

USAID/Uganda Literacy Achievement and Retention Activity  
Social and Behavior Change Communication to Increase Parental Engagement in Children’s Reading Practice

Endline Report

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I am hopeful that this report will inform SBCC scale-up in LARA’s 29 focus districts.

Deogratias Yiga

Lead consultant

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# Abbreviations and Acronyms

CI confidence interval

IRT item response theory

LARA Literacy Achievement and Retention Activity

MOES Ministry of Education and Sports

OR odds ratio

P Primary

SBCC social behavior change communication

SST social studies

TV television

UNHS Uganda National Household Survey

USAID US Agency for International Development

# Executive summary

The USAID/Uganda Literacy Achievement and Retention Activity (LARA) undertook an assessment of an eight-week social and behavior change communication (SBCC) pilot campaign in the Ssekanyonyi Coordinating Center, Mityana district. The purpose of the communication campaign was to improve parent’s engagement in their children’s reading practice at home. To evaluate the campaign’s impact, DLC Consult collected data for the baseline survey in June 2017 and for the endline survey in August 2017. The survey team interviewed 906 parents at baseline and 936 parents at endline.

**Reach and recall of the pilot campaign**

The endline survey asked parents to indicate if they recalled the SBCC campaign messages. When prompted, 45% of parents were able to recall the communication messages. Of the six communication channels used during the campaign, 62% of parents received messages from at least one of the channels, while 34% of parents received the messages via two or more channels. The percentage of parents receiving the communication messages through each channel, based on its effectiveness, were as follows: posters (43%), radio (29%), interpersonal (21%), theater (16%), meetings (12%), and flash cards (6%).[[1]](#footnote-1)

**Effectiveness of the campaign**

The study found statistically significant results demonstrating changes in attitudes, norms, self-efficacy, and behaviors relative to the parents’ level of exposure to the campaign. Details about each change are provided below.

**Attitudes**. *Do parents have a favorable or unfavorable feeling towards supporting their children reading practice?*  Parents with high exposure to the campaign believed that they had a role to play in their children’s education. Parents with high exposure were

* nearly three times more likely to cite reading as the most important subject for early grade learners (OR = 2.81) and
* more likely to believe they can help their child complete homework (OR = 1.44).

**Norms**. *When parents read to or with their children, do others perceive them positively and do they positively perceive others who read to their children?* There was high pre- and post-intervention social approval of parents reading with their children. Parents with high exposure to the campaign were more likely to mention that they knew friends, neighbors, and relatives who practiced reading with their children (OR = 2.33).

**Self-efficacy**. Do parents have confidence in their ability to help children learn to read? Parents with high exposure to the campaign were more likely to

* consider themselves able to help their child learn to read (OR = 1.77) and
* assert that they could make time for their child to study as their contribution to helping children learn to read (OR = 1.48).

**Behavior.** *Did more parents begin to read to their children?* The proportion of parents reading to their child increased more than three times from baseline (9%) to endline (30%). In addition, parents with high exposure to the campaign messages were

* twice as likely to mention that they helped their child with school work than parents with low exposure (OR = 2.14)

When asked how they will help their child, parents with high exposure were more likely to report:

* reading to their child (OR = 1.56)
* telling the child to do their work (OR = 1.42)
* making time for the child to study (OR= 1.15)

The campaign included demonstrating education activities that parents could do to help their children learn to read. Of the parents who were shown educational activities, 95% reported practicing one or more of those activities with their children at home. Fifty-three parents (6% of those surveyed) confirmed receiving SBCC flash cards to help them carry out educational activities with their children and 93% could recall at least one of the techniques from the flash cards.

**What did not change?**

There was no apparent campaign effect on the proportion of parents who said they expected their friends, neighbors, and relatives to approve of their reading with early grade children. This figure was high at baseline (89%) and at endline (91%) and showed no change according to the level of campaign exposure. Overall, there is a high level of acceptance of parents reading to their children.

Further, despite campaign messages assuring illiterate parents that they could help their child learn to read, the proportion of parents who feel unable to help their children learn to read because they do not read themselves increased (from 67% at baseline to 84% at endline).

**Implications for scale-up**

The results indicate that, in a short period of time, small but significant changes were achieved with the SBCC campaign. Population-level changes in attitudes, social norms, self-efficacy, and behaviors can be shifted after one behavior change campaign, but SBCC theory suggests that with ongoing efforts and continued refinement of messages and communication channels, large changes can be achieved.

Given that radio, posters, and interpersonal communication were most effective in terms of reach and recall of campaign messages, these mechanisms could be increased in frequency and intensity in future campaigns to increase their effectiveness. To increase parental involvement in their children’s reading practice, communication messages need to be few, focused, and clear.

Ongoing efforts are also needed in Uganda because the target audience—parents of early grade learners—is a constantly renewing category, i.e., there are always new parents.

# Section One: Endline Survey Background

## 1.1 The USAID/Uganda Literacy Achievement and Retention Activity

The USAID/Uganda Literacy Achievement and Retention Activity is a five-year project (April 2015–2020) that is scaling up reading interventions to 29 districts in Uganda and covering more than 3,197 primary schools. This project is implemented by Research Triangle Institute (RTI) International in collaboration with Uganda’s Ministry of Education and Sports (MOES).

The USAID/Uganda Literacy Achievement and Retention Activity has two result areas: (1) increased capacity to deliver early grade reading (Result 1) and (2) improved retention in primary grades (Result 2). Under the literacy result area, an SBCC pilot campaign was implemented to improve parental engagement in their children’s reading practice at home.

## 1.2 The SBCC Campaign

The USAID/Uganda Literacy Achievement and Retention Activity, in collaboration with the MOES, implemented an SBCC pilot campaign for eight weeks in Ssekanyonyi Coordinating Center (Mityana district) with the aim of increasing parental engagement in children’s reading practice at home. The SBCC pilot campaign used the slogan, “*Tusomere Wamu,*” a Luganda statement which means “let us read together.” Its primary audience was 2,016 men and women in 1,008 households who were parents and guardians of early grade learners in 26 government-aided primary schools. The key communication messages in the SBCC pilot campaign focused on the value of reading, the role of parents in enhancing children’s literacy achievement, the need for parents to create time for children’s reading practice at home, and the importance of the parent-child relationship in enhancing children’s literacy achievement.

The SBCC pilot campaign messages were delivered through radio (e.g., songs, ads, and radio programs), mobile cinema (e.g., Television [TV] drama skits), community theater (drama skits), posters, interpersonal communication (one-on-one engagements and community engagements), flash cards, and story cards.

Interpersonal communication, through home visits, reached 1,620 parents, especially women, who were available at the time of the visits. The campaign team conducted 15 community discussion sessions, which reached parents who may not have been available during the home visits, consisted of groups and members of local associations and women’s savings and credit cooperative organizations; 230 parents (men and women) were reached. The campaign team conducted rig activations using community theater, TV drama skits, and radio skits in busy areas (such as trade centers and markets) and reached 4,270 people, including adults, youth[[2]](#footnote-2), and children[[3]](#footnote-3). Rig activations consisted of a mobile vehicle with a sound system that played the campaign audio messages and music to attract the audience to the event location.

At the event, the truck was opened up to form a stage where the local group actors performed skits.

Visits to school or churches located within the school compounds reached 318 parents. However, this method was discontinued in favor of home visits and community engagements to reach a wider audience.

The campaign team aired 882 radio spots on Sun FM, including radio ads, jingles, and announcements. The team also ran 15 (30-minute) radio programs that included an interactive session with the audience. The team distributed 1,200 story cards and 1,000 posters during the on-ground activations[[4]](#footnote-4) in the homes of the parents and guardians of the early grade learners. The campaign team also put up posters in the head teachers’ offices, P1 to P4 classrooms, shops in trading centers, health centers, and churches. The campaign team distributed 799 flash cards (the majority of which were printed in Luganda) to parents and guardians of children in P1–P4 during home visits.

## 1.3 The SBCC Theory

The model informing this SBCC pilot campaign is the integrative model of behavior change proposed by Fishbein (2000) and refined by Fishbein and Cappella (2006).[[5]](#footnote-5) The interrelationships among the various components of the model are illustrated in **Figure 1**.

Figure 1. Integrative model of behavior change



The goal of the SBCC pilot campaign was to alter parents’ behavior related to supporting children’s reading practice at home. This change of behavior is influenced by environmental factors, skills and abilities, as well as intention. However, in this model, communication primarily affects three factors that influence intention:

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

Each of these three factors is influenced by the person’s beliefs, which are the most effective target for persuasive communication (Fishbein & Cappella, 2006). For example, a belief that influences attitudes might be, “my child will do better in school if she learns to read well by the second grade,” or “my child should not spend time reading for pleasure when there are chores to be done.” Alternatively, a normative belief would be, “my neighbors will think I am a bad mother if I don’t read with my child,” while a self-efficacy belief might claim, “I don’t know how to read so there is nothing I can do to help my child learn to read.”

**Figure 1** also illustrates that behavior is unlikely to change based on communication alone without addressing other environmental factors, skills, and abilities. For example, communication promoting reading is unlikely to be effective in the absence of reading materials. Therefore, the project considered other impediments to parents engaging in their children’s reading and distributed story cards to schools and trained P1 to P4 teachers to lend out the cards. The team also addressed teachers’ fears about damage or loss of cards during the SBCC pilot campaign, which may have impeded them from actually lending out the story cards to students. To improve the skills and abilities of parents to practice reading with their children, the project developed a flash card that outlined simple techniques that parents (literate or illiterate) could use to improve their children’s reading skills. During the interpersonal discussions at the household level and with the community groups, parents were able to discuss and practice these skills.

## 1.4 Purpose of the endline survey

The survey team collected baseline data the week of June 12–16, 2017 and endline data the week of August 21–25, 2017. The purpose of the endline survey was to provide the post-campaign status with respect to:

1. Parents’ recall of the campaign;
2. Parents’ attitudes, norms, and perceptions of self-efficacy with respect to supporting children’s reading at home;
3. Parents’ behaviors that support early grade children’s reading at home; and
4. Teachers’ perception of parents’ involvement in children’s reading at home.

## 1.5 Structure of the report

This report is organized into five sections. Section 1 provides the background to the survey covering an overview of the USAID/Uganda Literacy Achievement and Retention Activity, overview of the SBCC pilot campaign, the SBCC theoretical framework, and endline survey objectives. Section 2 covers the survey methodology encompassing the survey design, sample size and sample selection, data collection methods and instruments, data management and analysis, quality assurance measures, and limitations of the survey methodology. Section 3 provides the results of the parents’ survey and Section 4 has the results of the teachers’ survey. Finally, Section 5 provides a brief discussion of the results and survey conclusions.

# Section Two: Survey Methodology

## 2.1 Sample size, sample selection, and response rates

### 2.1.1 Parent Survey

In Uganda’s education system, P1 to P3 are early grades, while P4 is a transition grade. During the survey design phase, the USAID/Uganda Literacy Achievement and Retention Activity determined the target schools for the SBCC pilot campaign and the sample size of parents and teachers. The sample size goal for the baseline and the endline surveys was 1,040 parents. Parents of pupils selected from P1 to P4 using systematic random sampling[[6]](#footnote-6) were invited to their respective schools for the interviews. However, the ultimate sample size was 906 parents at baseline (87% response rate) and 936 at endline (90% response rate). Fifty-four percent of the households that participated in the baseline survey also participated in the endline survey.

### 2.1.2 Literacy teachers Survey

The survey included P1–P3 literacy teachers and P4 teachers of English in the target schools. The interviewers carried out a simple random sampling of teachers in classes with more than one teacher of the same subject. The baseline survey teacher response rate was 87% (90 out of 104), which slightly declined in the endline survey response, which was 82% (85 out of the 104). The deficit in the response rate at both cycles of the survey was caused by the absence of some teachers on the dates of data collection.

## 2.2 Data collection methods and instruments

Through face-to-face interaction with the respondents, interviewers administered two types of structured questionnaires using handheld tablets. The Parents’ Questionnaire (Instrument 1) covered the attitudes, norms, and perceptions of parents and guardians regarding children’s literacy and parents’ behaviors relating to children’s reading activities at home, as well as questions on parents’ exposure to the SBCC pilot campaign. Through the Teachers’ Questionnaire (Instrument 2), the survey assessed the attitudes and perceptions of teachers with respect to their perception of parents’ involvement in children’s reading at home.

## 2.3 Data management and analysis

Survey supervisors transmitted electronic field data collected using RTI’s Tangerine® data collection program to a central server, after which the survey team downloaded and cleaned the data before analysis. The survey team used individual parents, teachers, and households as the units of analysis. The basic baseline and endline results for both parents and teachers are provided in percentages, which are presented in narrative summaries, charts, and tables. To ease interpretation of the survey results, the percentages are rounded off to one decimal point (10th) in the tables and to zero decimal point in both the Figures and narrative summaries. This is the reason some percentages are slightly below or above 100%. In addition, the survey team compared the endline results of parents with high exposure to the campaign (321 parents) versus parents with low exposure (615 parents).[[7]](#footnote-7)

To establish a parent’s level of exposure to the SBCC pilot campaign, we used the item response theory (IRT) to find the number of mediums, out of six (radio, mobile cinema, posters, flash cards, community theatre, and interpersonal communication), from which each parent received campaign messages. Parents with “high exposure” were those who got messages from two or more of the six campaign channels, while parents with “low exposure" received messages from one or none of the six channels.

The survey team used the IRT to calculate the index of what respondents recalled from the campaign. Subsequently, the survey team applied a logistic regression analysis to test for associations between knowledge, attitude, norms, and behavior outcomes that promote children’s reading at home and the exposure score, while controlling for respondent and household characteristics. The results are presented as odds ratios (ORs) and a value more than one shows that parents with high campaign exposure were more likely to give a response that is positively correlated with the desired outcome of the SBCC pilot campaign than those with low exposure. Only statistically significant results (with a p-value less than 0.05 and based on a confidence interval [CI] of 95%) are highlighted for the key survey questions.

Unless otherwise stated, the results of this survey are based on unprompted responses; the interviewers did not read the answer options to the respondents. Where applicable, we indicated that respondents provided multiple responses, which is why the total percentages may be above 100%.

## 2.4 Quality assurance procedures

The survey team applied various quality assurance measures. DLC, in collaboration with USAID/Uganda Literacy Achievement and Retention Activity staff members, adapted the data collection questionnaires from RTI’s Senegal and Malawi endline surveys to the Ugandan context. The adaptation process involved translation of the Parents’ Questionnaire into Luganda, the main language spoken in the SBCC pilot area. The team pre-tested and revised the questionnaires to improve their relevance and appropriateness. During the design of the electronic questionnaire, using RTI’s Tangerine software, the survey design team validated the data entry screen to eliminate the possibility of erroneous entries.

The survey team deployed field supervisors and interviewers who, at a minimum, had a bachelor’s degree in a relevant field and substantial experience in data collection. The data collection team participated in a two-day refresher training to improve their understanding of the purpose of the SBCC endline survey; master the endline questionnaires; and reflect on the lessons learned from the baseline survey regarding sampling techniques, asking the questionnaires, practicing ethical practice in research, and effective interviewing. The survey team supervised interviewers using on-site observation to ensure adherence to the data collection procedures, as well as overcome emerging data quality challenges.

## 2.5 Ethical considerations

The surveys were guided and regulated by the guidelines and principles for good professional practice, which serve to advise and steer researchers as they conduct their work (Bloor and Wood, 2006).[[8]](#footnote-8) The key ethical considerations that guided the study are described below.

### 2.5.1 Informed consent and voluntary participation

The survey team ensured that participants were informed about the survey and their participation, gave written consent, and voluntarily participated. This was done by informing the potential respondents about the purpose of the survey, how the information would be used, the benefits of the survey, and the potential risks the study posed to them. The survey team made it clear to potential participants about their right to participate on a voluntary basis, ability to withdraw at any stage of the survey, and their right to ask questions during or after the survey. The survey team also assured the potential interviewees of the measures DLC and the project would take to guarantee their anonymity and the confidentiality of the information they provided. The participants did not receive any cash or in-kind payments for their participation.

### 2.5.2 Anonymity of respondents and confidentiality of information

Throughout the survey, the survey team ensured the anonymity of the respondents and the confidentiality of the information obtained from them. The survey will not publish any personal identifying respondent data; data has been analyzed and presented in an aggregated manner. The survey team has kept data in secure locations and only authorized persons are allowed to access to the data.

## 2.6 Limitations of the endline survey methodology

The survey results are based on self-reporting, which is associated with higher positive responses as parents are motivated to report positive behaviors even if their behaviors did not change. Another limitation was that some of the questions in the parents’ questionnaire shifted the focus of the survey from specific reading activities to more generalized homework, study time, and textbooks without clear definitions that could be clarified to the parents.

# Section Three: Parents’ survey Findings

## 3.1 Background characteristics of the households and parents

### 3.1.1 Characteristics of the surveyed households

The survey team calculated the wealth index of each household using five specific socioeconomic characteristics: (1) the number of rooms; (2) sources of water; (3) sources of energy for cooking; (4) availability of electricity; and (5) possession of household assets, including television, radio, telephone, refrigerator, computer, bicycle, motorcycle, and car.

There were no major changes in the characteristics of households between the baseline and endline surveys, which means that the main survey findings are comparable. The average household size in the SBCC pilot area was 6.4 persons in the endline compared to 6.5 persons at baseline. This is above the national average of 4.7 as per the 2016/2017 Uganda National Household Survey (UNHS). Households were proportionately distributed with approximately 20% of the households at both endline and baseline in each of the five wealth quintiles.

Each household had an average of three rooms in the main house and 46% of the homes had electricity at endline, compared to 40% at baseline. This is quite close to the national average of 41%, according to the 2014 Uganda Population and Housing Census.

