnerable families.

Moreover, 22.3% and 16% of respondents reported that girls and boys respectively are often engaged in domestic work which can prevent them from learning. This suggests that children, particularly girls, are at risk of not participating in remote learning programs in addition to lacking adequate support in their learning from caregivers, due to household labor. If not effectively addressed, these challenges may lead to negative coping strategies like going to the homes of neighbors or classmates, which could result in the spread of COVID-19 or other consequences.

Figure 7. Percentage of parents who practiced reading, storytelling, and home learning practices with their children in the period of lockdown, last month, (N=851)



How often did parents practice learning activities with their child?

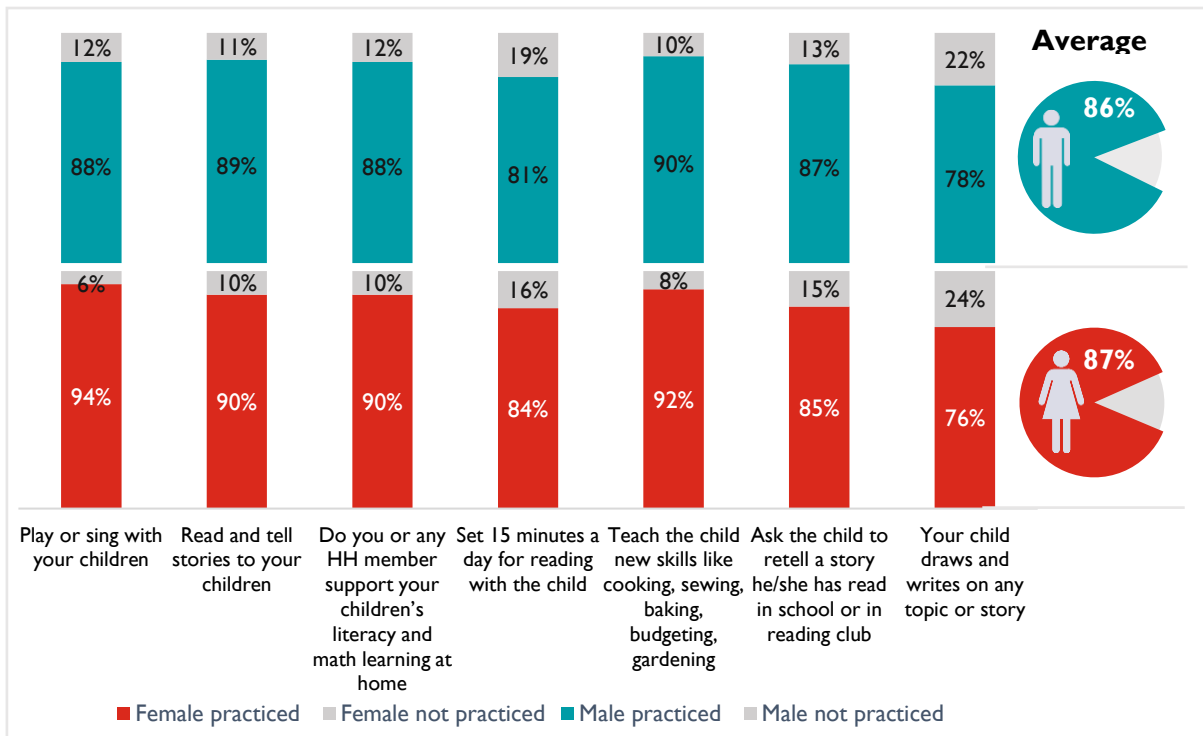


Very often Sometimes Never

During the lockdown **53.7%** of respondents very often or sometimes tell or ask children to retell a story, teach children new skills, support children in literacy and math learning, play or sing with children, or set 15 minutes a day for reading with children.

