



EdData II

Measurement and Research Support to Education Strategy Goal 1 Senegal Behavior Change Communication Research: Kaolack Endline Report

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Measurement and Research Support to Education Strategy Goal 1

Senegal Behavior Change Communication Research: Kaolack Endline Report

Prepared for:

Office of Education
Bureau for Economic Growth, Education, and Environment (E3)
United States Agency for International Development (USAID)
Kevin Sampson, Contracting Officer
Penelope Bender, Contracting Officer's Representative

Prepared by:

Karen Schmidt, Joseph DeStefano, and Stirling Cummings
RTI International
3040 East Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

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Abbreviations

| | |
|-----------|--|
| ACI | Africa Consultants International |
| ARED | Associates in Research and Education for Development |
| CE 1 | Cours Élémentaire 1 (grade 3) |
| CI | Cours d'Initiation (grade 1) |
| CP | Cours Préparatoire (grade 2) |
| DID | differences in differences |
| EdData II | Education Data for Decision Making project |
| E3 | Bureau for Economic Growth, Education, and the Environment |
| EGRA | Early Grade Reading Assessment |
| MERIT | Malawi Early Grade Reading Improvement Activity |
| RTI | RTI International (registered trademark and trade name of Research Triangle Institute) |
| SBCC | social and behavior change communication |
| USAID | United States Agency for International Development |

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Executive Summary

Social and behavior change communication (SBCC) strategies have long been used to support public health initiatives around the world. Could the lessons from the health sector inform efforts to enlist families in supporting their children to learn to read? To answer that question, the United States Agency for International Development's (USAID's) Education Data for Decision Making (EdData II) project is piloting a series of studies to test whether communications techniques can bring about changes in family members' knowledge, attitudes, and behaviors related to their children learning to read. The first of these studies, which took place in the Kaolack region of Senegal, was completed in January 2016 and is the subject of this endline report.¹

A three-month campaign in Kaolack included radio broadcasts, community meetings, community theater, and posters reinforcing a common set of messages regarding what parents and family members could do to help their children learn to read. The objectives of the campaign were to enhance families' perception of the value of reading, promote reading and literacy of children as a pleasure and a shared responsibility, and strengthen the confidence of parents in their ability to improve children's success in reading. The campaign also helped overcome the lack of reading materials in the community by providing stocks of books that children and families could borrow.

The ultimate success of the campaign would lead to children spending time every day reading and/or practicing their literacy skills, families providing an environment that supports those activities, and family members engaging in reading-related activities with their children.

At the end of three months, family members in Kaolack demonstrated strong recall of the main messages of the campaign and were much more likely than control families to espouse beliefs supportive of their children learning to read. According to the Integrative Model, which incorporates several SBCC theories of why people adopt or reject behaviors, people's beliefs influence their attitudes, norms, and self-efficacy, all of which influence a person's intention to change behavior. For example, family members in Kaolack were almost nine times as likely as those in the control region (Rufisque) to say that a parent could read with his/her child as one way to support that child learning to read—showing a dramatic change in a key belief that influences attitudes and thus predisposes them to form the intention to help their child. Family members in Kaolack were 1.6 times as likely as control families to say they felt they could help their child learn to read, a perceived behavioral control (PBC) belief that directly influences self-efficacy. Conversely, control household members were five times as likely to say that being illiterate was an obstacle to helping their child, showing a negative PBC belief.

Most impressively, family members in Kaolack reported engaging in the desired reading-supportive behaviors at a much higher rate than those in the control region. For example, Kaolack family members were almost three times as likely as control family members to ask their child to read aloud or to find someone who could help their child with literacy activities.

¹A baseline assessment and corresponding report were completed and submitted to USAID in July 2015; see RTI International (2015).

In addition to the differences between treatment and control households, family members in the treatment region were more likely to demonstrate the targeted knowledge, attitudes, and behaviors if they reported greater exposure to the campaign activities. In other words, the more people heard the messages, the more likely they were to report the knowledge, attitudes, and behaviors supportive of their children learning to read.

1 Introduction

As the Early Grade Reading Assessment (EGRA) and similar methodologies have proliferated in the past decade, the results have shown alarmingly poor levels of reading among students in the first few years of primary school—with many children not learning to read at all despite being enrolled in school for several years. Programs designed to help improve reading instruction have been introduced in several countries and are showing promising results, but in many cases the baseline was so low that even with improvement, many students still fall below what would be considered an acceptable level of reading proficiency. Efforts to improve the quality of education have long focused on school-based inputs—e.g., training and support for teachers, provision of materials, and improved community engagement. However, in places where classrooms may be overcrowded, school days short, and teacher and student absenteeism high, it is reasonable to ask whether in-school activities alone are sufficient to achieve the amount of improved learning needed.

Numerous projects include campaigns to raise awareness, increase community participation, or promote reading, but little or no data are available on how awareness-raising and mobilization lead to sustainable behavior change. With funding from the United States Agency for International Development's (USAID's) Bureau for Economic Growth, Education, and the Environment (E3), the Education Data for Decision Making II (EdData II) project contractor, RTI International, undertook a proof-of-concept study in Senegal to examine how the social and behavior change communication (SBCC) methodology, well known in the health field, could be used to increase family involvement in directly supporting the amount of time children spend at home reading or practicing early literacy skills.

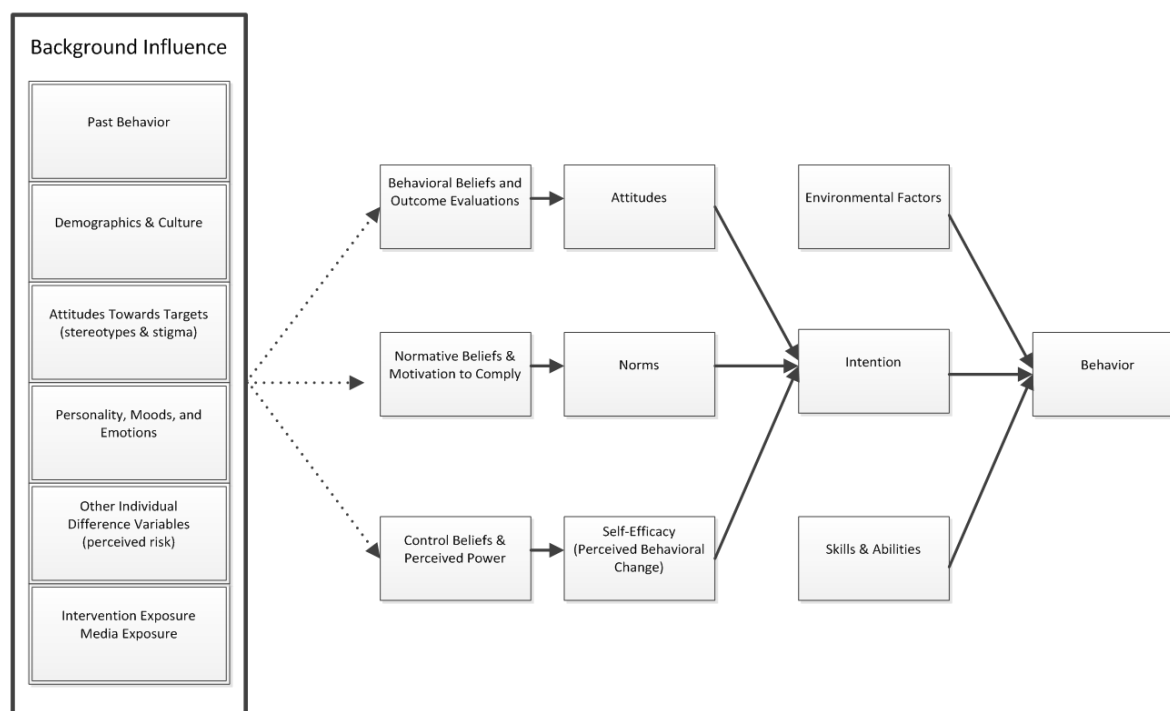
In collaboration with Associates in Research and Education for Development (ARED), a Senegalese nongovernmental organization managing a bilingual education initiative in three regions in Senegal, RTI developed an SBCC campaign using proven, evidence-based methods. The campaign was implemented in one of those regions, Kaolack, with another region, Rufisque, serving as control. RTI also partnered with Africa Consultants International (ACI) to measure the intervention's impact on family behavior related to early literacy, using a household based survey at baseline (April 2015) and endline (January 2016) in both Kaolack and Rufisque. This report presents the results of the endline impact evaluation.

2 Background

A basic tenet of SBCC is that information is necessary, but not sufficient, to change behavior. A well-executed SBCC campaign begins with formative research to investigate the obstacles to and facilitators for change in the desired behavior, including the factors known to strongly influence the behavior, such as the attitudes, norms, and perceptions of self-efficacy of the target group. The Integrative Model, proposed by Fishbein (2000) and refined by Fishbein and Cappella (2006), brings together several commonly cited behavioral theories and serves to predict and explain behavior by illustrating relationships among the factors that influence

whether or not a person performs a desirable behavior, such as hand washing; or stops an undesirable behavior, such as smoking (see *Figure 1*).