At endline, 69% of the households had access to safe drinking water (which was sourced from protected wells, boreholes, water pipes, taps, water tanks or trucks) compared to 67% at baseline (***Table 1***). However, 30% of the households at endline and 27% at baseline depended on rivers, streams, and lakes for their water, which are usually unsafe water sources, as defined in the UNHS. In comparison, the national population without access to safe water was 22% as reported in the 2016/2017 UNHS.

Table 1: Percent distribution of households by sources of water for use at home

|  |  |  |
| --- | --- | --- |
| **Sources of water** | **Baseline (n = 906)** | **Endline (n = 936)** |
| Any source of safe water | 69.4% | 67.2% |
| Protected well or borehole | 63.9% | 62.5% |
| River, stream, or lake | 27.0% | 29.9% |
| Water pipe or tap in home | 1.4% | 2.2% |
| Water truck or tank | 1.3% | 1.6% |
| Communal tap | 2.8% | 0.9% |
| Other | 3.0% | 2.8% |

The majority of the parents (93% at endline and 94% at baseline) reported using firewood to cook compared to the national average of 64% from the UNHS. Only 6% of parents at endline and 7% at baseline use charcoal for cooking, compared to the national average of 30% as per the UNHS.

The majority of the households reported possessing mobile phones (83% at endline versus 85% at baseline) and radios (71% at endline versus 68% at baseline). Furthermore, 34% of the households at the endline and 31% at the baseline owned a bicycle. Other assets, such as computers, cars, and televisions, were reported in very few households (***Table 2***).

Table 2: Percent distribution of households by assets owned (prompted multiple responses)

|  |  |  |
| --- | --- | --- |
| **Asset** | **Baseline (n = 906)** | **Endline (n = 936)** |
| Mobile phone | 85.3% | 83.2% |
| Radio | 67.8% | 70.7% |
| Bicycle | 31.2% | 34.3% |
| Motorcycle | 15.2% | 17.3% |
| Telephone | 8.8% | 10.5% |
| Computer | 0.7% | 1.4% |
| Car or truck | 1.7% | 1.4% |
| Refrigerator | 1.2% | 1.2% |

In both the baseline and the endline, 95% of the parents reported that Luganda was the main language used at home. The proportion of parents citing other languages (such as Runyankore-Rukiga) was 5% at baseline and 4% at endline. The parents who mentioned Luganda as the main language of instruction at school increased from 63% at baseline to 69% at endline (***Figure 2***). Parents citing English as the main language of instruction at school declined from 32% at baseline to 28% at endline. The rest of the parents (5% at baseline and 4% at the endline) did not know the language of instruction at school. In the survey area, Luganda is the language of instruction up to P3. Therefore, parents who cited English as the language of instruction could be those of P4 pupils where English is the recommended language of instruction.

Figure 2: Percent distribution of parents by main language used at their early grade child’s school

### 3.1.2 Characteristics of the parents and the learners

We documented the age, highest educational level, and relationship with the sampled learner for each parent in the survey. The survey team also asked the age of the sampled learner. The characteristics of the parents were the same across the baseline and endline surveys, further underpinning the comparability of the results. The mean age of the parents (in completed years) was 42 years at baseline and 43 years at endline. ***Table 3*** shows the distribution of the parents by age group.

Table 3: Percent distribution of parents by their age group

|  |  |  |
| --- | --- | --- |
| **Age group** | **Baseline (n = 906)** | **Endline (n = 936)** |
| Under or equal to 30 years | 23.2 | 20.4 |
| 31–40 years | 33.0 | 31.2 |
| 41–50 years | 19.3 | 21.8 |
| Over or equal to 51 years | 24.5 | 26.6 |

Slightly more than half of the parents (53%) at both baseline and endline had received some primary education, while 30% at baseline and 29% at endline had either completed primary education or attained some secondary education (**Table 4**).

Table 4: Percent distribution of parents by their educational attainment

|  |  |  |
| --- | --- | --- |
| **Education level** | **Baseline (n = 906)** | **Endline (n = 936)** |
| No formal education | 11.9 | 13.4 |
| Some primary education | 53.3 | 53.4 |
| Completed primary education | 13.9 | 13.5 |
| Some secondary education | 16.1 | 15.3 |
| Other | 4.7 | 4.5 |

As evident in ***Figure 3***, 47% of the women at endline and baseline were the mothers of the learners, while 15% (baseline) and 18% (endline) were the learners’ grandmothers. Learners’ fathers constituted 20% of the parents at baseline and 18% at endline. The remaining adults surveyed were other household members or relatives.

Figure 3: Percent distribution of respondents by their Relationship to the learners sampled

More than half of the learners (56% at endline and 53% at baseline) whose parents were interviewed were aged 10 years and above (***Figure 4***).

Figure 4: Percentage of learners by their age group

## 3.2 Parents’ recall of the SBCC campaign

### 3.2.1 Unprompted recall of messages about parents reading with their children at home

When parents were asked, “In the past two months, have you come across any advertisements or messages about parents reading with their children at home?” slightly more than half (53%) said “yes” (***Table 5***). The parents who answered “yes” were subsequently asked, without prompting, to cite the source of the message. Parents cited radio as the main source (49%), followed by interpersonal communication[[9]](#footnote-9) (30%), and posters (19%). It is important to note that the unprompted recall question did not limit parents to only messages communicated during the SBCC pilot campaign. Therefore, parents’ recall could have included messages from other initiatives that the survey did not probe into. ***Table 5*** outlines the recall rate by parents to the various communication channels.

Table 5: Percent of parents that recalled each SBCC pilot communication channel without being prompted (n = 496)

|  |  |
| --- | --- |
| **Source** | **Percent** |
| Radio (song, spots, and radio programs) | 49.4 |
| Interpersonal communication | 30.4 |
| Posters | 19.2 |
| Mobile cinema (TV drama skits) | 15.9 |
| Flash cards | 15.9 |
| Story cards | 13.1 |
| Forum theater or community theater (drama skits) | 10.3 |
| Mobile van | 9.3 |
| Other | 5.2 |

As shown in ***Table 6***, 50% of parents reported hearing campaign messages about reading with children either every day or two to three times per week; another 15% reported hearing messages once a week.

Table 6: Percentage distribution of parents by the number of times they heard messages about reading with children (n = 496)

|  |  |
| --- | --- |
| **Number of times** | **Percent** |
| Every day | 15.1 |
| Two to three times a week | 34.5 |
| Once a week | 14.5 |
| Once a month | 25.6 |
| Less than once a month | 8.1 |
| Don't know or refused to answer | 2.2 |

When the interviewers asked parents to cite the main messages about reading with children, in this unprompted recall category they mentioned: educating your child helps him or her to acquire skills (41%) and educating your child helps him or her to learn how to read and write (39%). The rest of the messages recalled by more than 10%[[10]](#footnote-10) of the parents are listed in ***Table 7***.

Table 7: Percentage distribution of parents by SBCC pilot campaign messages that they spontaneously recalled (unprompted multiple responses; n = 496)

|  |  |
| --- | --- |
| **Message (*summarized*)** | **Percent** |
| Educating your child helps him or her to acquire skills | 40.9 |
| Educating your child helps him or her to learn how to read and write | 38.5 |
| Educating your child increases his or her opportunities in life | 19.4 |
| Educating your child increases his or her chances of having a better tomorrow | 16.5 |
| However busy you are, find some time and read with your child at home | 16.5 |
| Even if you cannot read, you can help your children learn how to read | 15.5 |
| Your child also has a right to be educated | 13.9 |
| Spend 20 to 30 minutes every day reading with your child | 12.9 |
| When children learn how to read, it helps them in their adult lives | 12.7 |
| Helping your child learn how to read is the foundation of their success | 12.5 |
| Playing with your children does not make them disrespect you | 12.3 |
| Identify a place where you and your child feel comfortable reading | 11.9 |

### 3.2.2 Prompted recall of the SBCC campaign (general)

All the surveyed parents were prompted about the SBCC campaign on the importance of parents reading with their children at home to trigger their recall of the SBCC pilot campaign.[[11]](#footnote-11) Out of 936 parents, 45% (421) indicated that they recalled the campaign.[[12]](#footnote-12) Of these parents, 41% indicated that they recalled the name of the campaign. Upon being prompted, parents who recalled the campaign were slightly less than those that spontaneously recalled any messages related to parents reading with children at home (see subsection 3.2.1 above), which may be a consequence of the specificity of the prompted question. In the unprompted section, respondents were only asked if they recalled any message on the topic, while in the prompted section they were asked to recall an action being promoted. This difference could also reflect courtesy responses in the unprompted section or recall of messages from another source other than this SBCC pilot campaign.

Of the parents who saw or heard messages related to the campaign, 39% saw or heard the messages either every day or two to three times a week, 19% reported seeing or hearing messages once a week, and 27% saw or heard the messages once a month (***Table 8***).

Table 8: Percentage distribution of parents by the number of times they saw or heard messages related to the SBCC pilot campaign (n = 421)

|  |  |
| --- | --- |
| **Frequency** | **Percent** |
| Every day | 11.4 |
| Two to three times a week | 27.6 |
| Once a week | 18.8 |
| Once a month | 26.6 |
| Other | 8.6 |
| Don't know or refused to answer | 7.1 |

### 3.2.3 Prompted recall of the SBCC campaign messages on the radio

When all 936 parents from the endline were prompted, 29% (272) confirmed hearing the campaign messages on the radio. From these parents, 82% heard radio advertisements and spot messages, 36% listened to a campaign radio program, and 24% heard the campaign song (multiple response options). Almost half of the 272 parents (125; 46%) reported hearing the messages on Radio Sun FM, the only radio station used during the campaign, but 38% of the parents did not recall the name of the radio station on which they heard the message.

Of the four campaign messages communicated through radio, the majority of the parents (75%) spontaneously recalled the message, “It is important to read with children at home.” The unprompted recall rate for all the radio messages is presented in ***Table 9***.

Table 9: Percentage distribution of parents by SBCC pilot campaign messages they spontaneously recall from the radio (n = 272)

|  |  |
| --- | --- |
| **Message (*summarized*)** | **Percent** |
| It is important to read with children at home | 74.6 |
| It is your responsibility as parents to read with children at home | 41.5 |
| Be a friend with your child and read together at home | 36.0 |
| Reading with your child helps him or her to read well at school | 21.7 |
| Other | 3.3 |
| Don’t remember | 8.8 |

Out of the 224 parents who heard campaign radio spots or adverts, the majority of them agreed with four of the five statements about the utility of the messages communicated through radio adverts. The proportion of parents who agreed with each of the four statements ranged between 86% and 89% (***Table 10***). Markedly, 60% of parents reported discussing the campaign messages with neighbors, friends, or family members. SBCC theory suggests that communication that enables the target to ask questions and explore the opinions of others supports a shift of intention. Therefore, the findings demonstrate that radio spots led to several parents discussing children’s reading with others.

Table 10: Percentage distribution of parents by their level of agreement with statements about the radio spots (n = 224)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement (*summarized*)** | **Strongly disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| They were easy to understand | 3.1 | 5.4 | 5.4 | 34.8 | 51.3 |
| I learned something new | 4 | 3.6 | 4.9 | 33.9 | 53.6 |
| I felt concerned about my child’s education | 3.1 | 4.5 | 3.1 | 32.1 | 57.1 |
| I’m more likely to read with my child | 3.6 | 3.1 | 5.4 | 32.6 | 55.4 |
| I discussed them with neighbors, friends, or family members | 12.9 | 18.3 | 8.5 | 26.8 | 33.5 |

Ninety-seven parents (from 272) reported hearing the campaign’s 30-minute radio program, the majority of whom (between 80% and 85%) agreed with four of the five statements about the utility of the messages communicated (***Table 11***). Further, 73% of the 97 parents reported discussing the messages with neighbors, friends, or family members. This demonstrates that the radio programs encouraged discussion on the topic.

Table 11: Percentage distribution of parents by their level of agreement with statements about radio programs (n = 97)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement (*summarized*)** | **Strongly disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| They were easy to understand | 1.0 | 10.3 | 4.1 | 26.8 | 57.7 |
| I learned something new | 2.1 | 14.4 | 3.1 | 22.7 | 57.7 |
| I felt concerned about my child’s education | 2.1 | 9.3 | 4.1 | 23.7 | 60.8 |
| I’m more likely to read with my child | 1.0 | 9.3 | 6.2 | 23.7 | 59.8 |
| I discussed them with neighbors, friends, or family members | 10.3 | 11.3 | 5.2 | 26.8 | 46.4 |

### 3.2.4 Prompted recall of the SBCC campaign posters

When the 936 parents at the endline were shown the campaign posters, 43% (401) confirmed seeing the posters during the SBCC pilot campaign period. Of these parents, 49% had seen the posters at trading centers or shops and 34% had seen them in schools (***Figure 5***).

Figure 5: Percent of parents that saw SBCC pilot campaign posters, by location in which they saw the posters (multiple responses, n = 401)

Out of the five campaign messages communicated through posters, 63% of parents who reported seeing them recalled the message, “It is important to read with children at home,” while 32% recalled the message, “Every day, we spare time to read with our children.” The unprompted recall rate for all the messages on the posters is indicated in ***Table 12***.

Table 12: Percentage distribution of parents by poster messages they spontaneously recall (n = 401)

|  |  |
| --- | --- |
| Message (*summarized*) | Percent |
| It is important to read with children at home | 63.1 |
| Every day, we spare time to read with our children | 31.7 |
| We give our children less housework, so that we can get time to read together | 19.7 |
| We endeavor to provide appropriate books for our children to read at home | 17.0 |
| We are friends with our children and we care about their education | 3.1 |
| Other | 1.0 |
| Don’t know or refused to answer | 2.7 |

Between 73% and 77% of the parents who reported seeing the campaign posters agreed with four of the five statements about the utility of the messages and 51% reported discussing the messages with neighbors, friends, or family members (***Table 13***).

Table 13: Percentage distribution of parents by their level of agreement with statements about SBCC pilot campaign posters (n = 401)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statement (*summarized*) | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
| Felt concerned about my child’s education | 4.5 | 14.7 | 4 | 29.9 | 46.9 |
| I’m more likely to read with my child | 4.2 | 14.5 | 4.7 | 29.7 | 46.9 |
| I learned something new | 5.2 | 17.7 | 4.5 | 28.2 | 44.4 |
| They were easy to understand | 4.5 | 16.7 | 4.5 | 31.2 | 43.1 |
| I discussed them with neighbors, friends, or family members | 13 | 27.2 | 8.5 | 26.4 | 24.9 |

### 3.2.5 Prompted recall of the SBCC theater performances

Sixteen percent of the parents (150 of the 936) reported seeing a theater performance; of those, 87% had seen a theater performance at trading centers. Out of the 23 campaign messages communicated through theater performances, the messages cited by at least 5% of the parents are indicated in ***Table 14***. The most recalled messages were “Educating your child helps him or her to acquire skills” (39%), “Educating your child helps him or her to learn how to read and write” (37%), and “Educating your child increases his or her opportunities in life” (31%).

Table 14: Percentage distribution of parents by messages they spontaneously recall from the theater performances (n = 150)

|  |  |
| --- | --- |
| **Message (*summarized*)** | **Percent** |
| Educating your child helps him or her to acquire skills | 38.7 |
| Educating your child helps him or her learn how to read and write | 36.7 |
| Educating your child increases his or her opportunities in life | 31.3 |
| Educating your child increases his or her chances of having a better tomorrow | 18.0 |
| Your child also has a right to be educated | 13.3 |
| Even if you cannot read, you can help your children learn how to read | 10.0 |
| When children learn how to read, it helps them in their adult lives | 9.3 |
| Children who do not learn how to read in the first few years of school may struggle to learn how to read | 8.0 |
| Helping your child learn how to read is the foundation of their success | 6.7 |
| Beating, insulting, and punishing your children is not the right way | 6.7 |
| However busy you are, find some time and read with your child at home | 6.7 |
| It will be difficult for someone who is not educated to live a better life | 6.0 |
| Playing with your children does not make them disrespect you | 5.3 |
| You can both find time to read together | 5.3 |

A range of 84% to 88% of parents who reported seeing theater performance agreed with four of the five statements about the utility of the messages communicated through theater performance. Further, 62% of the parents reported discussing the messages with neighbors, friends, or family members (***Table 15***).

Table 15: Percentage distribution of parents by their level of agreement with statements about SBCC pilot campaign theater performances (n = 150)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statement (*summarized*) | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
| I felt concerned about my child’s education | 8.0 | 3.3 | 3.3 | 26.7 | 58.7 |
| Made me more likely to read with my child | 7.3 | 4.7 | 4.0 | 27.3 | 56.7 |
| I learned something new | 6.7 | 3.3 | 2.0 | 32.7 | 55.3 |
| They were easy to understand | 7.3 | 4.7 | 2.7 | 28.0 | 57.3 |
| I discussed them with neighbors, friends, or family members | 12.7 | 12.7 | 12.7 | 28.0 | 34.0 |

### 3.2.6 Prompted recall of the SBCC community meetings

Of the parents surveyed, 12% (111 of the 936) reported attending a community meeting where someone talked about reading with children at home. Of these parents, 94% (104 parents) reported learning at least one educational activity at the meeting they could do with their child at home. Of the 104 parents that reported learning an educational activity, 93% (99 parents) reported practicing the educational activities they had learned with their child.

When interviewers asked which of the activities parents did with their children, 12 of the 15 educational activities promoted through the community meetings were mentioned by the parents without being prompted (***Table 16***). Fifty-eight percent of parents said they had encouraged their child to read to them, 41% encouraged children to tell stories and sing for them, and 35% listened to their children read. The other educational activities parents reported practicing with children are in ***Table 16***.