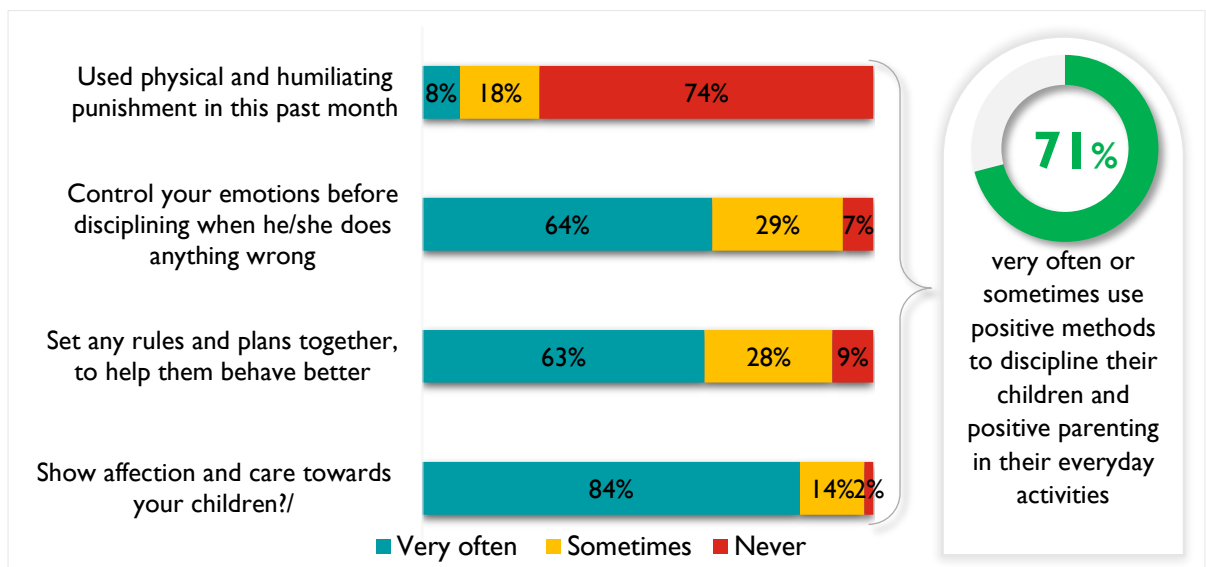
86% of respondents did **at least one** of the aforementioned activities with their children during lockdown.

Figure 8. Distribution of parents who practiced reading, storytelling, and home learning practices with their children during the lockdown in the last month, by gender (N=851).



3.5 Positive Discipline and parenting during the lockdown period

Figure 9. Percentage of parents practicing positive parenting and discipline during the lockdown period in the last month, (N=851)



There is the potential for an exponential increase in violence, abuse, neglect, and exploitation of children during the lockdown due to exposure to domestic violence as a result of increased stressors in the home caused by poverty, uncertainty of the future, etc.

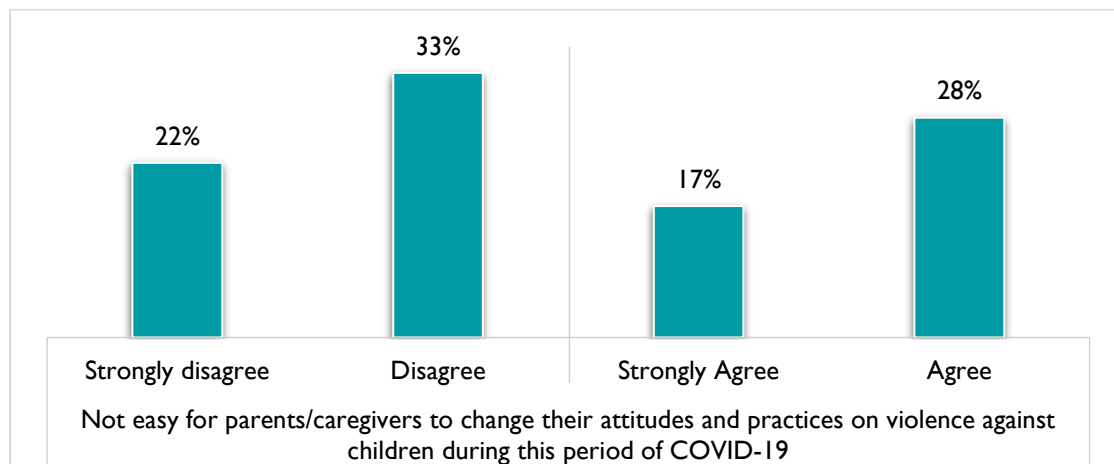
351 parents were asked to identify forms of abuse that they think children could be exposed to during the lockdown. More than half of (N=201) respondents, 57%, said that children could experience child labor, physical punishments (shaking, pulling ears, hitting, or spanking), and verbal and emotional