Figure 1: Integrative Model of Behavior Change



Source: Fishbein & Cappella (2006)

The goal of an SBCC campaign is to alter behavior, which is influenced by environmental factors, skills and abilities, and intention. However, communication alone primarily acts on the three factors that influence intention in the Integrative Model:

- Attitudes (a person's overall favorable or unfavorable feelings toward the behavior);
- Norms (perceptions of what others think one should do and perceptions of what others are doing); and
- Self-efficacy (confidence in one's ability to perform the behavior).

Each of these three factors is influenced by the person's beliefs, and beliefs are the most effective target for persuasive communication. The formative research, conducted in Kaolack before the communication campaign, identified a number of these beliefs. For example, children said during a focus group in Kaolack that they wanted to learn to read so they would succeed at school and make their parents happy, especially their mothers. One child said he wanted to learn to read so he wouldn't become a thief. These are behavioral beliefs, or outcome evaluations, that influence attitudes. Other children said they did not want to be ashamed in front of their classmates, a powerful normative belief. The most important control belief identified was that many illiterate parents did not believe they could help their child learn to read; that is, they had a low sense of self-efficacy. The formative research also identified environmental factors, such as the lack of books for children to read outside school, and children's household responsibilities placing demands on their time. In addition, parents' own skills and abilities, largely having to do with parents' lack of knowledge of what they

could do to help their child, also constrained what they thought they could do to support their children learning to read.

Based on these formative research results and evidence from the SBCC literature, RTI's SBCC consultant developed a strategy including communication and behavioral objectives, proposed communication channels, and other recommended campaign attributes. Note that communication objectives are distinct from behavioral objectives (see **Box 1**), which describe the behaviors being promoted. Communication objectives outline the desired influence on attitudes, norms and behaviors that will lead the target audience to form an intention to perform the behavior. The communication objectives were designed based on the formative assessments as analyzed using the Integrative Model:

- **Enhance the perception of the value of reading for children's success in school and for ensuring a better life in the future.** The formative assessment suggested that parents have a general belief of the value of education, but this did not often translate into specific understanding of the vital importance of reading mastery in the early grades. In addition, many parents did not consider it to be their role or responsibility to help their children learn to read. This objective was designed to reinforce beliefs about the value of education while focusing this belief on the importance of reading for a child's success (behavioral beliefs influencing attitudes).
- Promote reading and literacy of children as a pleasure and a shared responsibility, with benefits for individuals and families. Many parents did not consider it to be their role or responsibility to help their children learn to read (behavioral belief influencing attitudes), so this objective focuses on the responsibility of parents and the extended family to support children's reading, in addition to the schools. The idea of shared responsibility is also designed to reinforce normative beliefs about reading. In addition, the formative assessments showed that children are enthusiastic about reading for fun (in addition to wanting to read to fit in with others), so this objective was designed to expand the enthusiasm to the family and community level (attitudes and norms).
- Strengthen the confidence of parents in their ability to improve children's success in reading, even if they are not literate. Parents' self-efficacy emerged in the formative assessment as a strong barrier, especially among illiterate or low-literate parents who did not believe they had the ability to help their child. This objective was designed to counter those beliefs and replace them with a belief that even an illiterate parent can help their child (control belief influencing self-efficacy).

In addition to these communication objectives designed to build parents' *intention* to perform the desired behaviors, the project also addressed the key environmental and skills/abilities barriers identified in the formative research. For the former, the project provided story books in Wolof and French that were available to children through mobile libraries managed at the community level. To address skills and abilities, a consultant was recruited to design and test literacy and language activities that parents could do at home, regardless of the parents' literacy level.

With this data in mind, the consultant developed a strategic approach based on the formative research and SBCC literature. The approach focused on the ability of parents to participate in the education of their children and improve their opportunities in the future. The assumption is that if parents believe that home literacy and language activities can enhance the success of children in school, and if they have specific tools to use, they will develop more self-efficacy, that is to say, belief that they have a role to play in the children's success. At the emotional level, parents will be motivated by the sense of pride: pride in the success of children and for themselves.

Box 1: Behavioral objectives

Behaviors that should be in evidence if the communications objectives are met:

- Early-grade children (CI: Cours d'Initiation, or grade 1; CP: Cours Préparatoire, or grade 2; CE 1: Cours Élémentaire 1, or grade 3) will spend time every day reading or practicing early literacy skills outside of school.
- Families of early-grade children will provide a facilitating environment for children's reading, with enough time, space, light, and materials.
- Family members of early-grade children will interact with their children about reading on a daily basis. This may include listening to the child read, reading with the child, asking questions about their child's reading, or doing educational games or activities.

Successful behavior change campaigns include multiple components at various levels, ranging from mass media that reach large numbers of people, to interpersonal communications at the group or individual level. For example, Baker and colleagues (2013) noted that effective behavior change communications interventions supporting infant and child feeding objectives were shown to include interpersonal communications, community mobilization, mass media, and evidence-based policy dialogue. Briscoe and Aboud (2012) reviewed 24 successful SBCC campaigns (related to use of bed nets, hand washing, face washing, and complementary feeding) and concluded that the most successful interventions used three or four techniques, engaging the target groups on the behavioral, sensory, cognitive and social levels. A common theme in the SBCC literature is that successful interventions use a variety of methods and media and go well beyond just the simple provision of information to address skill building, modeling, support from peers or others, and other ongoing activities.²

To ensure an optimum mix of methods and media, channel selection was based on ARED's local knowledge of the existing information structures and habits in the target community. Community radio was identified as the best form of mass media, since listenership is high. Both radio spots and a weekly radio program were planned to take advantage of the synergy between the two: The spots, aired at various times during the day, publicized the program, and the program in turned ensured additional airtime for the spots. The radio program also served to reinforce and promote the interpersonal communication that occurred during community meetings, by featuring successful parents and children. Community theater reinforced and magnified the messages by expanding on the characters and situations featured in the radio spots. Printed posters, banners and flyers provided constant visual reinforcement. The posters and banners also served to spur discussion within communities,

² For a summary of the SBCC literature see Schmidt (2014).

and create demand for parental interaction because children saw the images and asked their parents about them. All of the interventions were unified with a single logo and slogan (see **Figure 2**), so the effect of each component was amplified by the others. In addition, facilitators led community meetings during which they demonstrated and taught activities parents could do with their children at home to support reading, even if the parents were illiterate.

Figure 2: Logo and slogan for Kaolack SBCC campaign, *Liifantu* (Reading)



The slogan translates from Wolof into English as: “Reading is the root of knowledge. Dear parents, read with me!” All campaign materials were branded with the logo; and the slogan, voiced by a child, was the tagline on the radio spots.

The materials were developed during a four-day creative workshop in Kaolack led by RTI’s SBCC consultant and RTI’s Senegal consultant, in partnership with ARED staff. Participants included local education officials, radio presenters from local stations, theater group members, an illustrator, and a graphic designer. Participants reviewed the formative research and initial communication strategy, then worked in small groups to create various components, which were then presented to the full group for comment and refinement. The materials were further refined in the weeks following the creative workshop, and then pre-tested by ARED staff before being finalized. (See **Annex A** for examples of some materials which were prepared for the campaign³.) The pre-tests consisted of eight focus groups in eight communities in Kaolack, some with only women, some with only men, and some mixed. Eleven poster images were tested with the focus groups. Half were found to be effective; others were dropped because they were confusing, deemed by participants to not be appropriate to their context, or, based on participant feedback, were found to not transmit the intended message. For example, one of the original posters showed a boy and his father coming out of a bookstore, but participants said bookstores are rare in the community and most rural people would not have access to them. Pre-test participants strongly preferred one logo and slogan, which were selected for the campaign.

Implementation of the campaign began in early October 2015 and continued for three months. This report compares the results of the baseline survey (completed in April 2015,

³ Due to the large file sizes, not all campaign materials were incorporated into Annex A. All the materials used for the campaign can be found on <https://dec.usaid.gov>.

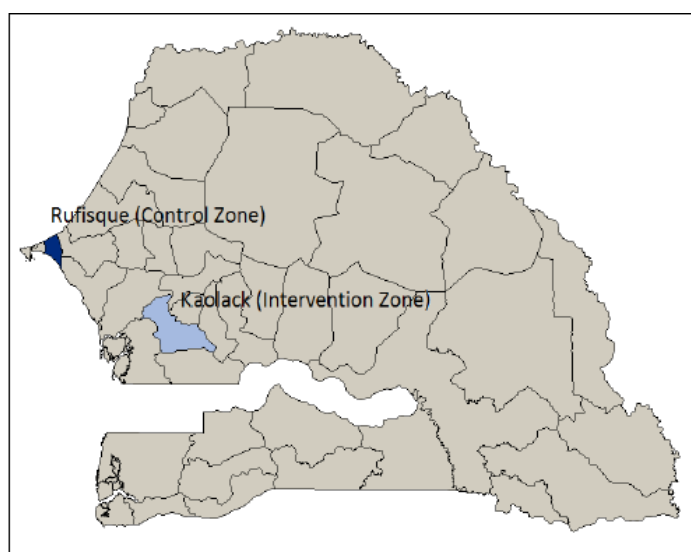
prior to the intervention), with those from the “first endline” survey, conducted in January 2016, immediately following the end of the campaign in Kaolack. A similarly designed intervention is being implemented in Rufisque in March–June 2016, and a “second endline” will be conducted in July to measure the impact in Rufisque as well as the durability of the effect in Kaolack after approximately six months with no outside intervention.