Table 16: Percentage distribution of parents by educational activities they reported practicing with children (unprompted; multiple responses: n = 99)

| Activity (*summarized*) | Percent |
| --- | --- |
| Encourage your child to read for you | 57.6 |
| Encourage your child to tell you stories and sing for you | 41.4 |
| Listen to your child read | 35.4 |
| Look at your child’s books with him or her | 29.3 |
| Ask your child to tell you about school | 27.3 |
| Ask your child to tell you what you have shown to them | 25.3 |
| Tell your child stories | 22.2 |
| Look at pictures with your child | 20.2 |
| Recite poems with your child | 18.2 |
| Sing with your child | 16.2 |
| Teach your child how to pronounce words and names | 15.2 |
| Encourage your child to solve riddles | 14.1 |
| Play games with your child | 13.1 |
| Teach your child how to count | 13.1 |
| Teach your child tongue twisters | 6.1 |

### 3.2.7 Prompted recall of interpersonal communication on reading with children

Overall, 21% of the parents (199 out of 936) reported that their friends, neighbors, or relatives had talked to them about reading with children at home (***Table 17***). Out of these parents, 58% (115) were shown at least one educational activity at a community meeting and 95% of those parents (109) confirmed practicing the activities with their child at home. The educational activities they reported practicing are listed in ***Table 17***.

Table 17: Percentage distribution of parents by educational activities they reported practicing with children (unprompted; multiple responses: n = 109)

| Message (*summarized*) | Percent |
| --- | --- |
| Encourage your children to tell you stories and sing for you | 43.1 |
| Encourage your children to read for you | 43.1 |
| Ask your children to tell you what they are seeing | 39.4 |
| Listen to your children reading | 36.7 |
| Tell your children stories | 33.9 |
| Ask your children to tell you what they studied at school | 27.5 |
| Look at your children’s books with them | 26.6 |
| Look at pictures with your children | 26.6 |
| Recite poems with your children | 25.7 |
| Teach your children how to pronounce words and names | 22.0 |
| Teach your children how to count | 20.2 |
| Play games with your children | 17.4 |
| Sing with your children | 16.5 |
| Encourage your children to solve riddles | 11.9 |
| Teach your children tongue twisters | 11.0 |

### 3.2.8 Recall of the SBCC flash card techniques

Of all the parents surveyed, 6% (53 out of 936 parents) confirmed receiving SBCC flash cards to help them carry out educational activities with their children (***Table 18***). When prompted by the interview team, 93% of the 53 parents (49 parents) who reported receiving flash cards could recall at least one of the techniques shown in the flash cards. Between 85% and 87% of the 53 parents agreed with each of the five statements about the utility of the flash cards (***Table 18***). Specifically, at least 85% agreed that their child learned something new, that they enjoyed doing the activities with the child, and that the child enjoyed doing the activities with them.

Table 18: Percentage distribution of parents by their level of agreement with statements about the flash cards (n = 53)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statement | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
| They were easy to do | 1.9 | 9.4 | 3.8 | 37.7 | 47.2 |
| I learned something new | 2.1 | 9.4 | 3.8 | 39.6 | 47.2 |
| My child learned something new | 3.8 | 7.6 | 3.8 | 37.7 | 47.2 |
| I enjoyed doing the activities with my child | 1.9 | 7.6 | 5.7 | 26.4 | 58.5 |
| My child enjoyed doing the activities with me | 1.9 | 7.6 | 3.8 | 26.4 | 60.4 |

## 3.3 Attitudes, self-efficacy, behaviors, and norms regarding children’s reading at home

The primary findings of the survey are presented in four subsections: attitudes, perceptions of self-efficacy, change of behaviors, and norms. As already presented under the data management and analysis subsection (2.3), the results of this survey are generally based on unprompted responses, although there are some items with multiple response options.

### 3.3.1 Attitudes of parents regarding children’s reading

The survey asked parents about the most important subject for early grade learners, the grade at which learners should competently read on their own, and the roles parents could play to help their child with school work. The parents (unprompted) who mentioned reading as the most important subject in the early grades increased slightly from 5% to 7% between the baseline and the endline (***Table 19***). However, parents with high exposure to the campaign were almost three times more likely to cite reading as the most important subject for early grade learners compared to those with low exposure to the campaign (OR = 0.81 and CI 1.28–6.14).

Table 19: Percentage distribution of parents by early grade subjects that they cite as most important for early grade learners

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Percent | | Exp. OR |
| Baseline (n = 906) | Endline (n = 936) |
| English | 40.8 | 32.8 | 1.65 |
| Luganda | 17.9 | 23.9 | 2.28 |
| Mathematics | 19.2 | 20.8 | 1.58 |
| Science | 7.8 | 6.7 | 1.38 |
| Reading | 5.4 | 7.2 | 2.81\* |

The parents expecting children in P2 to competently read on their own increased from 20% at baseline to 26% at endline (***Table 20***). In general, a parent was more likely to say that learners in P2 should competently read on their own if they had a high exposure to the campaign (OR = 1.30), but this result is not statistically significant (CI = 0.89–1.90).

The change in the proportion of parents expecting children to be proficient in reading on their own by P3 was minimal (33% at endline versus 32% at baseline). The frequencies and the corresponding exposure ORs related to reading competence by grade level are presented in ***Table 20***.

Table 20: Percentage distribution of parents by grade in which they expect children to possess reading competence

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Percent | | Exp. OR |
| Baseline (n = 906) | Endline (n = 936) |
| Primary 1 | 3.9 | 5.2 | 1.87 |
| Primary 2 | 20.0 | 26.4 | 1.30 |
| Primary 3 | 31.5 | 33.3 | 1.04 |

The proportion of parents that said “yes” after being asked directly, “Do you believe a child should be reading fluently on his/her own by the end of Primary 2?” did not change much between the baseline (72%) and endline (75%). At the endline, 26% of parents mentioned P2 as the grade by which children should read on their own without being prompted, which was a slight increase from the 20% of parents who mentioned this at baseline.

When asked, “What role, if any, can parents play to help their early grade child with school work?” 64% of parents at baseline and 68% at endline mentioned “a parent can help the child complete homework” (***Table 21***) A parent with high exposure to the campaign was more likely to mention this (OR = 1.44). The result is statistically significant (CI = 1.06–1.95).

Table 21: Percentage distribution of parents by roles they feel able to play to help children with school work (unprompted multiple responses)

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Percent** | | **Exp. OR** |
| Baseline (n = 779) | Endline (n = 814) |
| Help the child complete homework | 64.3 | 67.5 | 1.44\* |
| Make time for the child to study | 56.4 | 56 | 1.48\* |
| Read with the child | 33.6 | 39.4 | 1.22 |
| Listen to the child as they read aloud | 12.3 | 18.5 | 1.17 |
| Buy scholastic materials | 31.1 | 21 | 1.13 |
| Pay school fees | 11.8\* | 14.6\* | 1.56\* |
| Make sure the child gets to school on time | 11.8 | 9.6 | 1.49 |
| Make sure the child has a good breakfast | 5.6 | 5.8 | 0.79 |
| Meet with the teacher or head teacher | 4.6 | 6.5 | 1.09 |
| Hire a tutor | 3.5 | 3.4 | 1.07 |

The proportion of parents mentioning “make time for the child to study” as a role for parents did not change over the two surveys (56%). However, a parent with high exposure to the campaign was more likely to mention that parents can “make time for children to study” (OR = 1.48) compared to a parent with low exposure. This result is statistically significant (CI = 1.11–1.95).

Although “paying school fees” was not included in the SBCC pilot campaign messages, parents who cited it as a role increased from 11% to 14% between the two surveys. A parent with high exposure to the campaign was more likely to mention that parents can “pay school fees” (OR = 1.56), which is a statistically significant result (CI = 1.01–2.40).

### 3.3.2 Parents’ perceptions of self-efficacy about helping children learn to read

The survey assessed parents’ perception of their ability to help children learn to read. The parents reporting that they can help their child learn to read remained the same over the two survey periods (87% at endline and 86% at baseline). However, parents with high exposure to the campaign were more likely to report that they could help their child learn to read on their own than parents with low exposure (OR = 1.77). The difference is statistically significant (CI = 1.15–2.74).

Parents who reported that they can help their child learn to read were also asked how they could achieve this. The post-campaign responses with major increases, compared to the baseline for this question (***Table 22***), were: listen to the child read aloud (26% to 34%), help the child to complete homework (40% to 47%), and read with the child (48% to 53%). The major reduction was in the proportion of parents mentioning “buy scholastic materials for the child” (which dropped from 41% to 32%).

Table 22: Percentage distribution of parents by ways they could help children learn to read (unprompted; multiple responses)

|  |  |  |
| --- | --- | --- |
| Ways | Percent | |
| Baseline (n = 779) | Endline (n = 814) |
| Read with the child | 47.5 | 52.9 |
| Help the child to complete homework | 39.9 | 46.5 |
| Make time for the child to study | 41.3 | 42.9 |
| Listen to the child as they read aloud | 26.1 | 33.8 |
| Encourage the child to complete homework | 43.4 | 40.1 |
| Buy scholastic materials for the child | 41.3 | 31.9 |
| Make sure the child gets to school on time | 12.9 | 12.7 |
| Pay school fees | 19.3 | 18.0 |
| Make sure the child has a good breakfast | 5.4 | 4.8 |
| Hire a tutor if the child is not doing well in school | 3.6 | 4.6 |
| Meet with the teacher or head teacher | 6.0 | 5.4 |
| Attend school meetings | 1.9 | 2.7 |
| Ask a neighbor to help | 2.9 | 3.3 |

Among the relatively few parents who reported that they were unable to help their child learn to read, 67% at baseline and 84% at endline, cited their own inability to read (***Table 23***) as the reason.

Table 23: Percentage distribution of parents by reasons that make them unable to help children learn to read (unprompted; multiple responses)

|  |  |  |
| --- | --- | --- |
| Reasons | Baseline (n = 127) | Endline (n = 122) |
| I cannot read | 67.4 | 84.0 |
| I am not a good teacher | 15.5 | 16.8 |
| I am too busy | 22.5 | 16.8 |
| Other | 19.4 | 10.4 |

### 3.3.3 Parents’ behaviors related to supporting children with school work

The survey explored whether parents had the intent of taking specific actions to help their children with school work, whether parents and other household members actually changed their behavior to help their children with school work, how they helped, how often they helped, and how much time they spent helping. The survey also inquired about household activities that may affect a child’s ability to do school work.

The SBCC pilot campaign increased parents’ intent of changing their behavior positively. Of the 321 parents who recalled the campaign after being prompted (subsection 3.2.2), nearly all reported their intent to take specific actions that promote reading practice (***Table 24***).

Table 24: Percent of parents likely to take specific unprompted actions after the campaign (multiple responses: n = 321)

|  |  |
| --- | --- |
| Action | Percent |
| Read with the child at home | 99.1 |
| Do other educational activities with children at home | 96.5 |
| Talk to the child more about reading or school work | 94.2 |
| Talk to the child’s teacher about his or her education or reading progress | 87.3 |
| Encourage other parents to read or do educational activities with children | 78.1 |
| Discuss campaign with others or mention the campaign to others | 76.7 |

The parents who reported that they help their child with school work increased from 71% at baseline to 75% at endline. Parents with high exposure to the campaign were approximately two times more likely to report that they helped their child with school work than those with low exposure (OR = 2.14). This result is statistically significant (CI = 1.53–3.02).

When interviewers asked parents, unprompted, how they help their child with school work, two responses showed statistically significant changes from baseline to endline (***Table 25***). The parents who cited “making time for the child to study” increased from 32% to 37% and “reading to the child” increased from 9% to 30% percent.

Table 25: Percentage distribution of parents by ways in which they help their children with school work (unprompted multiple responses)

|  |  |  |  |
| --- | --- | --- | --- |
| Ways | Percent | | Exp. OR |
| Baseline (n = 643) | Endline (n = 679) |
| Tell child to do his or her work | 45.7 | 44.4 | 1.42\* |
| Help the child complete homework | 15.4 | 39.7 | 1.15 |
| Make time for the child to study | 31.7\* | 36.8\* | 1.56\* |
| Read to the child | 9.1 \* | 30.1\* | 1.50\* |
| Check the child’s book or homework | 20.0 | 20.3 | 1.07 |
| Listen to the child as they read aloud | 20.7 | 19.1 | 0.89 |
| Ask someone to help | 38.5 | 10 | 0.74 |
| Practice reading with the child | 0.3 | 5.2 | 0.59 |

Based on exposure (***Table 25***), the activities[[13]](#footnote-13) that parents with high exposure to the campaign were more likely to report doing compared to those with low exposure were: read to the child (OR = 1.50 and CI = 1.08–2.08), tell the child to do his or her work (OR = 1.42 and CI = 1.06–1.92), and make time for the child to study (OR = 1.56 and CI = 1.15–2.12). All these results are statistically significant.

When parents who reported that they help their child with homework were asked how frequently they do this,the proportion of parents who stated three times per week increased from 22% at baseline to 29% at endline (***Figure 6***), while those who helped twice per week increased from 26% at baseline to 29% at endline. Overall, 76% of parents at baseline and 83% at endline reported helping their child twice a week or more.

Figure 6: Percent of parents that help, by the number of times they help

Of the parents who help their child with their homework, those that reported spending more than 30 minutes each time (the most amount of time reported) decreased from 43% at baseline to 39% at endline (***Figure 7***). There was no major change in the proportion of parents that reported spending between 20 and 30 minutes each time they helped their children with school work as the proportion increased from 30% at baseline to 31% at endline.

Figure 7: Percent of parents by average duration of the support sessions they conduct for learners

The parents who indicated that someone else in the household helps their child with his or her school work increased from 57% at baseline to 64% at endline, but there was no change in the proportion of the parents who mentioned that a sister or brother of the learner provided the help (***Figure 8***).

Figure 8: Percentage distribution of respondents by category of other household members that help learners with school work (unprompted multiple responses)[[14]](#footnote-14)

As shown in ***Table 26***, the ways in which other household members (excluding survey participants) helped children with school work did not change much between the two surveys. The modes of help with slight increases included other household members helping the child complete homework (45% to 47%), read with children (27% to 36%), and listened to the child read aloud (12% to 17%).

Table 26: Percentage distribution of respondents by the ways in which other household members help children with school work (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Ways | Baseline (n = 516) | Endline (n = 599) |
| Help the child complete his or her homework | 44.6 | 47.0 |
| Read to the child | 26.9 | 36.4 |
| Tell or encourage the child to do his or her work | 27.5 | 32.1 |
| Listen to the child as they read aloud | 12.3 | 17.1 |
| Make time for the child to study | 9.8 | 16.8 |
| Check the child’s notebook or homework | 15.5 | 15.9 |
| Ask the child questions about their school day | 5.2 | 7.2 |
| Practice language skills with child | 5.9 | 7.1 |

The proportion of parents who said that other household members help children with homework[[15]](#footnote-15) three times a week or more increased from 46% at baseline to 51% at endline (***Figure 9***).

Figure 9: Percentage distribution of respondents by number of times other household members help the learners

The duration of help by other household members did not significantly change from baseline to endline, although there was a slight decrease in the proportion of those who spent more than 30 minutes (the most frequent response) each time they helped their child (48% at baseline to 45% at endline; ***Figure 10***). Conversely, the proportion of other household members who spent 20 to 30 minutes each time they helped children with school work increased from 28% at baseline to 31% at endline.

Figure 10: Percentage distribution of respondents by the average duration of the support sessions other household members conducted for learners

There was an increase in access to reading materials during the period of the SBCC pilot campaign (***Table 27***). These increases included parents who indicated that learners had school books at home (18% at baseline to 27% at endline) and availability of charts (38% at baseline to 43% at endline). However, the availability of the Bible and Koran decreased from 39% at baseline to 33% at endline.

Table 27: Percentage distribution of households by type of reading materials at home (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Reading material | Baseline | Endline |
| Charts | 37.5 | 42.6 |
| Holy books (Bible and Koran) | 38.8 | 32.5 |
| School books | 17.5 | 27.4 |
| Book(s) for children (non-school) | 19.4 | 21.6 |
| School workbooks | 19.3 | 21.2 |
| Newspaper | 8.3 | 8.8 |
| Books for adults | 11.8 | 6.8 |
| Magazines | 1.4 | 2.4 |
| Don’t know or refused to answer | 1.5 | 2.0 |

Parents who reported that learners engaged in household chores in the morning before going to school decreased from 74% at baseline to 71% at endline (***Table 28***). However, the parents reporting that learners ate breakfast dropped from 47% to 37%. A new answer option was introduced in the endline survey to determine if children prepared themselves for school. Results from this question found that 76% of the children spent time brushing their teeth, bathing, and engaging in similar activities that prepare them for school.

Table 28: Percent of parents by type of activity children carry out before school (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Activity | Baseline (n = 906) | Endline (n = 936) |
| Prepares himself or herself for school | N/A\* | 75.7% |
| Helps with household chores | 73.7% | 71.2% |
| Eats breakfast | 46.7% | 36.8% |
| Packs his or her school bag | 28.1% | 11.9% |
| Does homework | 0.9% | 0.6% |

\*As noted in the narrative above, this answer option was introduced at the endline.

Nearly all parents at baseline and endline reported that their children engaged in household chores after school (***Table 29***), which equates to a high level of child work in the evenings. However, the proportion of parents who said that their children engaged in reading increased from 10% at baseline to 15% at endline, while the amount of parents who indicated that children engaged in homework alone decreased from 26% at baseline to 19% at endline.

Table 29: Percent of parents by type of activity children carry out after school (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
|  | Baseline (n = 906) | Endline (n = 936) |
| Helps with household chores | 91 | 91 |
| Plays with friends, brothers, or sisters | 46 | 51 |
| Does homework with siblings or classmates | 22 | 20 |
| Does homework alone | 26 | 19 |
| Reads | 10 | 15 |
| Other | 3 | 2 |

### 3.3.4 Local norms relevant to parents’ support for children’s reading practice at home

To understand the perceptions of local norms, the survey asked parents if they knew of friends, neighbors, and relatives who practiced reading with their child and whether they would expect their friends, neighbors, and relatives to approve of their reading with early grade children.