violence (insults) as a form of discipline as well as sexual abuse. **71%** of respondents reported that they very often or sometimes use positive methods to discipline their children and practice positive parenting in their everyday activities. **74%** of respondents reported to have not used physical or humiliating punishment in the past month during the lockdown.

Figure 10. Percentage distribution of parents practicing positive parenting and discipline during the lockdown by gender, (N=851)



Figure 11. Changes in caregivers' attitudes and practices on violence against children (N=351)



In addition, 55% of respondents agreed that caregivers' attitudes and practices towards violence against children can change, especially during the lockdown. To minimize risks of abuse, almost all respondents suggested using campaigns and training to educate and prevent violence against children as well as to advocate for abused children to relevant government institutions and other various organizations.

Moreover, it was found that **31%** of respondents (N=851) reported that in their communities there are children [aged below 18] who do not have a place to live [street children] during the lockdown. As a result, this means that these children do not have access to certain services including services related to COVID-19 and rights to protection and learning.

Male Engagement in Parenting Activities

79% and 87% of female and male respondents respectively agreed that during the lockdown period, men in their households take a greater part in parenting activities than ever before, and they learned more about co-parenting as they had opportunity to spend more time with their families.



“Apparently, men’s part in parenting has increased, for instance, I spend a lot of time with my children. I can listen to them, counsel them, comfort them, and encourage them to study their lessons well at home more than usual.” – A father

The biggest challenges about parenting and learning during the lockdown

- Parents mentioned that parenting is hard during the lockdown. Parents feel more stress because of the strain from job loss, lack of childcare, taking the role of teachers, following school closures, and lack of learning materials, like books and toys, to use at home to support their children’s learning in addition to poverty, social isolation, food concerns, and other fears and anxieties.

“The economy at home is not going well. For example, my wife used to trade, and she could pay school fees every month at the kindergarten to raise and educate our child. Now she has nothing to do and she is the only one who looks after the child. In addition, there are other obstacles as she does not even have enough skills to teach a child in early years.” – A parent

4. Conclusion and Recommendations

The findings of this survey, highlight several areas of opportunity for improvement in caregivers’ behaviors and parenting practices and provides a general snapshot of the current status of parents’ support to their children’s learning and well-being at home. The findings showed that children with disabilities have access to COVID-19 information from their family members or through radio and TV, with 87% of parents (or any HH member) providing support to their children’s literacy and math learning at home and 76% of respondents reported to use positive methods to discipline their children, and practice positive parenting in their everyday activities.

The recommendations have been proposed for further improvement in the implementation of the campaign strategy activities and for other areas of interest:

- **Support at-risk children (street children or children separated from their primary caregivers) to live with safe and appropriate care, and access necessary services:** 31% of children do not have a place to stay in the community during the lockdown. Children without homes are at a high risk during the pandemic. Urgent action is required to safeguard children’s rights by ensuring that children and their families can access services and protection throughout the pandemic, and to strengthen national systems to prepare, adapt, and respond to the evolving needs of children by providing alternative, safe, and appropriate care.
- **Provide learning materials (textbooks, radio, etc.) to vulnerable families:** The majority (78%) of 351 respondents suggested that their children should use printed books to continue learning at home while 69% and 28% of respondents suggested radio and television respectively. According to reports from USAID Soma Umenye, parents reported that they do not have the textbooks for the remote lessons which suggests the need of distributing learning materials to children, especially those who do not have access to radio or TV, to enable them to follow the remote lessons.