3 Methods

3.1 Sample Selection

The evaluation of the SBCC intervention was conducted by comparing the intervention zone, Kaolack, and the control zone, Rufisque (see the map in **Figure 3**). Pre-intervention and post-intervention data were collected from both zones through a structured questionnaire (see **Annex B** for the endline survey instruments in English and French). The two zones were deemed to have sufficient distance between them to avoid communication spillover.

Figure 3: Map showing the intervention zone



At each of the two sites, 240 interviews were completed at baseline, and 240 were completed at endline, for a total of 960 interviews. The sample was drawn from a selection of schools within two zones in which ARED is implementing a bilingual (French/Wolof) curriculum in early grades. Thirteen schools were selected from each zone—six in urban areas and seven in rural areas. From each school, 20 households were randomly selected from a list

of pupils in the bilingual classes. Enumerators then visited each household to conduct interviews with a single respondent between 15 and 70 years of age. They gave preference to interviewing the child’s parent. The respondent was asked to focus on the specific child sampled when answering questions, rather than responding for any other children in the household.

Household members were asked for basic demographic information and about their attitudes toward their children’s schooling, their role in that schooling, and their beliefs about reading/literacy in particular. Enumerators also asked them about specific behaviors related to their child’s schooling and completion of schoolwork at home, including the household member’s role in helping the child with that work.

3.2 Analytical Approach

The study was designed so that data were collected at two time points in two geographically separate zones. The households at the two time points were different random samples;

however, there was some possibility that a household could be re-interviewed at the endline. The researchers had to address possible confounding effects of differences in sociodemographic characteristics between Kaolack and Rufisque in order to detect the impact of the intervention. Propensity score matching was used to analyze the effect of the intervention rather than a difference-in-differences (DID) model.

In observational studies in which the researchers cannot randomize individual subjects or respondents into intervention or treatment groups, significant bias from confounding factors may be evident in individuals and the environment in the treatment and control zones. Since these families were not randomly assigned to live in one region or the other, propensity score matching was used to counteract this effect. Matching, generally speaking, attempts to reduce this type of bias by pairing treatment and control respondents based on these potentially confounding factors (demographic characteristics) and investigating whether differences in outcomes exist between the matched pairs. Propensity score matching uses the predicted probability of membership in the treatment group (of both the control and treatment households) and matching on that score. Logistic regression is used to calculate the predicted probability. Model covariates used to calculate the predicted probabilities included the age of the respondent, sex of the respondent, age of the child, grade of the child, educational attainment of the respondent, and the household wealth score. After matching, conditional logistic regression was then used to test for differences, based on the concordance or discordance of the outcome, in the matched pairs. This allowed differences in knowledge, attitudes, and behaviors between treatment and control households to be evaluated while accounting for the average demographic differences that may have existed between the populations in the two regions.

To analyze how the SBCC campaign activities may have affected families differently within the treatment region, an index of media exposure was created from endline survey questions focused on the respondent's recall of the media campaign. This included unprompted recall (asking if the respondent had heard or seen anything about children learning to read) and prompted recall (asking specifically about the campaign, including mentioning the slogan, showing the logo, etc.). The exposure questions asked about channels (radio, public performances, posters and printed materials, etc.), about slogans and messages, and about characters in the radio spots and public performances. The media exposure information was collected only from the intervention site and only at endline. This index provided a way to measure the "dose response" effect of the campaign—that is, the relationship between the quantity or intensity of an exposure and its effect on the target.

Item response theory was used to calculate the index, or score, of what respondents recalled of the media campaign. The resulting scores were based on the assumption that subjects' responses reflected a single latent trait, which was the exposure to the intervention messages from multiple sources. Exposure scores were used to create quintiles of exposure, from least to most exposed. Next, logistic regression models were used to test for associations between the exposure quintile and the target knowledge, attitudes, and behavioral outcomes in the household. This analysis was limited to the endline data from Kaolack because exposure data were collected only at that time and location (since only households in Kaolack had been the subjects of the campaign).

4 Results

4.1 Campaign Awareness and Recall

4.1.1 Unprompted Recall

In the endline survey in January 2016, respondents in Kaolack (the intervention zone) were asked a series of questions to measure their awareness and recall of the campaign. Respondents were first asked to report, spontaneously, if they had seen or heard any messages about children learning to read in the previous few months, and if so, from which sources. Only 6 percent of respondents said “none,” suggesting that 94 percent saw or heard at least one message (see *Table 1*). When asked how often they had seen or heard such advertising or information, 62 percent said every day and 24 percent said one to three times per week. Radio was the channel cited most often, followed by posters, community theater, and community mobilizers.

Table 1: Unprompted and prompted recall about campaign media

| Campaign medium | Unprompted | Prompted |
|---------------------------|------------|----------|
| Overall | 94%* | 89% |
| Radio | 80% | 87% |
| Radio spot | n/a | 84% |
| Radio program | n/a | 48% |
| Posters / banners / signs | 65% | 90% |
| Community theater | 25% | 66% |
| None | 6% | |

*Calculated based on “none” result.

n/a = Not applicable. The interviewers asked respondents where they had heard or seen messages but not about the specific radio spot or radio program.

Columns add to more than 100 because respondents could supply more than one answer.

When asked about direct interpersonal communication, 81 percent said someone had spoken to them about reading with their child or helping their child read. Of those, 66 percent said a community mobilizer had spoken to them and 38 percent cited a neighbor, friend, or family member (*Table 2*). The community mobilizers were the only ones charged with communicating the campaign messages. People hearing them from other sources is therefore evidence of the ideas spreading through the local social networks (an intended outcome).

Table 2: “Yes” responses regarding interpersonal communication

| Did anyone speak to you about your child's reading? | 81% |
|---|-----|
| If yes, who? | |
| Community mobilizer | 66% |
| Teacher / school director | 51% |
| Neighbor / friend / family | 38% |
| Local / religious leaders | 15% |
| None | 6% |

Note: Percentages add to more than 100 because of the option for respondents to supply more than one answer.

When asked the main messages they recalled, 74 percent of respondents spontaneously cited the campaign slogan, “Reading is the root of knowledge,” and 69 percent cited the campaign tagline, “Dear parents, read with me!” This slogan and tagline were repeated at the end of every radio spot, and were part of the logo, which was on all visual materials. For the other messages, which were associated with individual posters or other components, the average spontaneous recall was much lower: Only 21 percent could cite a specific other message (*Table 3*). When asked if they remembered the names of any characters in the radio spots or theatre performances, 85 percent recalled Keba, 53 percent recalled Keba’s father, and 53 percent recalled Mbossé (see *Annex C* for summaries of radio spots).

Table 3: Prompted and unprompted recall about specific messages

| Message | Un-prompted | Prompted | | |
|---|-------------|----------|---------|---------|
| | | Radio | Posters | Theater |
| Reading is the root of knowledge. | 74% | 89% | 88% | 88% |
| Dear parents, read with me! | 69% | 80% | 74% | 85% |
| My dear parent, even though you are not educated, you are interested in my reading! | 29% | 52% | 58% | 59% |
| Household chores should not be an obstacle to a child’s learning to read. | 24% | 39% | 38% | 46% |
| Parents, please read along with me! | 25% | 37% | 44% | 43% |
| Reading, the key to knowledge! | 21% | 43% | 35% | 38% |
| If you read with me, you won’t regret it! | 19% | 46% | 37% | 41% |
| The time that you give me will create my success. | 17% | 33% | 35% | 42% |
| Recalled no specific messages | 10% | | | |

Note: Percentages add to more than 100 because of the option for respondents to supply more than one answer.

4.1.2 Prompted Recall

When the campaign was described to respondents, 89 percent were aware of the campaign and 76 percent said they had seen or heard it “often” or “very often” in the previous four months. In general, prompted recall was higher than unprompted, which is to be expected (as shown in Table 1 above).

The prompted recall section included “message appraisal” questions. For each channel that they recalled, respondents were asked to rate their level of agreement with each of the following statements using a five-point Likert scale:

- I found it easy to understand
- I learned something new
- It made me feel concerned about my child’s education
- It made me more likely to read with my child or help my child with schoolwork

- I discussed it with neighbors, friends, or family members

More than 90 percent of respondents said “completely agree” for almost all of these questions. Family members were given illustrated cards to serve as reminders of the activities to do at home. When asked about these “memory cards,” 88 and 91 percent “completely agreed” with the first two statements from the list above. Additionally, 91percent completely agreed with the statement “They reminded me to do activities with my children,” and 93 percent completely agreed with “They helped me do activities with my children.”

Respondents were also asked about the campaign’s influence on their behavior. When asked, “Do you think the campaign made you much more likely, or somewhat more likely to want to read with your child, or did it make no difference?” Eighty-nine percent of respondents said “much more likely” (**Table 4**). The proportion was effectively the same for “do educational activities with your child at home.” When asked to report what they did as a result of the campaign, more than 80 percent reported activities related to their child’s reading. Notably, 86 percent said they discussed the campaign with someone else, an important proxy for campaign effectiveness.