The baseline and endline proportion of parents who indicated that they knew friends, neighbors, and relatives who practiced reading with their child was the same (31%). However, the likelihood that a parent with high exposure to the SBCC pilot campaign knew of friends, neighbors, or relatives that read with their children was approximately two times that of a parent with low exposure to the campaign (OR = 2.33). This result is statistically significant (CI = 1.75–3.10).

From the 291 parents at endline that said they knew of friends, neighbors, and relatives who practiced reading with their children, 91% said they thought their friends, neighbors, and relative would approve of their reading with children. This was a slight increase from the baseline where 89% (285 parents) agreed with this statement. The results of the odds ratio analysis revealed no statistically significant changes.

# Section Four: Teachers’ survey Findings

## 4.1 Characteristics of interviewed teachers

About 75% of the literacy teachers (P1 to P3) and teachers of English (P4) interviewed were women (***Table 30***). This is consistent with the common practice in Uganda’s education system of deploying more female teachers in the lower primary school grades. Given the overly disproportionate distribution of male and female teachers amidst the relatively small total sample size, the subsequent survey findings are not disaggregated by teacher sex.

Table 30: Number of teachers interviewed, by sex

|  |  |  |
| --- | --- | --- |
| Sex | Baseline | Endline |
| Male | 22 | 23 |
| Female | 68 | 62 |
| **Total** | **90** | **85** |

The majority of the teachers interviewed (88% at endline and 87% at baseline) had more than five years of teaching experience. Given this finding and the relatively small sample size, the main survey findings are not disaggregated by the teachers’ years of experience.

## 4.2 Teachers’ attitudes

The survey asked teachers about the most important subject in the early grades, the grade in which learners should be able to read, parents’ ability to help children to learn to read, and whether and how parents help their children with school work.

There was no major change in the proportion of the teachers (59% at endline and 57% at baseline) that consider reading as the most important subject for early grade learners (***Figure 11***). However, the majority of the teachers at both baseline and endline cited reading as the most important subject, while the majority of the parents cited English.

Figure 11: Percentage distribution of teachers by subjects they consider most important for early grade learners

The proportion of teachers expecting learners to competently read on their own by the end of P2 (the most mentioned grade) did not change from the 36% at baseline (***Table 31***). However, teachers in both surveys generally expected learners to acquire reading competencies earlier than parents did. For example, 26% of parents at endline expected P2 children to be able to read on their own compared to 36% of teachers.

Table 31: Percentage distribution of teachers by grade in which they expect learners to possess reading competence

|  |  |  |
| --- | --- | --- |
| Grade | Baseline (n = 90) | Endline (n = 85) |
| Primary 1 | 16.7 | 17.6 |
| Primary 2 | 35.6 | 36.5 |
| Primary 3 | 33.3 | 21.2 |
| Primary 4 | 10.0 | 22.4 |
| Above Primary 4 | 3.3 | 2.4 |

Forty-two percent of the teachers at endline and 40% at baseline believed that parents felt able to help their children learn to read. However, there was a marked increase in the proportion of teachers mentioning four specific roles that parents can play to help their child to learn to read (***Table 32***). Reading with the child increased from 9% to 58%, making time for the child to study increased from 19% to 56%, buying reading materials increased from 31% to 64%, and listening to the child read increased from 1% to 11%.

Table 32: Percentage distribution of teachers by roles they believe parents are competent to perform (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Role | Baseline (n = 38) | Endline (n = 34) |
| Buy reading materials | 31.1 | 63.9 |
| Make time for the child to study | 18.9 | 55.6 |
| Read with the child | 8.9 | 58.3 |
| Listen to the child as they read aloud | 1.1 | 11.1 |

Of the teachers who believed that some parents felt unable to help their children learn to read, those that cited parents’ inability to read as the reason increased from 74% to 82% (***Table 33***). However, lack of time as a factor in the parents’ inability to help decreased from 54% at baseline to 45% at endline.

Table 33: Percentage distribution of teachers by reasons they feel some parents are unable to help children learn to read (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Reasons | Baseline (n = 52) | Endline (n = 51) |
| The parent cannot read | 74.1 | 81.6 |
| The parent is too busy | 53.7 | 44.9 |
| The parent is not a good teacher | 14.8 | 12.2 |
| Don’t know or refused to answer | 5.6 | 12.2 |

The proportion of teachers who said that children in their class were interested in reading increased from 85% (78 out of 90 teachers) at baseline to 92% (78 out of 85 teachers) at endline. The proportion of teachers who said that parents helped learners in their class with school work increased from 30% at baseline (27 out of 90 teachers) to 42% at endline (36 out of 85 teachers). Although a small amount of teachers surveyed said that parents helped learners with school work, there was an increase in the proportion of teachers citing some of the specific ways that parents help (***Table 34***). Specifically, teachers who cited “checking the child’s homework” increased from 16% to 27% at endline, while teachers who mentioned “asking a child to show the parent their work” increased from 12% to 20%.

Table 34: Percentage distribution of teachers by ways they feel parents can help learners with school work (unprompted multiple responses)

|  |  |  |
| --- | --- | --- |
| Ways | Baseline (n = 27) | Endline (n = 36) |
| Check his or her homework | 15.6 | 27.1 |
| Ask the child to read to the parent | 10.0 | 16.5 |
| Ask the child to show the parent his or her work | 12.2 | 20.0 |
| Ask the child questions about their day in school | 7.8 | 10.6 |
| Read to the child | 12.2 | 10.6 |
| Ask someone to help | 6.7 | 7.1 |
| Hire a tutor | 2.2 | 1.2 |
| Don’t know or refused to answer | 0 | 3.5 |

## 4.3 Classroom activities and availability of reading materials

The survey asked teachers about the number of times they assign homework, how often learners took reading materials home, and the reasons some learners do not take reading materials home.

As shown in ***Table 35***, there was no significant change in the proportion of teachers (39% to 41%) indicating that they assign homework to learners daily (the most cited response) in a 5-day week.

Table 35: Percent of teachers mentioning the average number of times they assign homework to learners (unprompted)

|  |  |  |
| --- | --- | --- |
| Frequency | Baseline (n = 90) | Endline (n = 85) |
| Every day | 38.9 | 41.2 |
| 4 times a week | 6.7 | 7.1 |
| 3 times a week | 25.6 | 21.2 |
| 2 times a week | 17.8 | 18.8 |
| Once a week | 5.6 | 4.7 |
| Not at all | 5.6 | 5.9 |

The percentage of teachers who mentioned that learners frequently took textbooks to use at home increased from 9% (8 out of 90 teachers) at baseline to 37% (31 out of 85 teachers) at endline. However, a dramatic increase was noted with story books and story cards. The teachers who reported that learners frequently took story books and story cards home increased from 12% at baseline to 94% at endline. At the baseline, the analysis of how frequently learners took reading materials for use at home was not feasible because of the small number of teachers (eight) who reported that learners actually borrowed reading materials. However, at the endline, 15% of the teachers (around 13) mentioned that learners borrowed textbooks twice a week while 13% (11) mentioned once a week (***Table 36***). Regarding story cards, 39% of the teachers indicated that learners borrowed the cards once a week and 34% cited twice a week; the rest said learners borrowed materials more than twice a week (***Table 36***).

Table 36: Percent of teachers mentioning the average number of times learners took reading materials home, at endline (unprompted)

|  |  |  |
| --- | --- | --- |
| Frequency | Textbooks (n = 31) | Story cards (n = 80) |
| Every day | 4.7 | 8.8 |
| 4 times a week | 2.4 | 2.5 |
| 3 times a week | 3.5 | 15.0 |
| 2 times a week | 15.3 | 33.8 |
| Once a week | 12.9 | 38.8 |

For learners who did not take textbooks home, the teachers mentioned “fear by teachers of damage or loss” as the reason, which dropped from 83% at baseline to 65% at endline (***Table 37***). However, the amount of teachers who noted fear by teachers of damage or loss of storybooks and cards increased from 44% at baseline to 60% at endline. The other most cited reason for children not taking reading materials home was the shortage of such reading materials. Although the teachers that indicated that there were no storybooks or story cards reduced from 40% to 20%, there was an increase (18% to 40%) in the amount of teachers who noted that there were too few storybooks and story cards.

Table 37: Percentage distribution of teachers by reasons learners do not take reading materials home (unprompted multiple responses)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reason | Textbooks | | Storybooks or Story cards | |
| Baseline (n = 90) | Endline (n = 85) | Baseline (n = 90) | Endline (n = 85) |
| Teachers fear loss or damage | 82.7 | 64.8 | 43.6 | 60.0 |
| Few reading materials | 27.2 | 42.6 | 17.9 | 40.0 |
| No reading materials | 2.5 | 5.6 | 39.7 | 20.0 |
| Learners are not interested | 0.0 | 0.0 | 3.8 | 20.0 |
| Parents fear loss or damage | 13.6 | 9.3 | 10.3 | 0.0 |

# Section Five: Discussion of findings and survey conclusions

This evaluation survey showed small but statistically significant effects on many of the factors that affect or demonstrate parents’ engagement at home with early grade learners on the subject of reading. Of particular interest were measures of differences between parents with high versus low campaign exposure. For example,

* Parents who had high exposure to the campaign were 50% more likely to report that they read to their child (OR=1.5, ***Table 25***).
* The proportion of teachers who cited targeted behaviors when asked what role parents can play in helping their children learn to read increased notably from baseline to endline. “Read with the child” increased from 9% to 58% and “listen to the child read” increased from 1% to 11% (***Table 32***).

Also notable is the high success rate of interpersonal contacts, including community meetings and parents’ discussions with members of their social networks. A high proportion of parents who reported such contacts also reported performing educational activities with their child, including reading to them or listening to them read. This suggests that a scale-up of these activities, which were not widely implemented in this pilot, could be successful. For example,

Among parents who were taught educational activities on the flash cards they could do with their children, 95% reported having performed the activities with their children at home.

* Relatively few parents (11% or 104 parents) reported attending a community meeting at which they learned at least one educational activity they could do with their children, but of those, 93% reported practicing the activities at home with their children.
* Twenty-one percent of parents reported that their friends, neighbors, or relatives had talked to them about reading with their children at home.
* Only 6% (53 parents) confirmed receiving SBCC flash cards to help them carry out educational activities with their children; 93% of whom could recall at least one of the techniques shown in the flash cards.

**Reach and recall:** When parents were asked if, in general, they recalled coming across any messages about parents reading to their children at home during the campaign period, 53% said “yes.” All respondents were then asked a more specific question that asked not only if they had come across any messages, but if they could recall any of the actions being promoted in the messages. The recall rate to this second (prompted) question was slightly lower: 45%. The difference in the question, however, makes it difficult to compare the two rates. Recall rates by medium of message dissemination are described below.

**Radio:** In the unprompted recall group (53% or 496 parents), radio was the most cited medium they received campaign messages through (49% or 245 parents). All of the respondents were prompted about radio (“Did you hear anything on the radio related to the campaign?”); 29% (271 respondents) said “yes.” Of the messages recalled spontaneously from the radio by this second group, the vast majority were specifically those being promoted by the campaign (see ***Table 10***). This suggests that, although the campaign’s reach via radio could have been more robust, those who were reached by radio were likely to recall the specific messages being promoted.

**Posters:** In the unprompted recall group (53% or 496 parents), 19% (94 parents) cited posters as the mode they received campaign messages. In the prompted recall section, all of the respondents were shown the posters and asked if they had seen them—43% (402 parents) confirmed having seen the posters. As with radio, those in that group who spontaneously recalled a message were very likely to cite one of those being promoted by the campaign, such as “It is important to read with children at home” (63%; see ***Table 13*** for more detail).

**Interpersonal communication at community meetings:** As noted above, only 12% of parents reported attending community meetings, but those who did were very likely to report doing educational activities with their children at home, such as encouraging the child to read to them, asking the child to tell stories or sing, or looking at the child’s books. The parents who attended the meetings were likely to have been those most motivated to support their child’s reading, but the strong results are notable and suggest that community meetings should be encouraged in a scale-up, perhaps with a toolkit that can be easily disseminated.

**Interpersonal communication through friends, neighbors, and family members:** Although campaigns work directly on the audience members on an individual level, the indirect effects that occur through promoting discussion among community members are just as important. Reports of increased discussion in the community represents an important marker for changes in social norms. Approximately twenty-five percent of the 401 parents reported discussions with members of their social networks, and, as noted above, these respondents were very likely to have taken action.

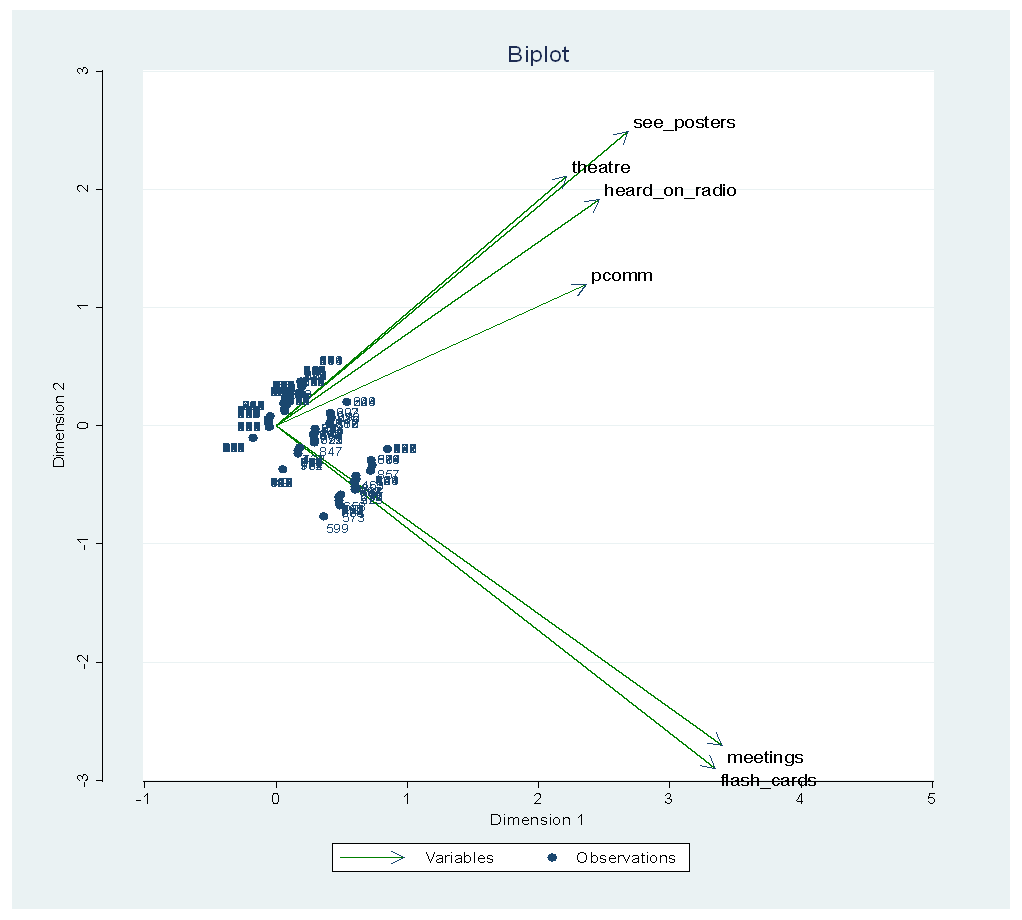
When parents who recalled messages from a specific channel were asked about whether they had discussed the messages with others, the positive responses ranged from 50% (posters) to 73% (radio programs). In addition, when parents with high campaign exposure were asked about overall campaign effects, 77% said the campaign made them more likely to discuss the issues with others and 78% said the campaign made them more likely to encourage other parents to read or do educational activities with their children.

Another measure of change in social norms that shows positive results is the response when parents are asked if they know friends, neighbors, or relatives who read with their children. A parent with high exposure to the campaign was twice as likely to say “yes,” compared to a parent with low exposure to the campaign.

For those parents in the SBCC campaign pilot who reported hearing campaign messages on the radio (29% or 272 parents), nearly half of them (49%) cited radio Sun FM, the only station used during this campaign.

There is some overlap in the reach of some campaign channels as the directions of the arrows in **Figure 12** reveal. For example, parents who reported seeing messages on posters also reported hearing messages on the radio and seeing the theater performances. Similarly, those who reported hearing the campaign messages from community meetings also mentioned flash cards (which is to be expected if the flash cards were distributed at community meetings). This implies that one channel out of those two combinations could have had the same exposure effect, although the actual messages varied. Note that hearing about the campaign from neighbors, relatives, and friends was not correlated with any of the other campaign channels.

Figure 12: Correlation in the exposure effect of the campaign channels

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The endline survey reveals mixed results in the attitudes, norms, perceptions of self-efficacy, and behaviors of parents regarding early grade children’s reading. There are statistically significant results demonstrating changes in attitudes, norms, perceptions of self-efficacy, and behaviors relative to the parents’ exposure to the campaign. This suggests that the campaign contributed to changes in those areas.

Regarding attitudes, there was a higher likelihood that parents with high exposure cited reading as an important subject for early grade learners. There were also higher chances of parents with high exposure stating that parents can help the child complete homework and make time for the child to study. Regarding norms, parents with high exposure to the campaign were more likely to mention that they know of friends, neighbors and relatives who practice reading with their children. On self-efficacy, parents with high exposure to the campaign were more likely to consider themselves able to help their child learn to read on their own. Parents with high exposure to the campaign were also more likely to state that they could buy scholastic materials and make time for the child to study as the roles they could play as parents to help children learn to read.