In addition, the Ministry of Education, Rwanda Education Board, and education partners should ensure the continuity of remote learning during the lockdown through the development of accessible distance learning pathways to promote equity and inclusion, with special consideration for vulnerable children who lack appropriate and necessary materials.

- **Ensure that distance learning prioritizes children’s mental health and psychosocial wellbeing:** Resources for caregivers and children should be made available, including child protection services to prevent against abuse. **57%**, said that children could experience child labor, physical punishments (shaking, pulling ears, hitting, or spanking), and verbal and emotional violence (insults) as a form of discipline as well as sexual abuse.
- **Ensure distance learning creates opportunities for children to evaluate learning platforms:** Children and youth should be consulted to develop approaches to remote learning. Children’s voices should be heard and their role as agents of change and beneficiaries should be defined. To achieve this, a national hotline number should be established to collect feedback after each course for further improvement on how lessons are given, or messages aired.
- **The respondents’ suggestion on favorable and accessible way of learning at home:** MINEDUC and development partners should channel further reading and learning resources towards supporting reading clubs, or establishing new reading sites such as community reading corners, where children can borrow books to read as well as textbooks to use at home during the lockdown. In addition, children should be able to meet their teachers for exercise correction, especially children whose caregivers cannot support with such activities.
- **Support parents and caregivers to deal with multiple new stressors due to COVID-19:** Resources and guidance on positive parenting should be provided in order to reduce children’s risk of physical and humiliating punishment in the home. **87%** of respondents reported having more stress than usual during the lockdown.
- **The collection of specific disaggregated data (rural vs urban, gender, etc.):** To ensure that future programming is data driven and targeted towards the most vulnerable people, like families living in informal settlements, disaggregated data should be collected to gather information on challenges to child protection and child rights and effectively tailor interventions.
- **Sustain male engagement in parenting:** Through continuous mobilization, male caregivers should be encouraged to be fully and effectively engaged in parenting activities. To reach male caregivers, messages targeting fathers should be broadcast to ensure that they are equipped with information and promote positive parenting practices.
- **Promote positive parenting practices in order to eradicate the use of physical and humiliating punishment**

5. Annexes

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	Type of respondents		Significant t-value *= <0.05 **= <0.1
		SCI Program Participants 351 (%)	SMS survey respondents (random sample) 500 (%)	
Reading, storytelling and home learning practices (n=851)				
Set 15 minutes a day for reading with the child	Never	91 (25.9)	58 (11.6)	0.000*
	Sometimes	187 (53.3)	194 (38.8)	
	Very often (all of the time)	73 (20.8)	248 (49.6)	
Your child draws and writes on any topic or story.	Never	70 (20.2)	131 (26.2)	0.000*
	Sometimes	197 (56.8)	191 (28.2)	
	Very often (all of the time)	80 (23.1)	178 (35.6)	
Read and tell stories to your children.	Never	46 (13.1)	46 (9.2)	0.000*
	Sometimes	213 (60.7)	210 (42.0)	
	Very often (all of the time)	92 (26.2)	244 (48.8)	
Ask the child to retell a story he/she has read in school or in a reading club	Never	57 (16.2)	59 (11.8)	0.000*
	Not applicable	14 (4.0)	0 (0.0)	
	Sometimes	181 (51.6)	206 (41.2)	
	Very often (all of the time)	99 (28.2)	235 (47.0)	
Do you or any HH members support your children's literacy and math learning at home.	Never	46 (13.1)	51 (10.2)	0.000**
	Sometimes	195 (55.6)	148 (29.6)	
	very often (all of ..	110 (31.3)	301 (60.2)	
Play or sing with your children	Never	49 (14.0)	34 (6.8)	0.000*
	Sometimes	184 (52.4)	171 (34.2)	