Table 4: Likelihood of reporting certain behaviors

| Question | % | n |
|---|------|-----|
| As a result of the campaign, did you read with your child at home? | | |
| No difference | 3.5 | 7 |
| Somewhat more likely | 7.0 | 14 |
| Much more likely | 89.4 | 178 |
| Did you do other educational activities with your child at home? | | |
| No difference | 3.5 | 7 |
| Somewhat more likely | 7.5 | 15 |
| Much more likely | 88.9 | 177 |
| After having seen, heard or participated in a campaign component, did you: | | |
| Discuss campaign with other, or mention to others? | 86.4 | 206 |
| Read with your child at home? | 89.8 | 203 |
| Do other educational activities with your child at home? | 81.9 | 204 |
| Encourage other parents to read/do educational activities with their children? | 86.8 | 204 |
| Talk to your child’s teacher about his/her education or reading progress? | 84.3 | 204 |

4.2 Attitudes, Norms, and Self-Efficacy

4.2.1 Attitudes

As noted above, Fishbein and Cappella’s (2006) Integrative Model defines attitudes as a function of behavioral beliefs and outcome evaluations. That is, “the more one believes that performing the behavior in question will lead to ‘good’ outcomes and prevent ‘bad’ outcomes, the more favorable should be one’s attitude toward performing the behavior”

(Cappella, Yzer, & Fishbein, 2003, p. 211). Results of the formative assessment suggested that parents had positive attitudes toward education. In addition, they believed that children whose parents paid attention to their schooling would be more successful, and that success in school would lead to success in life. The survey’s “attitude” questions therefore focused on the role parents could play to help their child with school, and parents’ beliefs about the importance of reading compared to other school subjects.

As described in Section 3, “Methods,” results of the endline survey were analyzed using propensity score matching, and reported as odds ratios comparing the odds of a respondent from the intervention zone (Kaolack) giving a response compared to a matched respondent from the control zone (Rufisque). Additionally, within Kaolack, the responses of household members were analyzed based on their level of exposure to the activities of the campaign.

Respondents in Kaolack were 3.3 times as likely as respondents in Rufisque to name reading as the most important subject; for other subjects named, the difference between the two zones was not statistically significant. Seventy-three percent of respondents in Kaolack in the highest exposure quintile cited reading, compared with 58 percent in the lowest exposure quintile and 46 percent in the second-lowest quintile.

When asked, unprompted, what role parents could play to help their child with school, Kaolack respondents were much more likely to cite “read with child,” “ask child to read aloud,” and do homework with the child” (**Figure 4**). The “dose-response” effect was strong as well, especially for the key behaviors of interest: 58 percent of respondents in the highest exposure quintile cited “read with child,” compared with 10 percent in the lowest exposure quintile; 46 percent in the highest exposure quintile cited “ask child to read aloud,” compared with 27 percent in the lowest exposure quintile (**Figure 5**).

Figure 4: Attitudes – What role can parents play to help their child with school? (unprompted)

Odds of a treatment household giving response vs. a control household

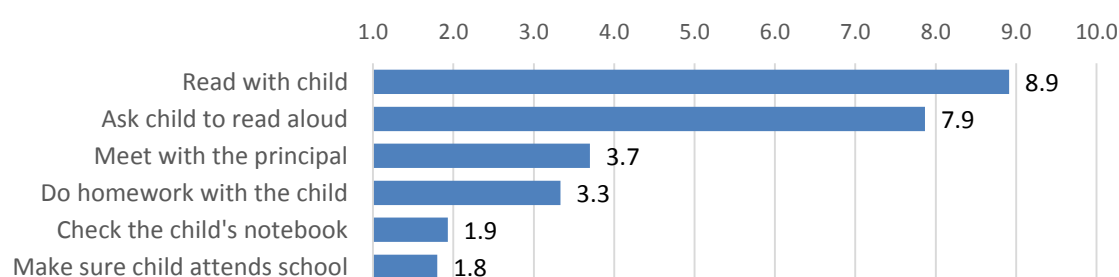
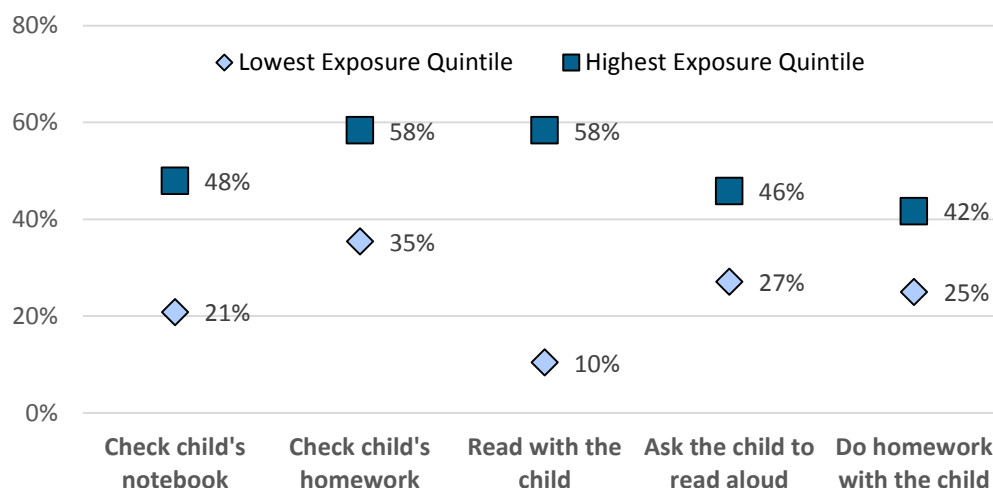


Figure 5: Attitudes – What role can parents play to help their child with school? (unprompted)

By exposure quintile



4.2.2 Norms

To better understand the perceptions of local norms, the respondents were asked about their friends' and neighbors' reading practices with their children. In the formative assessment, both parents and teachers said that many parents do not monitor their children's schoolwork. This was considered by the respondents to be sad and irresponsible, but common. Following the campaign, when asked, "Do you know of friends or neighbors who read with their children?" respondents in Kaolack were 2.8 times as likely to say yes. Within Kaolack, 98 percent of the respondents in the highest exposure quintile said yes, compared to 56 percent in the lowest quintile.

4.2.3 Self-Efficacy

Self-efficacy is influenced by control beliefs and perceived power—that is, whether a person believes s/he can perform the behavior. Self-efficacy emerged as a strong factor in the formative assessment and baseline survey. During the formative research, parents reported that they felt incapable of helping their children with school because they were illiterate or poorly educated. Parents also expressed guilt that they were not able to do more to help their children, and felt responsible if their child did not do well in school. Following the campaign, when asked if they felt they could help their child learn to read, respondents in Kaolack were 1.6 times as likely to say yes (**Figure 6**). Among those who said "no," Rufisque respondents were nearly five times as likely to cite not being able to read as an obstacle (odds ratio 0.225). Among those who said "yes," Kaolack respondents were twice as likely to cite "read with child" and 2.4 times as likely to say "listen to the child read" as ways they could help the child. And respondents in Kaolack were almost seven times as likely to say "make time for the child to study."