Regarding behaviors, the chances of a parent with high exposure mentioning that they helped their child with school work were more than twice as high than a parent with low exposure (OR = 2.14). Furthermore, the proportion of parents reporting reading to their child more than tripled from baseline to endline (9% to 30%) and parents with high exposure to the campaign were about 50% more likely to report reading to their child, telling their child to do his or her work, and making time for their child to study (***Table 26***). These changes in parents’ attitudes, perceptions, and behaviors were expected from the SBCC pilot campaign. The results indicate that scaling up the campaign could further shift parents’ attitudes, perceptions of self-efficacy, and behaviors.

However, there are attitudes, norms, perceptions, and behaviors that did not change regardless of a parents’ level of exposure to the campaign. For example, when asked what role parents can play to help a child with school work, positive changes from baseline to endline were small and only two of the roles cited can be related to campaign exposure (***Table 22***). There were also minimal changes in parents’ attitudes about the grade level at which a child should be able to read (although this was not addressed directly in the campaign materials). A parent with high exposure to the campaign was nearly three times more likely to cite reading a the most important subject for early grade learners (OR = 2.81), but the percentages were small (***Table 20***).

In terms of social norms, there was no apparent campaign impact on the proportion of parents who said they expected their friends, neighbors, and relatives to approve of their reading with early grade children. This result was quite high at baseline (89%) and endline (91%) but showed no change according to the level of campaign exposure.

In self-efficacy, the relatively few parents who said they were unable to help their child learn to read (14% at baseline and 13% at endline) were more likely to cite their own inability to read as the reason they could not help their child (***Table 24***). This implies that the pilot campaign messages encouraging parents without reading skills that they were able to help their child learn to read did not change the perceptions of the majority of such parents.

Finally, the number of teachers that reported learners frequently took storybooks and story cards home increased from 12% at baseline to 94% at endline.

**Implications for Scale-up**

The pilot’s results suggest that small but significant changes can be achieved with an SBCC campaign to increase parental involvement in early grade reading. Radio, posters and interpersonal communication showed the most impact—both could be increased in frequency and intensity in future campaigns to increase effectiveness.

Population-level changes in attitudes, social norms, and behaviors are rarely achieved after one campaign, but with ongoing efforts and continued refinement of messages and methods, change can be accomplished. Ongoing efforts are also needed in this case because the target audience—parents of early grade learners—is constantly starting over.

**Reflection’s on the survey design for the SBCC pilot campaign and implications for future pilots**

The survey design allowed for a pre- and post-campaign comparison of parents’ attitudes, perceptions, norms, and behaviors. However, the questionnaires included questions that were not focused on the core of campaign messages (i.e., reading with children). Further, both the baseline and endline surveys targeted secondary audiences of the campaign, whose results not central to the analysis of campaign outcomes. In addition, some of the questions and the instructions for asking them (especially on campaign recall) lacked the clarity and specificity required to ensure wide-scale reliability of responses and the comparison of prompted and unprompted recall of the campaign.

The measurement of campaign effectiveness could be improved by the following modifications:

* Ensuring the interview team’s strict adherence to the two-stage prompted recall process (used in the Malawi and Senegal pilots). This involves showing the campaign logo to those who cannot recall the campaign described to them and analyzing results at the two levels.
* Focusing the questionnaires on the key campaign messages, in this case, around parents reading with children at home.
* Limiting the quantitative surveys to the primary campaign audience unless the questions asked to the secondary audiences can validate the responses of the primary audience.
* Providing more clarity in the questions regarding prompted and unprompted recall of the SBCC campaign and specific campaign messages.
* Making a clear distinction between recall of the campaign and recall of the campaign messages.
* Developing a clear definition of what constitutes school work, homework and study time. For example, would a child bringing home a story card be considered by parents as homework?

# Appendices (Data Collection Instruments)

## Appendix 1: Parent Questionnaire

General Instructions

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

|  |
| --- |
| **Parent Consent Form (Read aloud to the parent)** |
| Hello. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_. I am working with Development Link Consult in partnership with the USAID|Uganda Literacy Achievement and Retention Activity and Ministry of Education and Sports.  We are collecting data on parents’ involvement in their children’s education. You were selected from all the parents/guardians that have children in **[insert class of the child who was selected at the school as a proxy for the household].** The selection was random or “chance,” in a way similar to drawing a name from a hat. As parents and guardians your views about your child’s education is very critical to this study. |
| * The purpose of this activity is to help improve children’s education in the community. We are particularly interested in better understanding the ways children learn to read and the work they do both in and out of school. * Your participation in this interview is very important, but you do not have to participate if you do not want to. If you agree to participate I will be asking you questions about your household and your children and the way you and other household members might support your children’s schooling. * I have a tablet **(*show the tablet*)** here with the questionnaire that I will fill out while we are talking. The questionnaire will take about one hour. Please be assured that the questionnaire is anonymous and will not be reported on an individual level but will be combined with other participants’ responses. If I do collect any names, they will be kept on a separate sheet and destroyed at the end of the visit. Your name will not be mentioned anywhere in the survey data. The combined results of the questionnaire will be shared with the USAID|Uganda Literacy Achievement and Retention Activity and the Ministry of Education and Sports to better understand the ways children learn to read and the work they do both in and out of school. * We believe there is no risk to you by participating in this research. You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade education in Uganda. * If you have any questions regarding this study, please feel free to contact:   Juliet Nakayenga, Development Links Consult, Plot 175/176 Kyaddondo II Road  Kagugube Zone, P.O. Box 27516, Kampala , Uganda, Tel +256 3932 66420 ( office) +256 705 686 773   * Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that’s all right. Are you willing to participate? * What is the name of the child/learner in your household who is in Primary 1 to 4 in this school **[this question is to clarify to the respondent and the interviewer which child is being referenced in case the household has more than one child in P1–P4]**   **NOTE: ALL QUESTIONS SHOULD REFER TO THIS CHILD/LEARNER.** |

|  |  |  |
| --- | --- | --- |
|  | | |
| **Parent provided consent (Circle to indicate consent was received or not received): \*YES\*\*NO\***    **Signature/Thumb print \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| * We greatly appreciate your taking the time to help us. I hope you enjoy our interview. Please answer the questions as honestly as possible. If you cannot answer a question, that is not a problem and we will move on to the next question. Also, please interrupt me if you have a question or need clarification. Shall we begin? * **Tukwebaza nnyo okuba nga werekereza obudde osobole okutuyambako. Nkusaba oddemu ebibuuzo byonna mubwesimbu nga bwekisoboka.Bwoba tosobola kuddamu kibuuzo, tewali buzibu bwona tujja kuba tweyongerayo nekibuuzo ekiddako. Era bwoba olina ekibuuzo oba nga oyina kyoyagala okwetegereza, oli wa ddembe okunyimiriizamu. Kati tutandike?** | | |
|  | Starting time **[Use 24-hour time HH:MM]** | \_\*\_\_\_:\_\_\_\_\* | |
|  | Interview date **[DD/MM/YY]** | \_\*\_\_\_/ \_\*\_\_\_/\_\*\_\_\_ | |
|  | Name of interviewer **[Last name, first name]** |  | |
|  | 1. Coordinating Center (CC) 2. School that learner attends 3. Name of learner **Erinnya ly’omuyizi/omusomi** 4. Class of the learner **Ekibiina ky’omuyizi/omusomi** 5. Gender of the learner **Ekikula ky’omuyizi/omusomi** 6. School EMIS number (school learner attends) 7. Village where the school is located 8. District where the school is located | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **DEMOGRAPHIC DATA** | | | |
|  | Respondent code | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date collector’s number+Order number+First letter of neighborhood  +First letter of Village.  Example: 101DK | |
|  | Age of respondent: (years) (Completed years) **Nyabo/Ssebo olina emyaka emeka?** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Gender of respondent: **Ekikula ky’addamu ebibuuzo** | Male 1  Female 2 | |
|  | Relationship to child: **Oluganda ku mwana** | Mother of the learner 1  Father of the learner 2  Sister of the learner 3  Brother of the learner 4  Aunt of the learner 5  Uncle of the learner 6  Grandmother of the learner 7  Grandfather of the learner 8  Other (specify) 99    Don’t know/Refuse to answer 888 | |
|  | Age of child: **[in whole years] Omwana alina emyaka emeka?** | ----------------------------------------------------------------- | |
|  | Language of instruction in child’s class: **Mu kibiina omwana basinga kumusomesa mu lulimi ki?** | Luganda 1  English 2  Other……………………………………………………………………..3  Don’t know/refuse to answer 888 | |
|  | Level of school completed by respondent: **Nyabo/Ssebo wakoma mu kibiina ki?** | No formal education 1  Some primary school 2  Completed primary school 3  Some secondary 4  Completed secondary 5  Post-secondary or higher (Means after S.6) 6  Vocational/Technical……………………………………………….7  Other specify…………………………………………………………99  Don’t know/Refuse to answer 888 | |
|  | Number of people living in household: **Ewaka mu beerayo bameka?**  **(Include the babies and those in boarding schools)** | Don’t know/Refuse to answer 888 | |
|  |  |  | |
|  | What is the main language(s) usually spoken in household: **Lulimi ki lwemusinga okukozesa e waka?**  ***[SELECT ONE]*** | ***Luganda*** 1  ***Runyankore-Rukiga*** 2  ***English*** 3  Other (specify) 99    Don’t know/Refuse to answer 888 | |
|  | Do you have any printed materials in your home that children/adults can read? If so, what kind? **Mulinayo ebintu byonna ewaka abaana oba abantu abakulu bye basobola okusoma? Bwe bibaawo bya kika ki?**  **[Do not prompt or read list. Check only if mentioned by respondent. Check all that the respondent mentions. Probe for more]** | Magazine(s) 1  Newspaper(s) 2  Book(s) for adults 3  Book(s) for children (non-school books) 4  School book(s) 5  School workbook(s) 6  Koran 7  Bible 8  Charts 9  No printed materials in home 10  Other (specify) 99    Don’t know/Refuse to answer 888 | |
| **Physical Organization of Home** | | | |
|  | Number of rooms:  **Enyumba yamwe ya bisenge bi meka**  **(In the main house)** |  | |
|  | Do you have electricity in your home? **Mulina amasannyalaze mu nyumba ?**  **(Electricity includes solar, generator, and biogas)** | No 0  Yes 1  Don’t know/Refuse to answer 888 | |
|  | Where do you normally get water you use at home? **Amazzi gemukozesa ewaka mugakyima wa ?**  **[Tick only ONE response, probe if stream or well is mentioned]** | River, stream, or lake 1  Protected well or borehole 2  Communal tap 3  Water pipe/tap in your home 4  Water truck or tank 5  Other (specify) 99    Don’t know/Refuse to answer 888 | |
|  | What is the main source of energy used to cook food at your home? **Ewaka musinga kufumbira kuki?**  **[Read answer options aloud.**  **Tick only ONE response. Ask questions to find the main source of energy]** | Firewood 1  A charcoal burner 2  A kerosene stove 3  A gas stove 4  An electric stove/cooker 5  Other (specify) 99    Don’t know/Refuse to answer 888 | |
|  | Does your home have the following items in your home? **Ewaka mulinayo ebintu bino wansi?**  **[Read each item on the list to the respondent one by one and tick what any item they have. Ask about the functionality of each item they have.)** | |  |  |  |  | | --- | --- | --- | --- | |  | No | Yes | Do not know/No response | | Radio | 0 | 1 | 888 | | Mobile phone | 0 | 1 | 888 | | Television | 0 | 1 | 888 | | Computer | 0 | 1 | 888 | | Refrigerator | 0 | 1 | 888 | | Bicycle | 0 | 1 | 888 | | Motorbike | 0 | 1 | 888 | | Car/truck | 0 | 1 | 888 | | None of the above |  |  |  | | |
| **Attitudes toward Reading and Schooling** | | | |
|  |  |  | |
|  | In your opinion, what is the most important subject for a child to learn in school in the early grades (Primary 1–4)? **Olowooza ssomo oba subject ki erisinga okuba ely’omugaso eri omwana ali mukibiina ekisooka okutuuka ku kyokuna (P1–P4)?**  **[Do not prompt respondent or read the list. Tick subject only if mentioned by respondent.]** | Math 1  Reading 2  Writing 3  English 4  Science 5  Social Studies (SST) 6  Expressive arts (sports, art, music) 7  Bible knowledge/religious study 8  Luganda ……………………………………………………………….9  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | In which class should a child be able to read fluently on his/her own? **Olowooza kibiina ki omwana mweyandibadde asobolera okusoma obulungi kululwe?**  **[Mark only one response. If the respondent asks in which language, tell them “in any language.”]** | Primary 1 1  Primary 2 2  Primary 3 3  Primary 4 4  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | Do you believe a child should be reading fluently on his/her own by the end of Primary 2? **Okikiriza nti omwana yandibadde asobola okwesomera obulungi wamalirako ekibiina eky’okubiri (P2)?**  **(Mark only one response.)** | No 0  Yes 1  Don’t know/Refuse to answer 888 | |
|  | What role, IF ANY, can parents play to help their early grade child with school work? **Olowooza ngeri ki abazadde gye basobola okuyamba ko abaana baabwe abali mu bibiina ebisokerwaako (early grade) okukola ebibaweredwa kusomero (homework)?**  **[Do not prompt respondent or read list. Tick role only if mentioned by respondent. Tick all that apply.]** | Meet with teacher/head teacher 1  Help the child complete their homework 2  Make time for child to study 3  Make sure child has a good breakfast 4  Read with child 5  Listen to child read aloud 6  Hire a tutor if the child is not doing well in school 7  Attend school meetings 8  Buy scholastic materials for the child 9  Pay school fees 10  Make sure the child gets to school on time 11  Don’t know/Refuse to answer 888 | |
|  | Do you feel you can help your child learn to read? **Muli owulira osobola okuyambako omwana wo okuyiga okwesomera?** | No 0  Yes 1   * **If no, skip to question 27.**   Don’t know/Refuse to answer 888 | |
|  | **If yes,** what can you do to help your child? **Osobola kukola ki okuyamba omwana wo?**  **[Do not prompt respondent or read list. Check only if mentioned by respondent. Check all that apply.]** | Meet with teacher/head teacher 1  Help the child complete their homework 2  Make time for child to study 3  Make sure child has a good breakfast 4  Read with child 5  Listen to child read aloud 6  Hire a tutor if the child is not doing well in school 7  Attend school meetings 8  Buy scholastic materials for the child 9  Pay school fees 10  Make sure the child attends school on time 11  Encourage the child to complete homework ……….12  Ask a neighbour to help………………………………………..13  Other (specify) 99  Don’t know/Refuse to answer 888 | |
|  | If no, what makes you feel unable to help your child learn to read? **Lwaki olowooza nti tosobola kuyamba mwanawo kuyiga kwe somera?**  **[Do not prompt respondent or read list. Check only if mentioned by respondent. Check all that apply.]** | Child prefers watching television 1  Child wants to play with other children 2  I am not a good teacher 3  I am too busy with work/household chores/taking  care of other children 4  I can’t read……………………………………………………………..5  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  |  |  | |
|  | Do you know of friends, neighbors, or relatives that practice reading with their early-grade children? **Olina emikwaano oba balirwaanabo oba ab’enganda abasomera wamu ebitabo n'abaana babwe abali mu bibiina ebya wansi?** | No 0  Yes 1   * **If no, skip to question 30.**   Don’t know/Refuse to answer 888 | |
|  | How many of your friends, neighbors, or relatives practice reading with their early grade children? **Bameka kumikwano gyo/balirwaanabo/ab’enganda zo abasomera wamu n'abaana babwe abali mubibiina ebyawansi ebitabo ewaka?**  **(If an absolute number is given, ask for the total and compute the fraction and classify it in the options provided)** | No 0  Yes 1  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | Do you think your friends, neighbors, or relatives would approve of you reading with your children? **Olowooza mikwano gyo/balirwaanabo/ab’enganda zo bandiwagidde ekyo kusomera awamu n'abaanabo ebitabo ewaka?** | No 0  Yes 1  Don’t know/Refuse to answer 888 | |
| **Home Literacy Environment** | | | |
|  | What activities does your child usually do before he/she goes to school in the morning? **Bintu ki omwana wo byasooka okukola oba okwenyigiramu nga tanaba kugenda ku ssomero?**  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Helps with household chores 1  Eats breakfast 2  Packs his/her school bag 3  Plays with other children/siblings 4  Does homework 5  Other (specify) 6  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | What activities do you and your family typically do when your child has returned from school? **Bintu ki ggwe nab’omumakaago by’emutera okukola oba okwenyigiramu ng'abaana bakomyeewo okuva kusomero?**  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Household chores 1  Prepare the evening meal 2  Take care of the younger children 3  Read to children 4  Have children read to me 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | What does your child usually do when he/she returns from school? **Omwana wo atera kukola bintu ki ng’akomyewo okuva ku ssomero?**  **[Do not prompt the respondent or read list. Check item only if mentioned by respondent. Check all that apply. If only household chores are mentioned, ask about other activities]** | Helps with household chores 1  Plays with friends/brothers/sisters 2  Does homework alone ……………..……………………………3  Does homework with siblings/classmate(s)……………4  Reads 5  Watches TV 6  Studies religious books/goes to religion school 7  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | Some children receive help with schoolwork from parents or other household members. Other children do not receive help with schoolwork from parents or other household members. Do you help your child with schoolwork? **Abaana abamu bayambibwako bazadde babwe oba abo bebabeera nabo ewaka okukola ebibawereddwa ku ssomero oba home work. Naye abamu tebafuna buyambi obwo. Ggwe omwanawo omuyambako okukola ebiba bimuwereddwa ku ssomero okukolera ewaka?** | No 0   * **If no, skip to question 38.**   Yes 1  Don’t know/Refuse to answer 888 | |
|  | How do you help your child with schoolwork? **Omwana omuyamba otya okukola ebiba bimuwereddwa ku ssomero homework okukolera ewaka?**  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply. Ask questions to get as many answers as possible.]** | Check child’s notebook or homework 1  Tell/encourage child to do his/her work 2  Make time for child to study 3  Ask child questions about their school day 4  Read to child 5  Listen to child read aloud 6  Help child complete their homework 7  Ask someone else to help child with homework 8  Engage a tutor 9  Practice language skills with child 10  Respondent does not help the child 11  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | In a week or month, how often do you help the child with school work? **Mu wiiki oba mu mwezi emirundi emeka gy’oyambako omwana wo okukola emirimo egiba gimuwereeddwa ku ssomero oba homework okukolera awaka?**  **[Ask questions to get a specific number of times. If respondent answered, “I don’t know” and doesn’t help the child, skip to question 37)** | Every day 1  2 times a week 2  3 times a week 3  4 times a week 4  5 times a week………………………………………………………..5  6 times a week…………………………………………………..……6  Once a week 7  Once a month…………………………………………………………8  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | How much time do you spend with the child each time you help them with school work? **Okutwaliza awamu buli mulundi ng’oyamba omwanawo budde ki bwomala naye?** | Less than 20 minutes 1  20–30 minutes 2  More than 30 minutes 3  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | Does anyone else in the household help the child with school? **Waliwo omuntu omulala yenna ewaka ayambako omwana kubiba bimuwereddwa kussomero okukorela ewaka** | No 0   * **If no, skip to question 43.**   Yes 1 | |
|  | If yes, who? **Bwewabaawo, ani asinga okumuyamba?** | Mother of the learner 1  Father of the learner 2  Sister/brother of the learner 3  Other adult relative (aunt, uncle, grandparent, etc.) 4  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | How does someone else in the household help the child? **Amuyamba mu ngeri ki?**  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Check child’s notebook or homework 1  Tell/encourage child to do his/her work 2  Make time for child to study 3  Ask child questions about their school day 4  Read to child 5  Listen to child read aloud 6  Help the child complete his/her homework 7  Ask someone else to help 8  Engage a tutor 9  Practice language skills with child 10  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | How often does someone else in the household help the child in any given week or month? **Mu wiiki oba mu mwezi amuyamba emirundi emeka?** | Every day 1  Once a week 2  2 times a week 3  3 times a week…………………………………………………..……4  4 times a week…………………………………………………..……5  5 times a week………………………………………………………..6  6 times a week………………………..………………………………7  Once every 2 weeks 8  Once a month 9  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer……………………………………………..888 | |
|  | How much time does someone else in the household spend helping the child with schoolwork, each time they help? **Buli murundi gw'aba amuyambye budde ki bwamala naye?** | Less than 20 minutes 1  20–30 minutes 2  More than 30 minutes 3  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | Other than today, have you ever visited the child’s school? **Ngojeeko olwaleero, wali okyaddeko wano ku ssomero ly’omwana wo?** | Yes ……………………………………………………………………1  No……………………………………………………………………..2 | |
|  | On average, how many times do you visit the child’s school in a term? **Okutwaliza awamu mirundi emeka gy’ojja wano ku ssomero ly’omwana wo mu taamu?** | Once ……………………………………………………………………1  2 times …………………………………………………………………2  3 times …………………………………………………………………3  4 times ………………………………………………………………...4  5 times ………………………………………………………………….5  More than 5 times…………………………………………………6  Don’t know/Refuse to answer ……………………………………………888 | |
|  | Have you ever spoken to the child’s teacher?  **Wali oyogeddeko n’omusomesa w’ omwaana ono?** | No 0   * **If no, skip to question 47.**   Yes 1 | |
|  | When was the last time you spoke to the child’s teacher?  **Wasemba ddi okwogerako n’omusomesa w’omwaana ono?** | In the past 7 days 1  In the past 14 days 2  In the past 30 days 3  More than a month ago 4  Not at all this school year 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
|  | What did you talk about with the child’s teacher? **Nsonga ki gyemwayogerako n’ omusomesa w’omwaana ono?**  **[Do not prompt the respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Discipline 1  Child’s performance 2  Reading ability 3  School fees 4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 | |
| **Media Habits** | | | |
|  | In the past month, have you come across any advertisements or messages about children learning to read in any of these sources? **Mu mwezi oguyise, olabyeko ku bubaka obukubiriza okuyigiriza abaana okusoma nga buyita kumikutu gino agyenjawulo?**  **[Read aloud each item in the list and tick the sources mentioned. Check all that apply.]** | Newspapers or magazines 1  On television 2  On the radio 3  On billboards 4  SMS 5  Community meetings 6  Drama groups …………………………………………………….7  Other place ………………………………………………….99  None of the above ……………………………………………..9  Posters ……………………………………………………………….10  Flyers……………………………………………………………………11  Don’t know/Refuse to answer 888 | |
|  | Ending time **[Use 24-hour time HH:MM]** | \*\*\*\*\* : \*\*\*\*\* | |
| **Thank you very much.** | | | |