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	Type of respondents		Significant t-value *= <0.05 **= <0.1
		SCI Program Participants 351 (%)	SMS survey respondents (random sample) 500 (%)	
	Very often (all of the time)	118 (33.6)	295 (59.0)	
Teach the child new skills like cooking, sewing, baking, budgeting, gardening, etc?	Never	32 (9.1)	45 (9.0)	0.000*
	Sometimes	175 (49.9)	184 (36.8)	
	Very often (all of the time)	144 (41.0)	271 (54.2)	
Positive parenting and discipline during the lockdown in the last month, (N=851)				
Used physical and humiliating punishment in this past month.	Never	246 (71.1)	379 (75.8)	0.000*
	Sometimes	89 (25.7)	61 (12.2)	
	Very often (all of the time)	11 (3.2)	60 (12.0)	
Control your emotions before disciplining when he/she does anything wrong.	Never	21 (6.0)	36 (7.2)	0.003*
	Sometimes	124 (35.3)	123 (24.6)	
	Very often (all of the time)	206 (58.7)	341 (68.2)	
Set rules and plans together to help them behave better.	Never	24 (6.8)	53 (10.6)	0.02*
	Sometimes	115 (32.8)	126 (25.2)	
	Very often (all of the time)	212 (60.4)	321 (64.2)	
Show affection and care towards your children.	Never	2 (0.6)	14 (2.8)	0.000*
	Sometime	74 (21.1)	47 (9.4)	
	very often (all of ..	274 (78.3)	439 (87.8)	
*= $\text{significant at } p\text{-value}<0.05$, **= $\text{significant at } p\text{-value}<0.1$				

Annex 2.

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	Gender of the respondent		Significant, p-value *= <0.05 **= <0.1
		Female (%)	Male (%)	
Reading, storytelling, and home learning practices (N=851)				
Set 15 minutes a day for reading with the child	Never	50 (33.5)	99 (66.4)	0.252
	Sometimes	154 (40.4)	227 (59.6)	
	Very often (all of the time)	115 (35.8)	206 (64.2)	
Your child draws and writes on any topic or story.	Never	80 (39.8)	121 (60.2)	0.742
	Sometimes	142 (36.6)	246 (53.4)	
	Very often (all of the time)	96 (37.2)	162 (62.8)	
Read and tell stories to your children.	Never	32 (34.8)	60 (65.2)	0.407
	Sometimes	168 (39.7)	255 (60.3)	
	Very often (all of the time)	119 (35.4)	217 (64.6)	
Ask the child to retell a story he/she has read in school or in a reading club	Never	47 (40.5)	69 (59.5)	0.143
	Not applicable	7 (5.0)	7 (5.0)	
	Sometimes	155 (40.1)	232 (59.9)	
	Very often (all of the time)	110 (32.9)	224 (67.1)	
Do you or any HH member support your children's literacy and math learning at home.	Never	32 (32.9)	65 (67.1)	0.180
	Sometimes	141 (41.1)	202 (58.9)	
	very often (all of ..	146 (35.5)	265 (64.5)	
Play or sing with your children	Never	18 (21.7)	65 (78.3)	0.007*
	Sometimes	138 (38.9)	217 (61.1)	
	Very often (all of the time)	163 (39.5)	250 (60.5)	
Teach the child new skills like cooking, sewing, baking, budgeting, gardening, etc.	Never	25 (32.5)	52 (67.53)	0.088**

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	Gender of the respondent		Significant, p-value *= <0.05 **= <0.1
		Female (%)	Male (%)	
	Sometimes	123 (34.3)	236 (65.7)	
	Very often (all of the time)	171 (41.2)	244 (58.8)	
Positive parenting and discipline during the lockdown in the last month, (N=851)				
Used physical and humiliating punishments in this past month.	Never	218 (34.9)	407 (765.1)	0.007*
	Sometimes	73 (48.7)	77 (51.3)	
	Very often (all of the time)	27 (38.0)	44 (61.0)	
Control your emotions before disciplining when he/she does anything wrong.	Never	6 (37.5)	10 (62.5)	0.960
	Sometimes	44 (36.4)	77 (63.6)	
	Very often (all of the time)	269 (37.7)	444 (623)	
Set rules and plans together to help them behave better.	Never	22 (28.6)	55 (71.4)	0.161
	Sometimes	98 (40.7)	143 (59.3)	
	Very often (all of the time)	119 (37.3)	334 (62.7)	
Show affection and care towards your children.	Never	6 (37.6)	10 (62.5)	0.816
	Sometime	44 (36.4)	77 (63.6)	
	very often (all of ..	269 (37.7)	444 (62.3)	