Figure 6: Self-efficacy

Odds of a treatment household giving response vs. a control household

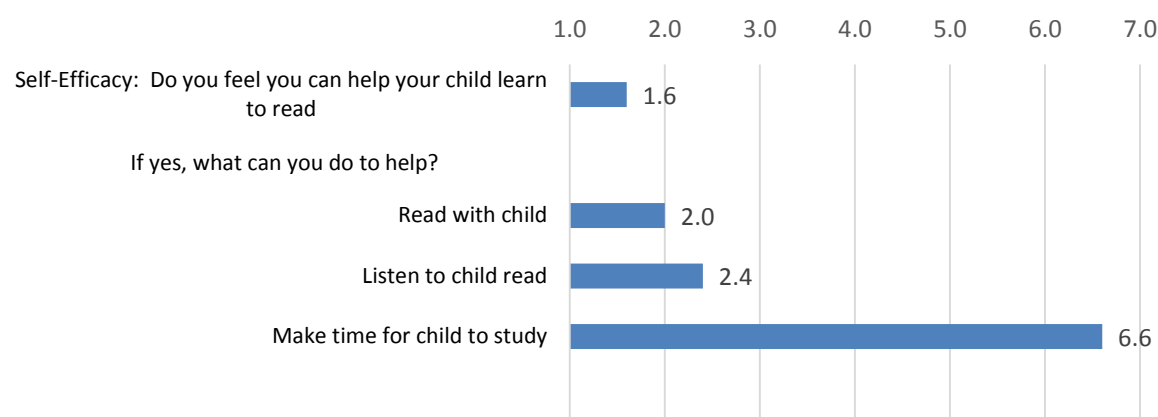
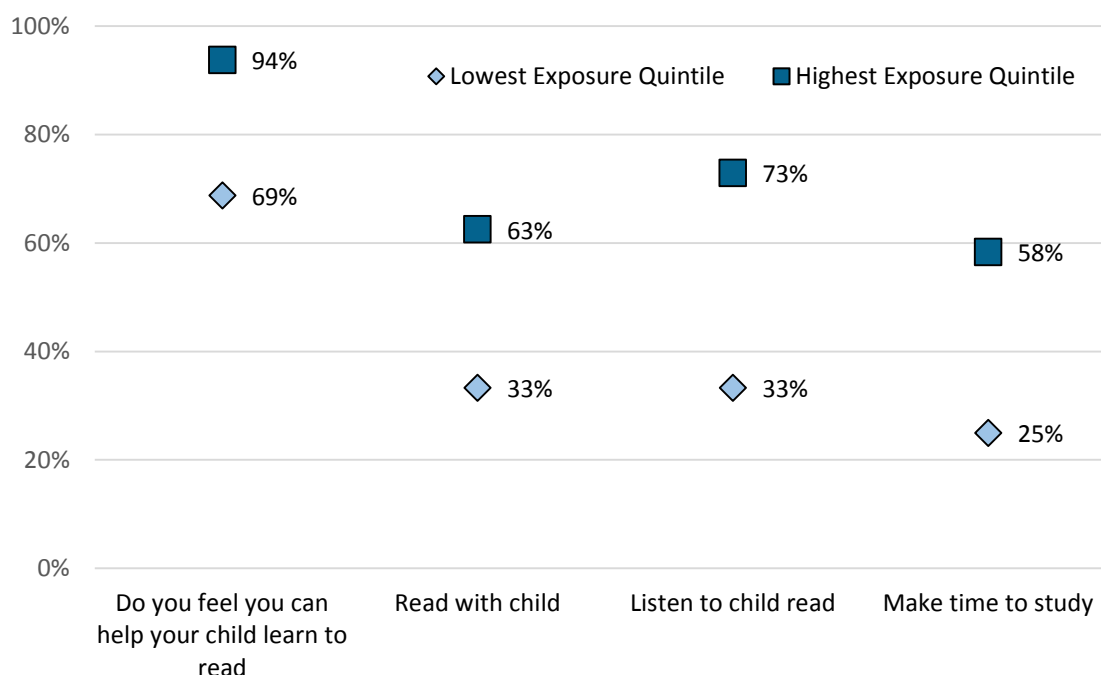


Figure 7 shows a pattern similar to that seen with family members' attitudes: Higher exposure to the campaign was associated with greater percentages of household members saying that they felt they could help their child learn to read (94 percent of the highest exposure quintile, compared to 69 percent of the lowest quintile). Of those who said they could help, greater percentages of the households in the highest exposure quintile said they could read with the child, listen to the child read, and make time for the child to study.

Figure 7: Self-Efficacy

By exposure quintile



4.3 Behavior

Although changes in attitudes, norms, and self-efficacy are important measures of the impact of an SBCC campaign, behavior changes are the ultimate desired outcome (the behavioral

objectives). When respondents were asked if they helped their early-grade child with school, those in Kaolack were 3.2 times as likely to say yes, compared to those in Rufisque. When asked if *anyone* in the household helped the child, those in Kaolack were 5.2 times as likely to say yes. Those who said they helped their child were asked how they help; Kaolack respondents were 2.9 times as likely to cite “I ask the child to read aloud” and 2.6 times as likely to say that someone in the household listens to the child read (**Figure 8**).

Analysis of Kaolack respondents’ answers by exposure quintile showed a dose-response effect: 83 percent of those in the highest exposure quintile said they helped their child with schoolwork, compared to 38 percent of those in the lowest exposure quintile. When asked how they helped, 56 percent of those in the highest exposure quintile said they listened to the child read aloud, compared to only 6 percent of those in the lowest exposure quintile (**Figure 9**).

The dose-response effect was also marked in how often the respondents reported helping the child with school (**Figure 10**) and how they reported helping the child. The propensity score matching analysis did not find any statistically significant results for questions about frequency of help. The analysis did find significant results on duration of help by any household member: Kaolack respondents were 5.1 times as likely to say any household member helped for at least 30 minutes each time they helped.

Figure 8: How do you/someone in the household help your child with school?
Odds of a treatment household giving response vs. a control household

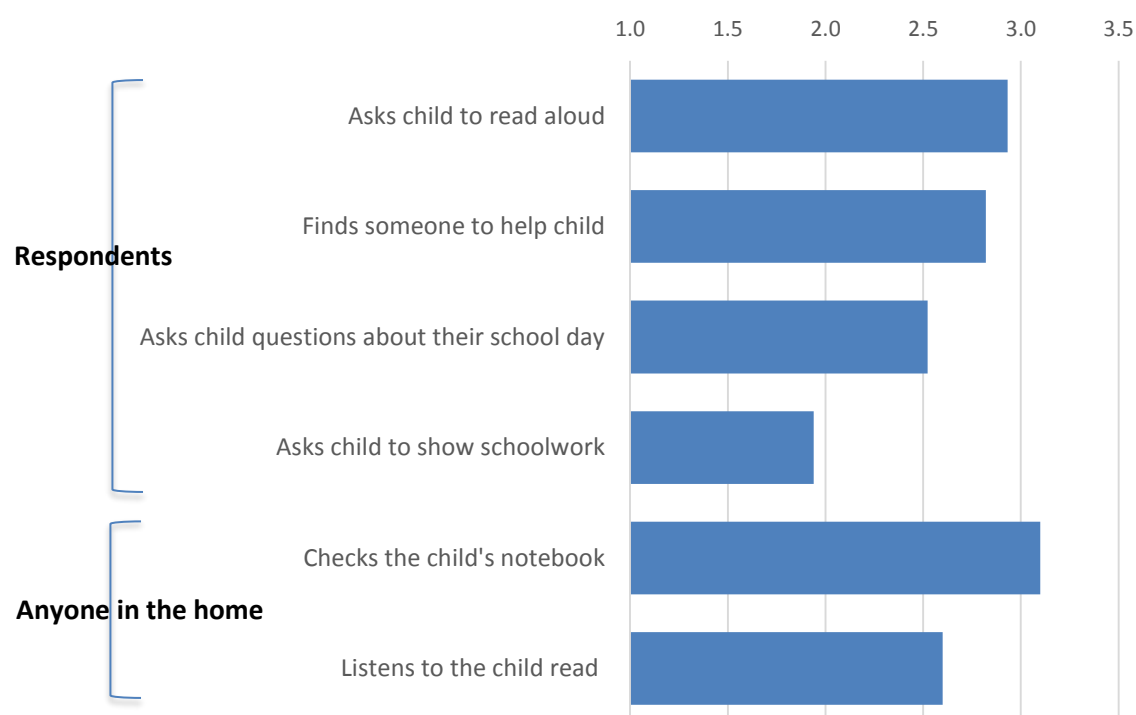


Figure 9: How do you/someone in the household help your child with school?