## Appendix 2: Teacher Questionnaire

General Instructions

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

|  |
| --- |
| **Teacher’s Consent Form (Read aloud to Teacher)** |
| Hello. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_. I am working with Development Link Consult in partnership with the USAID|Uganda Literacy Achievement and Retention Activity and Ministry of Education and Sports.  We are collecting data on parents’ involvement in their children’s education. You were selected to participate in this activity because you are the literacy teacher (English teacher for P4) in **(state the class of the teacher). *If there is more than one literacy teacher (English teacher for P4), the research assistant must mention that the teacher was randomly selected among the literacy teachers in that class.***Your participation in this interview is very important, but you do not have to participate if you do not wish to. If you agree to participate, I will be asking you questions about the learners in your classes and the way their parents and other household members might support their schooling. |
| * The purpose of this activity is to help improve the education for children in the area. We are particularly interested in better understanding the ways children learn to read and the work they do both in and outside of school. * I have a tablet **(*show the tablet*)** here with the questionnaire that I will fill out while we are talking. The questionnaire will take about one hour. Please be assured that the questionnaire is anonymous and will not be reported on an individual level but will be combined with other participants’ responses. If I do collect any names, they will be kept on a separate sheet and destroyed at the end of the visit. Your name will not be mentioned anywhere in the survey data. The combined results of the questionnaire will be shared with the USAID|Uganda Literacy Achievement and Retention Activity and the Ministry of Education and Sports to better understand the ways children learn to read and the work they do both in and outside of school. * We believe there is no risk to you in participating in this research. You will not personally benefit from participating in this interview. However, your responses will be used to help support improvements in early grade education in Uganda. * If you have any questions regarding this study, please feel free to contact:   Juliet Nakayenga, Development Links Consult, Plot 175/176 Kyaddondo II  Road  Kagugube Zone, P.O. Box 27516, Kampala , Uganda, Tel +256 393 266 420 (office) +256 705 686 773   * Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that’s all right. Are you willing to participate? |
| **Teacher provided consent (Circle to indicate if consent was received or not): \*YES\*\*NO\***  **Signature/Thumb print \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| * We greatly appreciate your taking the time to help us. I hope you enjoy our interview. Please answer the questions as honestly as possible. If you cannot answer a question, that is not a problem and we will move on to the next question. Also, please interrupt me if you have a question or need clarification. Shall we begin? |

|  |  |  |
| --- | --- | --- |
|  | Starting time **[Use 24-hour time HH:MM]** | \_\*\_\_\_:\_\_\_\_\* |
|  | Interview date **[DD/MM/YY]** | \_\*\_\_\_/ \_\*\_\_\_/\_\*\_\_\_ |
|  | Interview status | Refused **🡪 Thank respondent and end interview** x  Partially completed x  Completed x |
|  | Name of interviewer **[Last name, first name]** |  |
|  | Location of interview |  |
| **DEMOGRAPHIC DATA** | | |
|  | Gender: | Male 1  Female 2 |
|  | Class taught in the current academic year **[Single response]** | Primary 1 1  Primary 2 2  Primary 3 3  Primary 4 4 |
|  | Number of years of teaching experience | Less than 1 year 1  1 year 2  2–5 years 3  More than 5 years 4  Specify\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Number of learners in current class  **[Total numbers only]** |  |
| **Attitudes toward Reading and Schooling** | | |
|  | In your opinion, what is the most important subject for a child to learn in school in the early grades?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Mark only one response.]** | Math 1  Reading 2  Writing 3  English 4  Science 5  Social Studies (SST) 6  Expressive arts (sports, art, music) 7  Bible knowledge/Religious study 8  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | Thinking of the parents of the learners in your current class, what subject do most parents consider most important for a child to learn in school in the early grades?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check only one.]** | Math 1  Reading 2  Writing 3  English 4  Science 5  Social Studies (SST) 6  Expressive arts (sports, art, music) 7  Bible knowledge/Religious study 8  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | In your opinion, in which class should a child be able to read fluently on his/her own?  **[Mark only one response.]** | Primary 1 1  Primary 2 2  Primary 3 3  Primary 4 4  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | Thinking of the parents of the learners in your current class, in which class do most parents think a child should be able to read fluently on his/her own?  **[Mark only one response.]** | Primary 1 1  Primary 2 2  Primary 3 3  Primary 4 4  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | In your opinion, what role, if any, can parents play to help their child learn to read?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Meet with teacher/head teacher 1  Help the child to complete homework 2  Make time for child to study 3  Make sure child has a good breakfast 4  Read with child 5  Listen to child read aloud 6  Hire a tutor if the child is not doing well in school 7  Attend school meetings 8  Buy scholastic materials for the child 9  Pay school fees 10  Make sure the child attends school on time 11  Buy reading materials…………………………...12  Don’t know/Refuse to answer 888 |
|  | In your opinion, do most of the parents of the learners in your current class believe they can help their children learn to read? **[Single response]** | No 0  Yes 1 |
|  | **If yes,** what do most parents believe they can do to help their children?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Read with him/her 1  Have him/her read aloud 2  Make time for him/her to study 3  Buy them reading materials…………………………….……..4  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | **If no,** why do most parents believe they are unable to help their children learn how to read?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Child prefers watching television 1  Child wants to play with other children 2  Parents is not a good teacher 3  Parent is too busy with work/household chores/ taking care of other children…………………….4  Parent can’t read……………………………….5  Don’t know/Refuse to answer 888 |
|  | Do you think most of the children in your current class are interested in reading? **[Single response]** | No 0  Yes 1  Don’t know/Refuse to answer 888 |
| **Availability of Reading Materials** | | |
|  | Thinking of the homes where the children in your current class live. Which types of reading materials would you expect them to have in their homes?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Magazine(s) 1  Newspaper(s) 2  Adult book(s) 3  Children’s storybook(s) 4  Student book(s) 5  Student workbook(s) 6  Koran 7  Bible 8  No print materials available 10  Charts 11    Don’t know/Refuse to answer 888 |
|  | In a week, how often do you assign homework to the learners in your current class?  **[Single response. Consider a five (5) day week, i.e. Monday through Friday.]** | Every day 1  Three times a week 2  Twice a week 3  Once a week 4  None 5  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888  Four times a week 7 |
|  | Do the children in your current class usually take textbooks home with them? **[Single response]** | No 0  Yes 1  Don’t know/Refuse to answer 888 |
|  | If yes, on average, how many times in a week do they take textbooks home with them?  **(Single Response)** | Every day 1  Three times a week 2  Twice a week 3  Once a week 4  Four times a week 5    Don’t know/Refuse to answer 888 |
|  | If no, why don’t they take textbooks home with them?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | No textbooks available 1  Not enough textbooks available 2  Teachers/school directors concerned that textbooks may be damaged or lost if children take them 3  Parents are concerned that books may be damaged or lost if children take them home 4  Teachers do not assign homework 5  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | Do the majority of children in your current class usually take storybooks or storycards home with them?  **[Single Response]** | No 0  Yes  Don’t know/Refuse to answer 888 |
|  | If yes, on average, how many times in a week do they take storybooks or storycards home with them?  **[Single response. Consider a five (5) day week, i.e., Monday through Friday]** | Every day 1  Three times a week 2  Twice a week 3  Once a week 4  Four Times a week 5  None 999  Don’t know/Refuse to answer 888 |
|  | If no, why don’t they take storybooks or storycards home with them?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | No storybooks/storycards available 1  Not enough storybooks/storycards available 2  Teachers/school directors concerned that books or cards may be damaged or lost if children take them home 3  Parents are concerned that books or cards may be damaged or lost if children take them home 4  Children are not interested in taking storybooks or storycards 5  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | Do you think most of the parents of the learners in your current class help their children with schoolwork? | No 0  Yes 1  Don’t know/Refuse to answer 888 |
|  | How do you think most of the parents of the learners in your current class help their children with schoolwork?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Parents don't help him/her with school…………1  Check his/her homework 2  Ask child questions about the day in school 3  Ask child to show parent his/her work 4  Ask child to read to the parent 5  Ask someone to help 6  Engage a tutor 7  Read to child 8  Tell child to do his/her work 9  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | In a week or month, how many times do you think parents in the household of the learners in your current class help them with school work?  **(Consider a seven (7) day week Sunday through Saturday)** | Every day 1  Five times a week 2  Three times a week 3  Two times a week 4  Once a week 5  Once a month 6  Four times a week…………………………………….………….7  6 times a week………………………………………………..8  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | Do you think anyone (besides the parents) in the households of the learners in your current class help the learners with schoolwork? | No 0  Yes 1  Don’t know/Refuse to answer 888 |
|  | **[If someone in the household helps the child, ask the following:]**  How do they help?  **[Do not prompt respondent or read list. Check item only if mentioned by respondent. Check all that apply.]** | Helps with homework 1  Checks child’s notebook/workbook 2  Reads stories to child 3  Asks the child read to him/her 4  Practices reading with child 5  Helps to practice language skills (spelling, grammar, etc.) 6  Other (specify) 99  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | **[If someone in the household helps the child, ask the following:]**  In a week or month, how many times do other people help their children?  **[Single Response]** | Every day 1  2 to 3 times per week 2  Once per week 3  Once every 2 weeks 4    Once a month 5  Other (specify) 99  Don’t know/Refuse to answer 888 |
|  | On average, how many times do the majority of the parents of the learners in your class visit the school in a term?  **[Single response]** | Once 1  2 times 2  3 times 3  4 times 4  5 times 5  More than 5 times 6  Never 7  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Don’t know/Refuse to answer 888 |
|  | When parents visit, what do they want to talk about?  **[Check all that apply.]** | Discipline 1  Child’s performance 2  Reading ability 3  School fees 4  Other (specify) 99  Don’t know/Refuse to answer 888 |
|  | Ending time **[Use 24-hour time HH:MM]** | \*\*\*\*\* : \*\*\*\*\* |
| **Thank you very much.** | | |