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	What Province do you currently live in?				
		Eastern Province (%)	Kigali (%)	Northern Province (%)	Southern Province (%)	Western Province (%)
Reading, storytelling, and home learning practices (N=851)						
Set 15 minutes a day for reading with the child	Never	45 (22.8)	15 (12.3)	12 (6.7)	54 (23.0)	23 (19.5)
	Sometimes/ Very often	152 (77.2)	107 (87.7)	168 (93.3)	180 (73.0)	95 (80.5)
Your child draws and writes on any topic or story.	Never	35 (18.1)	29 (23.8)	34 (19.2)	56 (24.2)	36 (30.8)
	Sometimes/ Very often	158 (81.9)	93 (76.2)	143 (80.8)	175 (75.8)	81 (69.2)
Read and tell stories to your children.	Never	29 (14.7)	11 (9.1)	13 (7.2)	26 (11.1)	13 (11.0)
	Sometimes/ Very often	168 (85.3)	111 (90.9)	167 (92.8)	208 (88.9)	105 (89.0)
Ask the child to retell a story he/she has read in school or in a reading club	Never	34 (17.5)	12 (9.8)	14 (7.7)	36 (15.9)	20 (17.1)
	Sometimes/ Very often	160 (82.6)	110 (90.2)	164 (92.1)	190 (84.1)	97 (82.9)
Do you or any HH members support your children's literacy and math learning at home.	Never	32 (16.2)	8 (6.6)	16 (8.9)	27 (11.5)	14 (11.9)
	Sometimes/ Very often	165 (83.8)	114 (93.4)	164 (91.1)	207 (88.5)	104 (88.1)
Play or sing with your children	Never	22 (11.2)	8 (6.6)	16 (8.9)	28 (11.9)	9 (7.6)
	Sometimes/ Very often	175 (88.2)	114 (93.4)	164 (91.1)	206 (88.1)	109 (92.4)
Teach the child new skills like cooking, sewing, baking, budgeting, gardening, etc.	Never	19 (9.6)	6 (4.9)	14 (7.8)	24 (10.3)	14 (11.9)
	Sometimes/ Very often	178 (90.4)	116 (92.1)	166 (92.2)	210 (89.7)	104 (88.1)
Positive parenting and discipline during the lockdown in the last month, (n=851)						

What of these activities have you practiced (to which extent) with your child in this period of lockdown, (in the last month)?	Likert scale	What Province do you currently live in?				
		Eastern Province (%)	Kigali (%)	Northern Province (%)	Southern Province (%)	Western Province (%)
Used physical and humiliating punishment in this past month.	Never	141 (71.6)	66 (55.5)	150 (83.3)	181 (78.0)	87 (73.73)
	Sometimes/ Very often	56 (28.4)	53 (44.5)	30 (16.7)	51 (22.0)	31 (26.3)
Control your emotions before disciplining when he/she does anything wrong.	Never	21 (10.7)	3 (2.5)	11 (6.1)	15 (6.4)	7 (5.9)
	Sometimes/ Very often	176 (89.3)	119 (97.5)	169 (93.9)	219 (93.6)	111 (94.1)
Set rules and plans together to help them behave better.	Never	22 (11.2)	11 (9.0)	15 (8.3)	21 (8.9)	8 (6.8)
	Sometimes/ Very often	(88.8)	111 (91.0)	165 (324)	213 (91.1)	110 (93.2)
Show affection and care towards your children.	Never	3 (1.5)	2 (1.6)	4 (2.2)	4 (1.7)	3 (2.5)
	Sometimes/ Very often	194 (98.5)	120 (98.4)	176 (97.8)	230 (98.3)	115 (97.5)