By exposure quintile

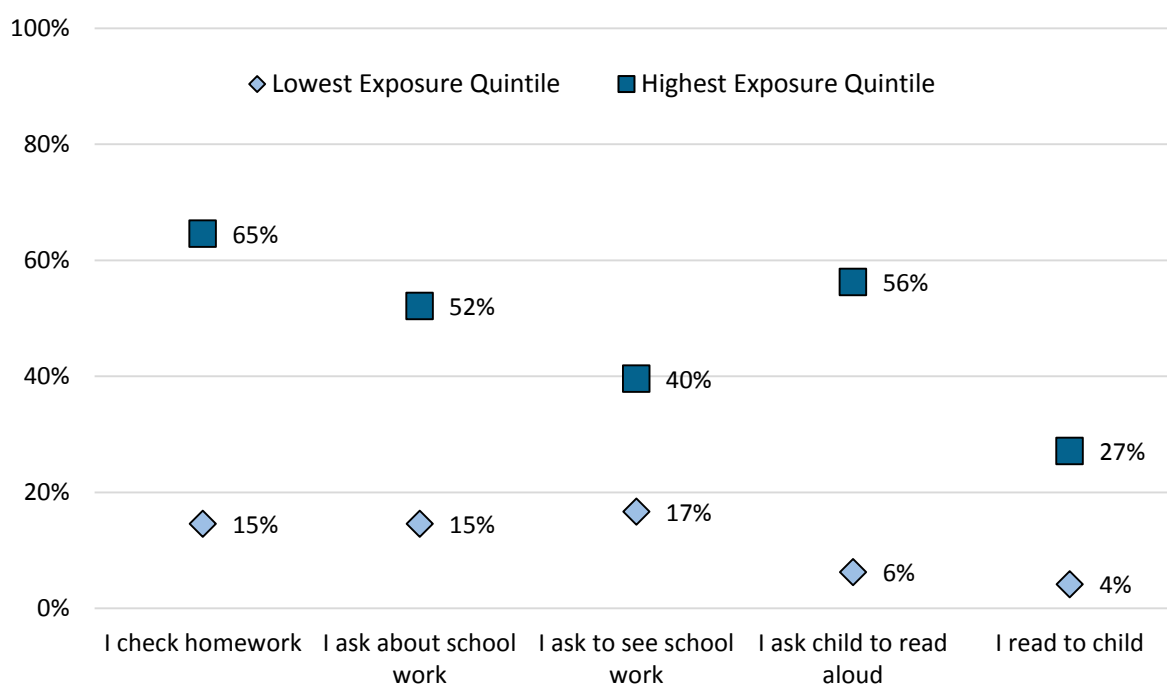
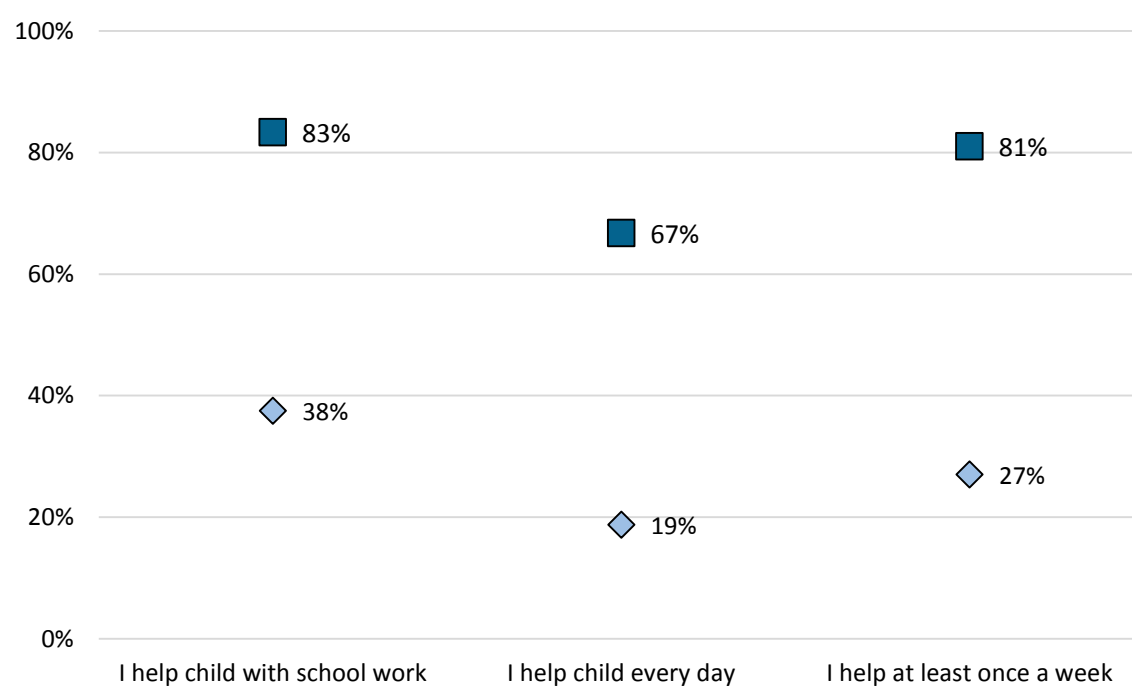


Figure 10: Behavior: Respondents helping child

By exposure quintile



4.4 Environmental Factors: Books

The Integrative Model suggests that behavior is influenced by environmental factors, skills and abilities, and intention. The most important environmental factor cited in the formative research phase was availability of books, so the project provided storybooks for children to take home. These books were procured and placed into trunks (see photo), one for each of the 13 intervention communities. Communities decided how to manage these mobile libraries, and in most cases they stayed in the community rather than being placed in the schools. Monitoring showed that 7,505 books were borrowed over the course of the campaign.



Trunk of storybooks supplied to communities as part of the Liifantu campaign

4.5 Skills and Abilities: Literacy Activities

Since many parents said they did not know how they could help their children with reading, especially if they were not literate, the intervention included development and dissemination of a series of literacy activities. ARED facilitators demonstrated and taught the activities to parents during *causeries*, or community meetings. In all, 78 *causeries* were held in Kaolack during the campaign, with 3,652 participants. To help parents remember the activities, pictorial memory cards (see Section 4.1.2) were developed that showed the steps of each activity; these were distributed at *causeries*.

Seventy-nine percent of Kaolack respondents said they had attended *causeries* about their child's education in the previous four months. Ninety-six percent of those who attended said they learned educational activities; 87 percent of those who learned said they did activities with children at home. Eighty-two percent received memory cards, and of those, 90 percent could show them to the interviewer.

Table 5: Literacy activities

% of Kaolack respondents who reported doing the activity with child at home

| Activity | % |
|--|-----|
| Words and sentences | 77% |
| The Ritual | 63% |
| Story time | 61% |
| Memory game | 60% |
| Word game (fruits and vegetables) | 57% |
| Words that are similar | 51% |
| Reviewing, putting away school materials | 46% |
| Look at the pictures in a book | 47% |
| Who am I? | 41% |
| On the road | 30% |

4.6 Regional, household, and respondent characteristics

Rufisque is about 20 km from Dakar, and recent road improvements have made Senegal's capital and largest city more accessible to this periurban area. Kaolack is 200 km southeast of Dakar via the N1 highway. It is the fifth-largest city in Senegal, and its location on the Saloum River about 100 km from the Atlantic Ocean makes it an important center for trading and shipping, especially for Senegal's large peanut industry. Kaolack is also a major center for Islamic learning. Both regions have urban, semi-rural, and rural areas.

The survey found the households in Kaolack to be poorer and larger than those in Rufisque (*Tables 6 and 7*). As described in Section 3, "Methods," propensity score matching was used to address the potentially confounding effects of these differences in sociodemographic characteristics between the intervention and control zones. The differences were less pronounced for printed materials in the home: Households in Rufisque were more likely to have newspapers in the home (38 percent in Rufisque versus 21 percent in Kaolack), but Kaolack households were more likely to have adult books, and much more likely to have children's books (2 percent in Rufisque, 20 percent in Kaolack). This is not surprising since the project provided children's books in Kaolack (*Table 8*).

Table 6: Breakdown of household wealth quintile, by region

| Household wealth quintile | Kaolack | | Rufisque | |
|---------------------------|---------|----------|----------|----------|
| | % | <i>n</i> | % | <i>n</i> |
| Lowest | 37.1 | 89 | 3.8 | 9 |
| Second | 25.8 | 62 | 13.3 | 32 |
| Middle | 15.4 | 37 | 21.7 | 52 |
| Fourth | 13.3 | 32 | 26.7 | 64 |
| Highest | 8.3 | 20 | 34.6 | 83 |

Table 7: Breakdown of number of people in household, by region

| Number of people in household | Kaolack | | Rufisque | |
|-------------------------------|---------|----------|----------|----------|
| | % | <i>n</i> | % | <i>n</i> |
| 0 to 4 | 2.1 | 5 | 5.9 | 14 |
| 5 to 9 | 21.4 | 50 | 39.0 | 92 |
| 10 to 14 | 28.6 | 67 | 25.8 | 61 |
| 15 to 19 | 22.6 | 53 | 13.6 | 32 |
| 20 or more | 25.2 | 59 | 15.7 | 37 |

Table 8: Percentages reporting printed materials in home, by region

| Printed materials in home | Kaolack | | Rufisque | |
|---------------------------|---------|----------|----------|----------|
| | % | <i>n</i> | % | <i>n</i> |
| Magazines | 6.3 | 240 | 6.7 | 240 |
| Newspapers | 21.3 | 240 | 37.9 | 240 |
| Adult books | 28.8 | 240 | 19.2 | 240 |
| Children's books | 20.4 | 240 | 1.7 | 240 |
| Textbooks | 87.1 | 240 | 91.3 | 240 |

| Printed materials in home | Kaolack | | Rufisque | |
|---------------------------|---------|----------|----------|----------|
| | % | <i>n</i> | % | <i>n</i> |
| Workbooks | 81.3 | 240 | 84.6 | 240 |
| Koran | 67.9 | 240 | 77.5 | 240 |
| Bible | 0.4 | 240 | 0.4 | 240 |

The mean age of the respondents was 38 in Kaolack, 40 in Rufisque; in both zones, the children who were the focus of the interview were mostly 8, 9, or 10 years old, with a mean age of 9.1 years in Kaolack and 9.5 years in Rufisque. As expected, most of the children were in first grade (CI) or third grade (CE 1).

Mothers comprised 62 percent of the respondents in Kaolack and 61 percent in Rufisque, followed by fathers (16 percent in Kaolack and 13 percent in Rufisque). There were differences in the level of education of the family member responding to the survey, as can be seen in **Table 9**. In Kaolack, 53 percent had no formal schooling, compared to 32 percent in Rufisque.

Table 9: Levels of education of respondents, by region

| Education level | Kaolack | Rufisque |
|---------------------------|---------|----------|
| No formal education | 53% | 32% |
| Some primary school | 17% | 30% |
| Completed primary school | 10% | 19% |
| Some lower secondary | 3% | 7% |
| Completed lower secondary | 5% | 3% |
| Some upper secondary | 4% | 3% |
| Completed upper secondary | 4% | 5% |
| Some post-secondary | 3% | 2% |

5 Discussion

5.1 Theoretical Basis

This study serves a proof of concept for the idea of using SBCC to influence parents' behavior related to early-grade reading, with a goal of improving children's reading progress by providing opportunities for them to practice reading and literacy skills at home. A long-term goal is to build a culture of reading in communities in which print is scarce in the environment and in the home, many adults are not literate, and children seldom see others reading, except when doing schoolwork. The *Liifantu* (Reading) campaign gave the target audience—parents and other family members—multiple models for interacting with their children around reading, emphasizing activities designed for illiterate parents.