## Appendix 3: Media Exposure Questionnaire

| **Questions** | **Responses** | **Codes** |
| --- | --- | --- |
| **CAMPAIGN EXPOSURE: SPONTANEOUS RECALL** |  |  |
| **1**. In the past two months, have you come across any advertisements or messages about parents reading with their children at home? *Mu myezi ebiri egiyise wawulirako oba walabako ku birango oba obubaka obukwata ku bazadde okuyamba abaana baabwe okuyiga okwesomera e waka?* **[Do not prompt or give any additional information about the campaign. If answer is “no,” skip to prompted recall section. Check each source mentioned.**] | Yes | 1 |
| No **[Skip to prompted recall section]** | 0 |
| **SOURCES** |  |  |
| **2**. If yes, from which of these sources? *Wabuwulira oba wabulaba kuva kumikutu ki?*  **[Multiple response check all that apply]** | Radio (songs, spots, radio programs) | 1 |
| Mobile cinema (TV drama skits) | 2 |
| Forum theater/community theater (drama skits) | 3 |
| Out of home (posters) | 4 |
| Interpersonal communication (one-on-one engagements, community engagements) | 5 |
| Flash cards | 6 |
| Storycards | 7 |
| Don’t know/Refuse to answer | 888 |
| Other | 99 |
| **3**. In the last two months, how often have you noticed such advertising or information about parents reading with their children at home? *Mu myezi ebiri egiyise, emirundi ng'emeka gy'owulidde oba gy'olabye ebirango ebyo oba obubaka obukwata ku bazadde okusomera awamu n'abaana baabwe e waka?* | Every day | 1 |
| 2–3 times a week | 2 |
| Once a week | 3 |
| Once a month | 4 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| 4. What were the messages that you recall? *Bubaka ki bw'ojjukira?* **[Do not suggest a response. Check all of the responses mentioned, even if the respondent does not use the exact words. Encourage the respondent to remember by asking, "Is that all" and "Any others?"]** | **LIST OF MESSAGES USED IN CAMPAIGN** |  |
| Educating your child helps him/her to acquire skills that enable him/her to get a job and live a better life.  *Okusomesa omwanawo kimuyamba okufuna obukugu obunaamuyamba okufuna omulimu n'okubeera n'obulamu obulungi.* | 1 |
| Educating your child helps him/her to learn how to read and write.  *Okusomesa omwanawo kimuyamba okuyiga okusoma n'okuwandiika.* | 2 |
| Educating your child increases his/her chances of having a better tomorrow.  *Okusomesa omwanawo kyongera emikisa gy'okubeera n'obulumu obwenkya obulungi.* | 3 |
| Educating your child increases his opportunities in life.  *Okusomesa omwanawo kyongera emikisa gye mu bulamu.* | 4 |
| Where Uganda and the whole world is heading , it will be difficult for someone who is not educated to get what to do and live a better life.  *Gyetulaga, Uganda n'ensi yonna, kijja kuba kizibu omuntu atasomye okufuna eky'okukola n'okubeera n'obulamu obulungi.* | 5 |
| Your child also has a right to be educated.  *Omwanawo naye alina eddembe okusomesebwa.* | 6 |
| Helping your child learn how to read during the first four years of primary school is the foundation of their success at school and in life.  *Okuyamba omwanawo okuyiga kusoma emyaka enna egisooka mu pulayimale gwemusingi gwokukola obulungi mukusoma kwabwe nemubulamu bwabwe obwabulijjo.* | 7 |
| When children learn how to read, it helps them to read letters, instructions, signposts, newspapers, etc. in their adult lives.  *Abaana bwebayiga okusoma, kibayamba okusoma ebbaluwa, ebiragiro, obupande, amawulire n'ebalala ngabakuze.* | 8 |
| Children who do not learn how to read in the first few years of school may struggle to learn how to read, and may have trouble finishing primary school.  *Abaana abatayiga kusoma mu myaka egisooka mu ssomero bayinza okukalubirizibwa okuyiga okusoma era bayinza okukalubirizibwa okumalako pulayimale.* | 9 |
| Children learn how to read and write faster and better when they are helped at a younger age, i.e. during their Primary 1, 2, 3, and 4 years.  *Abaana bayiga mangu era bulungi okusoma nokuwandiika bwebayambibwa ku myaka emito, kwegamba mu biseera bya pulayimale 1, 2, 3, ne 4.* | 10 |
| Even if you cannot read, you can help your children learn how to read by doing the following:telling your children a story, singing with them, looking at their books with them, asking them how their day was at school, asking them what they learned at school, asking them to show you what they liked at school, listening to them reading or telling a story, looking at pictures in a book with them, helping them learn how to pronounce words and names of different items, and playing with them.  *Nebw'oba tosobola kusoma, osobola okuyamba omwanawo okusoma ng'okola bino: okunyumiza abaanabo obugero, okuyimba nabo, okutunula kubitabo bwabwe nabo, okubabuuza olunaku nga bwelugenze ku ssomero, okubabuuza byebasomye ku ssomero, okubabuuza bakulage ebyabassanyusiza ku ssomero, okubawuliriza nga basoma oba ngabanyumya emboozi, okutunula kubifaananyi mukitabo nabo, okubayamba okwattula ebigambo n'amannya g'ebintu eby'enjawulo nokuzanya nabo.* | 11 |
| You can discipline your children without punishing them. When your child is in the wrong, talk to them and guide them. Don’t beat them, shout at them, or abuse them.  *Osobola okugunjula abaanabo nga tobabonereza, omwanawo bwaba ali munsobi, yogera naye, muwabule,tobakuba, tobaleekanira oba okubavvuma.* | 12 |
| Beating, insulting and punishing your children is not the right way to make them behave well.  *Okukuba, okuvvuma n'okubonereza abaanabo si yenkola essaanidde basobole okweyisa obulungi.* | 13 |
| Playing with your children, talking to them, laughing with them, singing with them, and befriending them does not make them disrespect you. Instead, it helps you bond with them, have a relationship with them, and makes them love you.  *Okuzanya n'abaanabo, okwogera nabo, okuseka nabo, okuyimba nabo, n'okubakolako omukwano, tekibafuula baana batakuwa kitiibwa, wabula kikuyamba okwatagana nabo, okubeera nenkolagana n'okwongera okukwagala.* | 14 |
| Identify a place around the house, or anywhere in your home, where you and your child feel comfortable to read, talk, and practice.  *Funayo ekifo mu nyumba oba e walala wonna e waka, gwe n'omwanawo wemusobolera okuwulira obulungi nga musoma , nga mwogera n'okwegezaamu.* | 15 |
| I spend 20 to 30 minutes every day with your child, reading (doing any of the activities).  *Twalayo eddakiika nga 20-30 buli lunaku n'omwanawo nga musoma oba okukola ebintu ebirala.* | 16 |
| If you are going to read with your child at night, choose a reading place that is well lit.  *Bw'oba on'osoma n'omwanawo ekiro, londa ekifo ekirina ekitangaala.* | 17 |
| However busy you are, find some time and read with your child at home.  *Nebw'oba tolina biseera , funayo akadde osomeko n'omwanawo e waka.* | 18 |
| If you are very busy, you can set aside at least two days a week and read with your child. For example, Saturday and Sunday.  *Bw'oba tolina biseera, osobola okuwayo ennaku bbiri mu wiiki n'osoma n'omwanawo, okugeza olw'omukaaga ne sande.* | 19 |
| You can also read with your child at night, after you have finished your daily work.  *Era osobola okusoma n'omwanawo ekiro ng'omaze emirimugyo.* | 20 |
| Give your children less house work so that he/she gets time to read with you.  *Abaanabo bawe emirimu egisaanidde, basobole okufuna obudde okusomako nawe.* | 21 |
| You can also help your child with house work so you can both get time to read together. *Era osobola okuyambako omwanawo kumirimu gyewaka , musobolere okufuna obudde okusomera awamu.* | 22 |
| You can also read with your child while doing house work, like cooking, washing utensils, bathing, washing clothes, digging, fetching water, collecting firewood, going to buy items from the market or trading center, laying the bed, etc.  *Era osobola okusoma n’omwanawo ngabwemukola emirimu gyewaka, ng'okufumba, okwooza ebintu, okubaana, okwooza engoye, okulima, okukima amazzi, okutyaba enku, okugula ebintu kudduuka oba mukasitenseni, okwaala obuliri n’ebirala.* | 23 |
| None | 24 |
| Don’t Know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **6.** Do you remember the names of any of the characters in the campaign? *Ojjukira amanya g'omuzanyi yenna mu kampeyini eno?* | Yes | 1 |
| No (**Skip to question 8**) | 0 |
| **7**. If yes, which ones? *Baani b'ojukira?*  **[Do not suggest a response or read the list. Check all of the responses mentioned.]** | **LIST OF CHARACTERS USED IN CAMPAIGN:** |  |
| Lule | 1 |
| Nagawa | 2 |
| Maama Lule | 3 |
| Taata Lule | 4 |
| Innocent Elia Banda | 5 |
| Nakaboobi Rashida | 6 |
| Kakande David | 7 |
| Nakakembo Anita | 8 |
| Nambooze Florence | 9 |
| Dr. Tony Mukasa Lusaambu | 10 |
| Ssalongo James Lutalo | 11 |
| Namasoopo Margret | 12 |
| Kibirige John Basulira | 13 |
| Nabweteme Rebecca | 14 |
| Don’t Know/Refuse to answer | 888 |
| Other | 99 |
| **8.** In the past two months, has anyone talked to you about reading with your children or helping your children with homework at home? *Mu myezi ebiri egiyise, waliwo omuntu yenna eyali ayogeddeko naawe kunsonga y'okusomera awamu oba okuyamba kubaanabo okukola ebiba bibawereddwa ku ssomero (homework) okukolera e waka?* | Yes | 1 |
| No (skip to 10, prompted recall) | 0 |
| **9.** Who spoke to you about this? *Ani yayogerako naawe kunsonga eyo?*  **[Do not suggest a response or read the list. Check all of the responses mentioned.]** | Someone from Tusomere Wamu | 1 |
| Headteacher/teacher | 2 |
| Local or religious leaders | 3 |
| Neighbor/friend/family member | 4 |
| Don’t Know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **CAMPAIGN EXPOSURE: PROMPTED RECALL** |  |  |
| **10.** **[Ask all respondents]**  Recently, in the community there was a campaign about the importance of reading with children at home. The campaign described what parents can do to help their children in Primary 1 to Primary 4 with reading/schoolwork. Do you recall any actions a parent is encouraged to do by this campaign? *Gyebuvuddeko mu kitundu kino wabaddewo kampeyini ebadde agenda mu maaso ng'ekwaata kumigaso gy'abazadde okusomera awamu n'abaana e waka. Kampeyini eno yannyonyola ebyo abazadde byebasobola okukola okuyamba abaana baabwe abali mu bibiina okuva ku P.1 okutuuka ku P.4 okuyiga okwesomera oba okukolera e waka ebiba biwawereddwa ku ssomero. Olina by'ojjukira kw'ebyo Kampeyini byeyakubiriza abazadde okukola?* | Yes **[Skip to question11]** | 1 |
| No **[Show the logo image and ask if he/she recalls the campaign and write down their answer.]** | 0 |
|  |  |
| **11**. **[If “yes”**] Do you recall the name of the campaign? *Ojjukira erinnya lwa Kampeyini eno?* | Yes | 1 |
| **If “yes,” specify the name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| No | 0 |
| **12**. In the last two months, how often, have you heard/seen anything related to this campaign? *Mu myezi ebiri egiyise, mirundi emeka gyolabye oba gyowulidde ekintu kyona ekikwata ku Kampeyini eno?* | Every day | 1 |
| 2–3 times a week | 2 |
| Once a week | 3 |
| Once a month | 4 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **RADIO** |  |  |
| **13.** Did you hear anything on the radio related to the campaign? *Wawulirako obubaka bwonna ku radio obukwata ku kampeyini eno?* | Yes | 1 |
| No **[Skip to "posters" section, question 21]** | 0 |
|  |  |
| **14**. What did you hear? *Ki kyewawulira?* | Song | 1 |
| Adverts/Radio spot | 2 |
| Radio program | 3 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **15**. Do you recall what station you heard this on? If yes, which one(s)? *Ojjukira omukutu gwa radio obubaka buno kwewabuwulira? Mukutu ki?* | Radio Sun FM | 1 |
| Don’t know/Refuse to answer | 888 |
| No | 0 |
| Other Specify | 99 |
| **16**. From what you remember hearing on the radio, what were the main messages that you remember? *Ku byewawulira ku radio, bubaka ki obukulu bw'ojjukira?* | **LIST OF MESSAGES USED IN CAMPAIGN** | 0 |
| *Okusomera wamu n'omwana wo waka kyamugaso nyo.*  It is important to read with children at home. | 1 |
| *Buvananyizibwa bwo ng'omuzzade oba omuntu alabilira abaana okusoma nabaanabo awaka, kubanga kino kitumbula omutindo gw'okusoma kw'abaana mu ssomero.*  It is your responsibility as parents or guardians to read with our children at home, because it improves the level of children reading in schools. | 2 |
| *Obadde okimanyi nti bw'osoma n'omwanawo kimuyumba okusoma obulungi ku ssomero? Muzadde munange kendeeza ku murimu gy'owa omwana asoma, ate naawe funayo akadde,  kibayambe mwembi okusomera wamu.*  Did you know that reading with your child helps him/her to read well at school? Parents, give your child less house work and get time to read with you. | 3 |
| *Beera mukwano gw'omwanawo, era musomenga mwena e waka, kibayamba okukola obulungi ku ssomero.*  Be a friend with your child and read together at home, it helps children to perform well at school. | 4 |
| Don’t remember | 5 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) |  |
| **17**. Do you remember the names of any of the characters in the radio spots/adverts? *Ojjukira amanya g'omuzanyi yenna eyali mu bulango bwewawulira ku radio?* | Yes | 1 |
| No | 0 |
| **18.** If yes, which ones? *Mannya ki gojjukira?* | **LIST OF CHARACTERS USED IN CAMPAIGN** | 0 |
| Lule | 1 |
| Nagawa | 2 |
| Maama Lule | 3 |
| Taata Lule | 4 |
| Innocent Elia Banda | 5 |
| Nakaboobi Rashida | 6 |
| Kakande David | 7 |
| Nakakembo Anita | 8 |
| Nambooze Florence | 9 |
| Dr. Tony Mukasa Lusaambu | 10 |
| Ssalongo James Lutalo | 11 |
| Namasoopo Margret | 12 |
| Kibirige John Basulira | 13 |
| Nabweteme Rebecca | 14 |
| Don’t know /Refuse to answer | 888 |
| Other (Specify) | 99 |
| **19.** Thinking about the radio spots/adverts, how much do you agree or disagree with the following statements:  *Bw'ofumitiriza ku bubaka bwewawulira ku radio, okiriziganya kyenkanaki oba tokiriziganya kyenkanaki n'endowooza zino wammanga:*  **[Read options aloud]** |  |  |
| They were easy to understand.  *Obulango bwaali bwangu okutegeera.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyenayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me feel concerned about my child’s education.  *Bwandetera okulowooza n'okufaayo kunsoma y'omwana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me more likely to read with my child or help my child with schoolwork at home.  *Obubaka bwandetera okweyongera okwagala eky'okusomera awamu n'omwana wange oba okumuyamba okukolera ewaka ebiba bimuwereddwa ku ssomero.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I discussed them with neighbors, friends, or family members.  *Nakubaganya ebirowoozo ku bubaka obwo nebaliranwa/n'emikwano gyange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| **20.** Thinking about the radio program [NAME], how much do you agree or disagree with the following statements:  *Bw'ofumitiriza ku pulogulaamu gyewawulira ku radio, okiriziganya kyenkana ki oba tokiriziganya kyenkanaki ne bino wamanga:* |  |  |
| It was easy to understand.  *Yali nyangu okutegeera.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyenayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| It made me feel concerned about my child’s education.  *Yandetera okufaayo ku kusoma kw'omwaana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| It made me more likely to read with my child or help my child with schoolwork at home.  *Kyanyongera okwagala okusomera wamu n'omwana wange oba okumuyamba okukola ebiba bimuwereddwa okukolera e waka.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I discussed it with neighbors, friends, or family members.  *Nakubaganya ebirowoozo ku bubaka obwo nebaliranwaa, mikwano gyange oba ab'ewaka.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| **POSTERS** |  |  |
| **21**. Did you see any of these posters related to the campaign? **[Show A4 images]** *Walabako ku bipande nga kino nga bikwatagana ne kampeyini?* | Yes | 1 |
| No **[Skip to theater section, question 25]** | 0 |
| **22.** Where did you see them? *Wabiraba Wa?* | Market | 1 |
| School | 2 |
| Health centers | 3 |
| Trading centers/shops | 4 |
| Don’t know/Refuse to answer | 888 |
| Other | 99 |
|  |  |
| **23.** Of the posters you remember seeing, what were the main messages you remember? *Ku bipande byewalabako, bubaka ki obukulu obwaliko bw'ojjukira?* | **LIST FINAL MESSAGES USED IN CAMPAIGN** |  |
| *Okusomera wamu n'abaana e waka kya muwendo.*  It is important to read with children at home | 1 |
| *Tufuba nnyo okufunira abaana baffe ebitabo ebisaanidde eby'okusoma era tusomera e waka.*  We endeavor to provide appropriate books for our children to read at home. | 2 |
| *Tufunayo akadde bulijjo ne tusoma n'abaana baffe.*  Every day we spare time to read with our children. | 3 |
| *Abaana baffe tubawa emirimu egisaanidde e waka, tusubole okufuna obudde okusomera awamu.*  We give our children less house work so that we have time to read together. | 4 |
| *Tuli baamukwano n'abaana baffe era tufaayo nnyo eri okusoma kwabwe.*  We are friends with our children and we care of about their education. | 5 |
| Don’t Know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **24.** Thinking about the posters, how much do you agree or disagree with the following statements:  *Bw'ofumitiriza kubipande ebyo, okiriziganya oba tokiriziganya kyenkana ki ne bino:* |  |  |
| They were easy to understand.  *Byaali byangu okutegeera.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyenabiyigirako.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me feel concerned about my child’s education.  *Byandetera okufaayo ku kusoma kw'omwaana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me more likely to read with my child or help my child with schoolwork.  *Byandetera okweyongera okwagala eky'okusomera awamu n'omwana wange oba okumuyamba okukolera ewaka ebiba bimuwereddwa ku ssomero.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I discussed them with neighbors, friends, or family members.  *Nakubaganya ebirowoozo ku bubaka obwali ku bipande ebyo nebaliranwa, mikwano gyange oba ab'ewaka.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| **COMMUNITY THEATER** |  |  |
| **25**. Did you see any theatre performances/ drama skits related to the campaign? *Walaba ko ku buzanyo bwakatemba mukitundu kyo obwekuusa ku kampeyini eno?* | Yes | 1 |
| No **[Skip to meetings section, question 30]** |  |
| **26**. Where did you see these theatre performances/ skits? *Obuzanyo obwakatemba wabulaba wa?* | Market | 1 |
| Trading center | 2 |
| In my neighborhood | 3 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **27**.Of the performances you remember seeing, what were the main messages you remember? *Kubuzanyo obwo bwewalaba, bubakaki obukulu obwalimu bw'ojjukira?* | **LIST OF MESSAGES USED IN CAMPAIGN** | 0 |
| Educating your child helps him/her to acquire skills that enable him/her to get a job and live a better life.  *Okusomesa omwanawo kimuyamba okufuna obukugu obunaamuyamba okufuna omulimu n'okubeera n'obulamu obulungi.* | 1 |
| Educating your child helps him/her to learn how to read and write.  *Okusomesa omwanawo kimuyamba okuyiga okusoma n'okuwandiika.* | 2 |
| Educating your child increases his/her chances of having a better tomorrow.  *Okusomesa omwanawo kyongera emikisa gy'okubeera n'obulumu obwenkya obulungi.* | 3 |
| Educating your child increases his/her opportunities in life.  *Okusomesa omwanawo kyongera emikisa gye mu bulamu.* | 4 |
| Educating your child increases his/her opportunities in life.  *Okusomesa omwanawo kyongera emikisa gye mu bulamu.* | 5 |
| Your child also has a right to be educated.  *Omwanawo naye alina eddembe okusomesebwa.* | 6 |
| Helping your child learn how to read during the first 4 years of primary school is the foundation of their success at school and in life.  *Okuyamba omwanawo okuyiga kusoma emyaka enna egisooka mu pulayimale gwemusingi gowkukuola obulungi mukusoma kwabwe nemubulamu bwabwe obwabulijjo.* | 7 |
| When children learn how to read , it helps them to read letters, instructions, signposts, newspapers, etc. in their adult lives.  *Abaana bwebayiga okusoma, kibayamba okusoma ebbaluwa, ebiragiro, obupande, amawulire n'ebilala ngabakuze.* | 8 |
| Children who do not learn how to read in the first few years of school may struggle to learn how to read later and may have trouble finishing primary school.  *Abaana abatayiga kusoma mu myaka egisooka mu ssomero bayinza okukalubirizibwa okuyiga okusoma era bayinza okukalubiribwa okumalako pulayimale.* | 9 |
| Children learn how to read and write faster and better when they are helped at a younger age, i.e., during their Primary 1, 2, 3, and 4 years.  *Abaana bayiga mangu era bulungi okusoma nokuwandiika bwebayambibwa ku myaka emito, kwegamba mu biseera bya pulayimale 1, 2, 3, ne 4.* | 10 |
| Even if you cannot read, you can help your children learn how to read by doing the following: telling your children a story, singing with them, looking at their books with them, asking them how their day was at school, asking them what they learned at school, asking them to show you what they liked at school, listening to them reading or telling a story, looking at pictures in a book with them, helping them learn how to pronounce words and names of different items, and playing with them.  *Nebw'oba tosobola kusoma, osobola okuyamba omwanawo okusoma ng'okola bino: okunyumiza abaanabo obugero, okuyimba nabo, okutunula kubitabo byabwe nabo, okubabuuza olunaku nga bwelugenze ku ssomero, okubabuuza byebasombyaabwye ku ssomero, okubabuuza bakulage ebyabassanyusiza ku ssomero, okubawuliriza nga basoma oba ngabanyumya emboozi, okutunula kubifaananyi mukitabo nabo, okubayamba okwattula ebigambo n'amannya g'ebintu eby'enjawulo n’okuzanya nabo.* | 11 |
| You can discipline your children without punishing them. When your child is in the wrong, talk to them and guide them. Don’t beat them, shout at them, or abuse them.  *Osobola okugunjula abaanabo nga tobabonereza, omwanawo bwaba ali munsobi, yogera naye, muwabule,tobakuba, tobaleekanira oba okubavvuma.* | 12 |
| Beating, insulting, and punishing your children is not the right way to make them behave well.  *Okukuba, okuvvuma n'okubonereza abaanabo si yenkola essaanidde basobole okweyisa obulungi.* | 13 |
| Playing with your children, talking to them, laughing with them, singing with them, and befriending them does not make them disrespect you. Instead, it helps you to bond with them, have a relationship with them, and makes them love you.  *Okuzanya n'abaanabo, okwogera nabo, okuseka nabo, okuyimba nabo, n'okubakolako omukwano, tekibafuula baana batakuwa kitiibwa, wabula kikuyamba okwatagana nabo, okubeera nenkolagana n'okwongera okukwagala.* | 14 |
| Identify a place around the house, or anywhere in your home, where you and your child feel comfortable to read, talk, and practice.  *Funayo ekifo mu nyumba oba ewalala wonna e waka, gwe n'omwanawo wemusobolera okuwulira obulungi nga musoma , mwogera n'okwegezaamu.* | 15 |
| Spend 20 to 30 minutes every day with your child reading (doing any of the activities).  *Twalayo eddakiika nga 20–30 buli lunaku n'omwanawo nga musoma oba okukola ebintu ebirala* | 16 |
| If you are going to read with your child at night, choose a reading place that is well lit.  *Bw'oba on'osoma n'omwanawo ekiro, londa ekifo ekirina ekitangaala.* | 17 |
| However busy you are, find some time and read with your child at home.  *Nebw'oba tolina biseera , funayo akadde osomeko n'omwanawo e waka.* | 18 |
| If you are very busy, you can set aside at least two days a week and read with your child. For example, Saturday and Sunday.  *Bw'oba tolina biseera, osobola okuwayo ennaku bbiri mu wiiki n'osoma n'omwanawo, okugeza olw'omukaaga ne sande.* | 19 |
| You can also read with your child at night, after you have finished your daily work.  *Era osobola okusoma n'omwanawo ekiro ng'omaze emirimugyo.* | 20 |
| Give your children less house work so that he/she gets time to read with you.  *Abaanabo bawe emirimu egisaanidde, basobole okufuna obudde okusomako nawe.* | 21 |
| You can also help your child with house work so you both get time to read together.  *Era osobola okuyambako omwanawo kumirimu gyewaka, musobole okufuna obudde okusomera awamu.* | 22 |
| You can also read with your child while doing house work, like cooking, washing utensils, bathing, washing clothes, digging, fetching water, collecting firewood, going to buy items from the market or trading center, laying the bed, etc.  *Era osobola okusoma omwanawo ngabwemukola emirimu gyewaka, ng'okufumba, okwooza ebintu, okunaaba, okwooza engoye, okulima, okukima amazzi, okutyaba enku, okugula ebintu kudduuka oba mukasitenseni, okwaala obuliri n'ebirala.* | 23 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| **28**. Do you remember the names of any of the characters in the performances? *Ojjukira amanya g'omuzanyi yenna eyali mu buzanyo?* | Yes | 1 |
| No | 0 |
| If yes, which ones? *Gegaliwa?* | **LIST OF CHARACTERS USED IN CAMPAIGN** | 0 |
| Lule | 1 |
| Nagawa | 2 |
| Maama Lule | 3 |
| Taata Lule | 4 |
| Innocent Elia Banda | 5 |
| Nakaboobi Rashida | 6 |
| Kakande David | 7 |
| Nakakembo Anita | 8 |
| Nambooze Florence | 9 |
| Dr. Tony Mukasa Lusaambu | 10 |
| Ssalongo James Lutalo | 11 |
| Namasoopo Margret | 12 |
| Kibirige John Basulira | 13 |
| Nabweteme Rebecca | 14 |
| Don’t know/Refuse to answer | 888 |
| Other | 99 |
| **29.** Thinking about the theater performances, how much do you agree or disagree with the following statements:  *Bwofumitiriza kubuzanyo bwewalaba, okiriziganya oba tokiriziganya kyenkana ki ne bino:* |  |  |
| They were easy to understand.  *Bwaali bwangu okutegeera.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyanayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
|  | Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me feel concerned about my child’s education.  *Bwandetera okufaayo ku kusoma kw'omwana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| They made me more likely to read with my child or help my child with schoolwork at home.  *Byandetera okweyongera okwagala eky'okusomera awamu n'omwana wange oba okumuyamba okukolera ewaka ebiba bimuwereddwa ku ssomero.* |  |  |
| Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I discussed them with neighbors, friends, or family members.  *Nakubaganya ebirowoozo ku bubaka obwalimu nebaliranwa, mikwano gyange oba ab'ewaka.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly Agree  *Nzikiriziganyiza ddala* | 5 |
| **MEETINGS** |  |  |
| **30**. In the past two months, have you attended any community meetings where someone talked about reading with your child at home?  *Mu myezi ebiri egiyise, wagenda ko mu lukungaana lw'ekyalo gyebayogerera ku nsonga zabazadde okusomera awamu n'abaana baabwe e waka?* | Yes | 1 |
| No **[Skip to interpersonal communication (IPC) section, question 37]** | 0 |
| **31. [If “yes”]** Did you learn any educational acitivities you can do with your child during these meetings/listening clubs? *Oba yee, munkungaana ezo wayigayo ekintu kyonna ekiyigiriza ky'osobola okukolera awamu n'omwana wo?* | Yes | 1 |
|  | No **[Skip to IPC section, question 37]** | 0 |
| **32.** Did you do any of these activities with your children at home? *Kweebyo byewayiga olina kyewakolako kyonna n'omwana wo ewaka?* | Yes | 1 |
|  | No **[Skip to IPC section, question 37]** | 0 |
| **33.** If yes, which ones? *Oba yee, Kyekiriwa ?* |  |  |
| **LIST OF LITERACY ACTIVITIES** |  |
| Play games with your children. | 1 |
| Listen to your children reading. | 2 |
| Tell your children stories. | 3 |
| Sing with your children. | 4 |
| Encourage your children to tell you stories and sing for you. | 5 |
| Ask your children to tell you what they are seeing; count what they are seeing; and the color, name, and size of what they are seeing. | 6 |
| Ask your children to tell you what they studied at school, how their day was at school, and what they liked at school. | 7 |
| Look at your children’s books with them. | 8 |
| Encourage your children to read for you. | 9 |
| Recite poems with your children. Encourage them to recite poems for you. | 10 |
| Teach your children tongue twisters. | 11 |
| Encourage your children to solve riddles. | 12 |
| Teach your children how to pronounce words and names of different items. | 13 |
| Look at pictures with your children and ask them to tell you a story about those pictures. | 14 |
| Teach your children how to count. | 15 |
| Don’t know/Refuse to answer | 888 |
|  | Other (Specify) | 99 |
| **34**. Did you receive flash cards with drawings to help you do the activities with your children? *Wafunako ku kaadi eziriko ebifananyi okukuyamba okukolera awamu n'omwana wo ebimuwereddwa?* | Yes | 1 |
| No | 0 |
| **35**. If yes, can you show them to me? *Oba yee, osobola okuzindaga?* | Yes | 1 |
| No | 0 |
| **36.** Thinking about the educational activities you learned, how much do you agree or disagree with the following statements:  *Bw'ofumitiriza ku bintu ebiyigiriza byewayiga mu nkungaana okiriziganya oba tokiriziganya kyenkana ki na bino wammanga:* |  |  |
| They were easy to do with my child.  *Byali byangu okolera awamu n'omwaana wange* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyenayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly Agree  *Nzikiriziganyiza ddala* | 5 |
|  |  |
| My child learned something new.  *Omwaana wange alina ekipya kyeyayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I enjoyed doing the activities with my children.  *Nanyumirwa okukola ebyatuweebwa n'abaana bange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| My child enjoyed doing the activities with me.  *Omwaana wange yanyumirwa okukola nange ebyatuweebwa.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| **INTERPERSONAL COMMUNICATION** |  |  |
| **37**. In the past two months, have any of your friends, neighbors, or relatives talked to you about reading with your child at home? *Mu myezi ebiri egiyise waliwo mikwaano gyo, baliranwabo oba ab'enganda zo abogedeko naawe ku kusomera awamu n'omwaana wo e waka?* | Yes | 1 |
| No **[Skip to overall exposure effect section, question 44]** | 0 |
| **38**. **[If “yes”]** Did they show you any educational acitivities you can do with your child at home? *Oba yee, bakulagako kubintu ebiyigiriza by'osobola okukolera awamu n'omwana wo ewaka?* | Yes | 1 |
| No **[Skip to overall exposure effect section, question 44]** | 0 |
| **39.** Did you do any of these activities with your children at home ? *Wakola ku bintu ebyo n'omwaana wo ewaka?* | Yes | 1 |
| No **[Skip to overall exposure effect section, question 44]** | 0 |
|  |  |  |
| 40. If yes, which ones? *Bintu ki (byewakola)?* | **LIST LITERACY ACTIVITIES** |  |
|  |  |
| Play games with your children. | 1 |
| Listen to your children reading. | 2 |
| Tell your children stories. | 3 |
| Sing with your children. | 4 |
| Encourage your children to tell you stories and sing for you. | 5 |
| Ask your children to tell you what they are seeing; count what they are seeing; and the color, name, and size of what they are seeing. | 6 |
| Ask your children to tell you what they studied at school, how their day was at school, and what they liked at school. | 7 |
| Look at your children’s books with them. | 8 |
| Encourage your children to read for you. | 9 |
| Recite poems with your children. Encourage them to recite poems for you. | 10 |
| Teach your children tongue twisters. | 11 |
| Encourage your children to solve riddles. | 12 |
| Teach your children how to pronounce words and names of different items. | 13 |
| Look at pictures with your children and ask them to tell you a story about those pictures. | 14 |
| Teach your children how to count. | 15 |
| Don’t know/Refuse to answer | 888 |
| Other (Specify) | 99 |
| 41. Did you receive flash cards to help you do the activities with your children at home? *Wafunako ku kaadi okukuyamba okukola ebintu n'omwaana wo ewaka?* | Yes | 1 |
| No | 0 |
| 42. If yes, can you show them to me? *Oba ye, osobola okuzindaga?* | Yes | 1 |
| No | 0 |
| 43. Thinking about the educational activities you learned, how much do you agree or disagree with the following statements:  *Bw'ofumitiriza kubiyigiriza eby'enjawulo byewayiga, okiriziganya oba tokiriziganya kyenkana ki ne bino:* |  |  |
| They were easy to do with my child.  *Byali byangu okukola n'omwaana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I learned something new.  *Nina ekipya kyenayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| My child learned something new.  *Omwana wange alina ekipya kyeyayigamu.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| I enjoyed doing the activities with my children.  *Nanyumirwa okukola ebintu ebyo n'omwaana wange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| My child enjoyed doing the activities with me.  *Omwaana wange yanyumirwa okukola ebintu ebyo nange.* | Strongly disagree  *Sikiriziganyiza ddala* | 1 |
| Disagree  *Sikiriziganya* | 2 |
| Neutral  *Ndi wakati awo* | 3 |
| Agree  *Nzikiriziganya* | 4 |
| Strongly agree  *Nzikiriziganyiza ddala* | 5 |
| **OVERALL EXPOSURE EFFECT** |  |  |
| 44. Overall, did the campaign make you more likely to….  *Okutwaliza awamu, kampeyini eno yayongera okwagazisa .....* |  |  |
| Read with your child at home?  *Okusomera awamu n'omwaana wo ewaka?* | No | 1 |
| Yes | 2 |
| Yes | 3 |
| Do other educational activities with your child at home?  *Okukola ebintu ebiyigiriza ebirala n'omwaana wo ewaka ?* | No | 1 |
| Yes | 2 |
| Yes | 3 |
| Discuss the campaign with others or mention it to others?  *Okwogeramu n'abantu abalala oba okubabulira ku Kampeyini eno?* | Yes | 1 |
| No | 0 |
| Talk to your child more about reading/schoolwork?  *Okwogerako n'omwanawo ku kwesomera n'okukola ebimuwereddwa ku ssomero?* | Yes | 1 |
| No | 0 |
| Encourage other parents to read/do educational activities with their children at home?  *Okukubiriza abazadde abalala okusomera awamu n'okukola ebiyigiriza awamu n'abaana baabwe e waka?* | Yes | 1 |
| No | 0 |
| Talk to your child’s teacher about his/her education or reading progress?  *Okwogeramu n'omusomesa w'omwaano wo kungeri gyasomamu oba gyayigamu okwesomera?* | Yes | 1 |
| No | 0 |
| Talk to your child’s teacher about his/her education or reading progress?  *Okwogeramu n'omusomesa w'omwana wo kungeri gyasomamu oba gyayigamu okwesomera?* | Yes | 1 |
|  | No | 0 |
| 45. Did you or someone in your household participate in a similar survey [**at baseline**]?  *Gwe oba omu kub'ewakaawo, yenyigirako mukunnonyereza okufanana nga kuno gyebuvuddeko? (mu mwezi ogw'omukaaga?)* | Yes | 1 |
|  | No | 2 |
| **END. THANK YOU.** | | |