In a study for USAID, NORC at the University of Chicago (Cao, Ramesh, Saffitz, Hosein, & Menéndez, 2014, Draft) reviewed evaluations of interventions targeting parental involvement in support of literacy. They concluded that the available evaluations in low- and middle-income countries did not clearly establish a link between parental involvement and increased student reading proficiency. However, they did cite some research that revealed a correlation

between children’s home literacy environment (usually defined as importance attached to literacy, availability of books, and/or home literacy activities) and their reading performance (Cao et al., 2014, Draft). This suggests that efforts to stimulate greater family engagement in support of children learning to read should address these different aspects of the home literacy environment—in particular, dealing with the limitations of those environments in low resource, non-literate settings.

The major examples of these kinds of barriers identified during formative research in Kaolack included:

- availability of books and other reading materials;
- competition for time, especially with children’s household chores; and
- parents’ lack of confidence in their ability to help their children.

Despite these barriers, the baseline survey showed that many parents felt that they *should* be doing more to help their children.

The Integrative Model, which incorporates elements of several SBCC theories that seek to explain behavior, suggests that intent to perform a behavior is strongly influenced by a person’s attitudes, perception of social norms in the community, and feelings of self-efficacy and control. Therefore, the campaign in Kaolack was designed to specifically target these issues: how family members perceived their role, what they believed were the possible roles a family member could play, and whether they saw themselves as capable of playing those roles.

5.2 Campaign Impact

The *Liifantu* campaign was well received in the community, and both prompted recall and unprompted recall were high. Propensity score matching showed that measures of attitudes, norms, self-efficacy, and behavior were significantly more favorable in the intervention zone than in the control zone. When the results were analyzed by exposure quintile, a significant “dose-response” effect was evident. Taken as a whole, these results suggest that the campaign had a significant impact on the attitudes, beliefs, and behaviors of the target audience.

A theory of behavior change can guide the interpretation of the differences seen between treatment and control household members following the implementation of the SBCC campaign. The Transtheoretical/Stages of Change model is one useful example (Glanz & Bishop, 2010). It describes the steps of behavior change, from precontemplation, when the person sees no need for or interest in changing; through contemplation; preparation; action; and maintenance. This model is useful for understanding what portion of target households is formulating the intention to help their children learn to read (precontemplation, contemplation, preparation), and what proportion is actually adopting the desired behaviors (action). The data generated from the endline survey on attitudes, beliefs, and behaviors indicate where family members fall on this behavior change continuum.

In many SBCC campaigns, the impact on attitudes and beliefs is seen before the impact on behavior. For example, many smokers believe smoking is an unhealthy habit that will shorten their lives, but their physiological addiction and/or social norms in their community make it difficult to take the action needed to quit. In this campaign, although the most dramatic

impact results were seen in attitudes (Figures 4 and 5), the behavioral results were also quite pronounced. For example, when asked in general about the kind of role parents or family members can play in helping a child with school, Kaolack respondents were nine times as likely to choose “read with child” and eight times as likely to cite “ask child to read aloud.” The effect was considerably smaller when parents were asked specifically about their behavior: Among those who said they or someone in their household helped their child with school, Kaolack respondents were 2.9 times as likely to cite “I ask the child to read aloud” and 2.6 times as likely to say that someone in the household listens to the child read (Figure 8).

This difference between reported attitude and reported behavior is to be expected. Attitude change can be easier to achieve than (and be a precursor to) actual behavior change. The strong effect on attitudes, and smaller but still marked effect on norms and self-efficacy, suggest that even those who have not yet changed their behavior may well have moved closer to behavior change according to the time-based steps, or stages of change. That is, some in the “precontemplation” stage of behavior change may have moved to “contemplation,” and those in the “contemplation” stage may have moved to “preparation.”

In terms of their reported behavior, Kaolack respondents were 3.2 times as likely to say that they helped their early-grade child with school. When asked specifically what they did to help, the key responses also showed odds ratios between 2 and 3, even though the respondents were not prompted (Figure 8). For example, Kaolack residents were 2.9 times as likely to say, “I ask child to read aloud” when asked how they helped their child with school. This consistency between the overall question and the specific responses strengthens the validity of the results: A respondent might be tempted to say “yes” to a general question such as “Do you help your child with school?” because it sounds like the “correct” answer, even if it was not really true, but that person would be less likely to spontaneously cite the behaviors that were promoted by the campaign.

Besides listening to the child read, the literacy activities promoted in the community were the main actions available to illiterate parents.⁴ Participation in the causeries, during which the activities were demonstrated, was high (79 percent), and the vast majority of those who attended said they learned activities, did them with children at home, received cards to help them remember the activities, and were able to show the cards to the interviewer. This consistency suggests that respondents were highly engaged and motivated.

The respondents’ self-reports of campaign influence (Table 4) were also consistent with the overall picture: 89 percent of respondents said the campaign made them much more likely to want to read with their child at home and to want to do educational activities with their child at home. When asked to report what they did as a result of the campaign, 80 percent or more cited key target behaviors, or reported discussing the campaign with someone else, or encouraging someone else to perform the behaviors. Inciting discussion within the target audience is an important indicator of campaign effectiveness and potential sustainability.

⁴ Data on family members’ level of literacy were not collected, but data on education level are shown in Table 9 above.

5.3 Limitations

This study had a number of limitations. Since independent observation was not practical, all data were self-reported, and respondents would have had a natural interest in presenting themselves as “good parents.” A related issue in “message appraisal” (see Section 4.1.2) is that Likert scale results often tend toward the positive. In terms of generalizability, the households surveyed were randomly selected from lists of students in the bilingual programs in targeted schools, and so the beliefs, attitudes, and behaviors may not have been representative of the region as a whole, but rather were representative of the families with children in the selected schools. It should be noted that ARED skipped a year of its implementation to complete an evaluation of the program, so the program was not implemented in grade 2 (CP) in the 2014–2015 academic year or grade 3 (CE 1) in the 2015–2016 academic year. So the baseline survey for this study was focused on children in grade 1 (CI) and grade 3 (CE 1), and the endline focused on the same cohort of students.

Community-level interventions, such as media campaigns or other communications that can simultaneously reach many people within a geographically defined area, do not permit randomization at the individual level. “Spillover” of the message cannot be controlled. In an attempt to provide some comparability, control areas are selected, as was the case with this activity. This, however, can lead to an unbalanced sample, in which the intervention area may have baseline characteristics that differ from those in the control area, and this proved to be the case in this study. As described above under Section 3, “Methods,” propensity score matching was used to address the unbalanced sample and its potential confounding effects.

Other limitations are as follows:

- The media exposure questions were not asked of the control site during the endline, although it might have been useful to assess whether recall bias was an issue.
- There was no reduction in the number of variables used in constructing the exposure score. Variables that do not contribute much to the exposure score could be removed from the model, thereby increasing its reliability.
- Some of the respondents had participated in the baseline, and therefore their responses may have been distorted by being asked the same questions a second time.

5.4 Conclusions and Next Steps

This study showed that the idea of using SBCC to promote family attitudes and behaviors that are supportive of early-grade reading is viable and should be explored further. To that end, RTI, under the EdData II project, is implementing the campaign in Rufisque (April–June 2016), using essentially the same components, with some small adaptations based on differences in that region’s context. A third round of surveys, slated for July, will measure the impact of the campaign in Rufisque and the sustainability of the effect in Kaolack approximately six months after the end of campaign activities. This should provide additional insight into the impact of SBCC activities on changing family knowledge, attitudes, and behaviors related to literacy.

A comparable campaign has been developed in Malawi in collaboration with the USAID-funded Early Grade Reading Activity there. In Malawi, the SBCC trial will evaluate the additional benefit of one campaign component, notably the community theater interventions.

The treatment zone is being divided into two groups – one in which community theater will complement the work of community mobilizers, posters, and radio messages, and the other where there will be no community theater implemented. In this second set of communities, the home-based literacy activities will be demonstrated during the “listening groups” – when community members come together to follow the radio spots. The comparison of the two variations of the campaign will help determine the extent to which additional on-the-ground communications activities (like community theater) add enough value to justify the added costs/effort associated with them. Depending on the results, different versions of a simplified approach could be tested further as another program, the Malawi Early Grade Reading Improvement Activity (MERIT), assists the government in implementing its National Reading Strategy across the entire country.

Finally, although this study focused on changing parents’ behavior, an important topic for further study will be whether increased parental involvement in early grade reading affects learning outcomes. The broad scale and multiyear time frame of the larger MERIT program in Malawi should provide an opportunity to explore that impact, and to do so by testing a variety of campaign strategies and components as SBCC activities are implemented across numerous settings.