1. The sum of the percentages in this figure are more than 100% since several parents reported recalled campaign messages from more than one medium. [↑](#footnote-ref-1)
2. “A youth” means a person between the age of eighteen and thirty years (Sec.1 of the National Youth Council Act, 1993) [↑](#footnote-ref-2)
3. The Consitution of the Republic of Uganda (Art. 257) defines a child as a person under the age of eighteen years. [↑](#footnote-ref-3)
4. On-ground activations (activities) refers to the activities that involved direct interface between the pilot campaign team and the campaign audience. [↑](#footnote-ref-4)
5. Fishbein, M. (2000). The role of theory in HIV prevention. AIDS Care, 12, 273–278.  
   Fishbein, M., & Cappella, J. N. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56, S1-S17. https://doi.org/10.1111/j.1460-2466.2006.00280.x The write-up on this model is adapted from RTI International’s Endline Report for the Malawi Social and Behavior Change Communication Pilot. [↑](#footnote-ref-5)
6. All children in each participating class were lined up (in no particular order) to construct the sampling frame. The pupils in every Kth position was selected until the desired number was obtained. Every class had its own Kth element because of varying class enrollement. [↑](#footnote-ref-6)
7. The comparative analysis approach is adapted from RTI’s Endline Report for the Malawi Social and Behavior Change Communications Pilot, 2016. [↑](#footnote-ref-7)
8. Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods. A vocabulary of research concepts*. London, Thousand Oaks, and New Delhi: Sage Publications [↑](#footnote-ref-8)
9. Interpersonal communication as used in this pilot campaign includes one-on-one engagements and community engagements [↑](#footnote-ref-9)
10. SBCC pilot compaign messages that were recalled by less than 10% of the parents are excluded from this report. [↑](#footnote-ref-10)
11. The interviewers read the following prompting statement to all the endline respondents: “Recently in the community there was a campaign about the importance of reading with children at home. The campaign described what parents can do to help their children in Primary 1 to Primary 4 with reading or schoolwork. Do you recall any actions a parent is encouraged to do by this campaign?” [↑](#footnote-ref-11)
12. This is the total proportion of parents who said “yes” at the first instance and those who said “yes” after being shown the campaign logo. [↑](#footnote-ref-12)
13. Only activities with statistically significant changes in frequencies and ORs are mentioned in this narrative. [↑](#footnote-ref-13)
14. Some of the survey respondents were not the biological parents of the children. Therefore, the parents (father and mother) whose responses are provided in this table were not survey respondents. [↑](#footnote-ref-14)
15. Homework was defined as any task assigned to learners to accomplish at home with or without the help of parents. [↑](#footnote-ref-15)