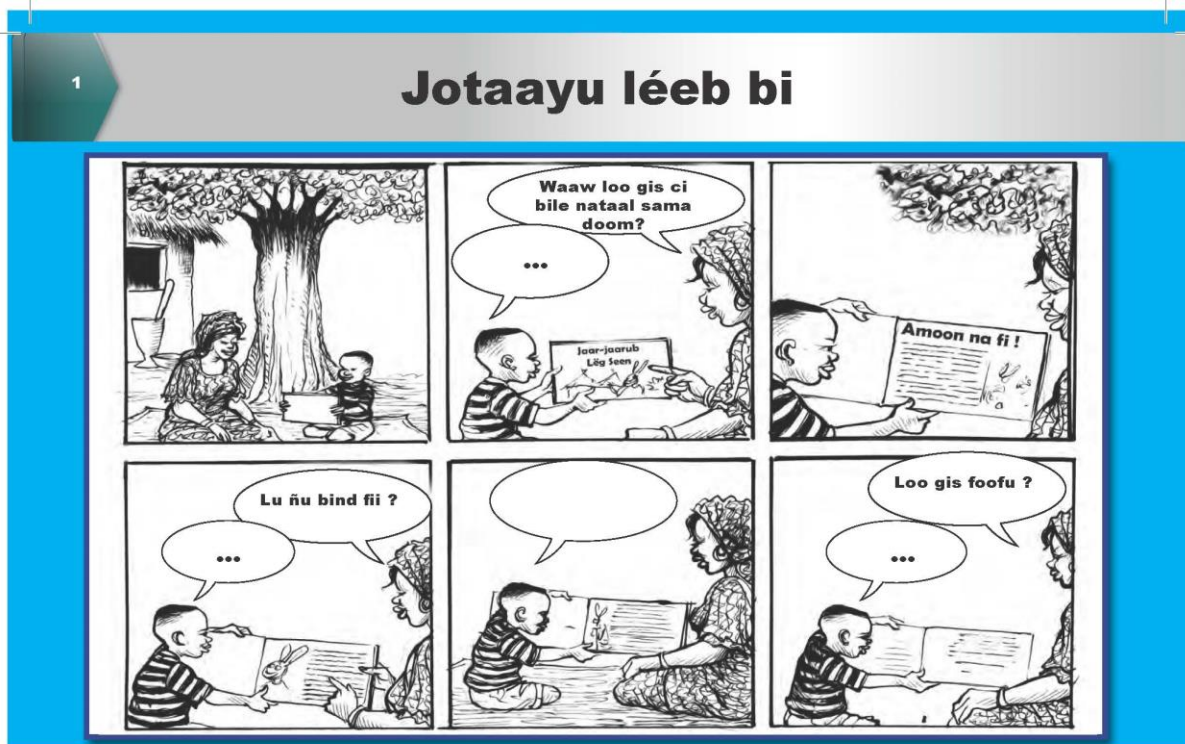
Getting beyond proof of concept will be an important next phase of research to further develop how SBCC techniques are applied in support of programs to improve early grade reading. The results from the first pilot in Kaolack certainly are encouraging – indicating that a multi-pronged SBCC campaign can influence attitudes, beliefs and behaviors among household members. In addition to evaluating whether those changed behaviors help improve students learning outcomes, further research should also be designed to test different combinations of campaign strategies – with attention to comparing the effectiveness and the costs of different combinations of campaign elements.

Lastly, by design SBCC activities are organized as a campaign – a short-term strategy meant to alter some key determinants of behavior related to supporting children learning to read. As programs designed to provide longer term support take up some of the lessons of SBCC research, they will need to consider how to incorporate campaign “bursts” into a multiyear strategy. Effective campaigns have a relatively short shelf-life. Longer-term strategies will need to consider how and when to renew or change campaign messages, the sequencing of messages that best moves target audiences through the stages of behavior change, and what different audiences need to be targeted at different times (within the context of a comprehensive communications strategy). Taking the lessons from these kinds of pilots can hopefully inform programmatic choices about how to implement SBCC, but those choices will still need to fit into this kind of broader strategy.

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Annex A: Samples of Campaign Materials



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**LIGGÉEYI KĚR GI DUÑU TERE NJABOOT GI
DUGAL SEEN LOXO CI LIIFANTU.**



Annex B: Endline Survey Instruments

General Instructions

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

Parent Consent Form (Read aloud to the parent)

Hello. My name is _____. I am working with ACI in partnership with USAID/Sénégal and the Research Triangle Institute.

We are collecting data on parents' involvement in their children's education. My supervisor said that you had agreed to take some time today to talk to me about the education of your children.

May I come in? Do you have some time? The interview should take about 1 to 1 1/2 hours. Is there a quiet place where we can sit and talk with being disturbed?

- The purpose of this activity is to help improve the education for children in the region. We are particularly interested in better understanding the ways children learn to read, and the work they do both in and outside of school.
- You were randomly selected to participate in this activity along families whose children go to primary school and participate in the bilingual program supported by the ngo ARED. 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 your questions about your household and your children and the way household members might support your children's schooling.
- I have a questionnaire that I will fill out while we are talking. The questionnaire will take about 1 to 1 1/2 hours. Please be assured that the questionnaire is anonymous and will not be reported on an individual level, but will be combined with other participants' responses. If I do collect any names, they will be kept on a separate sheet and destroyed at the end of the visit. Your name will not be mentioned anywhere in the survey data. The combined results of the questionnaire will be shared with USAID/Sénégal and the Ministry of Education to better understand the ways children learn to read and the work they do both in and outside of school.
- 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 Senegal.
- If you have any questions regarding this study, please feel free to contact:
Africa Consultants International
Simon Lazare Badiane
Villa 482 Sicap Baobab Dakar
BP 5290 Dakar FANN
77 30 9864
- 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 who is studying in the bilingual program?

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

- We greatly appreciate your taking the time to help us. I hope you enjoy our interview. Please answer the questions as honestly as possible. If you cannot answer a question, that is not a problem and we will move on to the next question. Also, please interrupt me if you have a question or need clarification. Shall we begin?

Senegal Parent Questionnaire

| | | |
|-------------------------|---|--|
| 1. | Starting time [Use 24-hour time HH:MM] | <input type="text"/> : <input type="text"/> |
| 2. | Interview date [DD/MM/YY] | <input type="text"/> / <input type="text"/> / <input type="text"/> |
| 3. | Interview status | Refused → Thank respondent and end interviewx Partially completedx Completedx |
| 4. | Name of interviewer [Last name, first name] | _____ |
| 5. | Location of interview | _____ |
| DEMOGRAPHIC DATA | | |
| 6. | Respondent code | _____ Date collector's number+Order number+First letter of neighborhood +First letter of City. Example: 101DK |
| 7. | Age: (years) | _____ |
| 8. | Gender: | Male Female..... |
| 9. | Relationship to child: | Motherx Fatherx Grandparent.....x Aunt.....x Unclex Siblingx Other (specify).....x _____ Don't know/Refuse 888 |




Senegal Parent Questionnaire

| | | |
|-----|---|--|
| 10. | Age of child: [in whole years] | _____ |
| 11. | Name and location of child's school: | _____ Don't know/Refuse 888 |
| 12. | Grade: | _____ |
| 13. | Language of instruction in child's class: | Wolof.....X French.....X BothX Don't know/refuse 888 |
| 14. | Level of school completed by respondent: | Some elementaryX Completed elementaryX Some middle schoolX Completed middle schoolX Some secondaryX Completed secondaryX Post-secondary.....X No formal schoolingX Don't know/refuse 888 |
| 15. | Occupation of respondent: | _____ Don't know/Refuse 888 |
| 16. | Occupation of mother: | _____ Don't know/Refuse 888 |

Senegal Parent Questionnaire

| 17. | Occupation of father: | <div></div> <div>Don't know/Refuse 888</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|--|--|--|------------------------------|------------------------|--------|--|-----------------------------|--------|--|---------------------------|-----------|--|--------------------------------|------------|--|-----------------------|-------------|--|----------------------------|-------------|--|-----------------------|---------|--|----------------------------|----------|--|-----------------------------|----------------|--|--|-----------------------|--|--|-------------------|--|
| 18. | Number of people living in household: | <div></div> <div>Don't know/Refuse 888</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19. | Relationship of each member to child For Level of schooling completed: | <table border="1"> <thead> <tr> <th></th> <th>Level of schooling completed</th> </tr> </thead> <tbody> <tr> <td>Some elementaryx</td> <td>Mother</td> <td></td> </tr> <tr> <td>Completed elementaryx</td> <td>Father</td> <td></td> </tr> <tr> <td>Some middle schoolx</td> <td>Sister(s)</td> <td></td> </tr> <tr> <td>Completed middle schoolx</td> <td>Brother(s)</td> <td></td> </tr> <tr> <td>Some secondaryx</td> <td>Grandmother</td> <td></td> </tr> <tr> <td>Completed secondaryx</td> <td>Grandfather</td> <td></td> </tr> <tr> <td>Post-secondaryx</td> <td>Aunt(s)</td> <td></td> </tr> <tr> <td>No formal schoolingx</td> <td>Uncle(s)</td> <td></td> </tr> <tr> <td>Don't know/refuse 888</td> <td>Other children</td> <td></td> </tr> <tr> <td></td> <td>Other (specify) _____</td> <td></td> </tr> <tr> <td></td> <td>Don't know/Refuse</td> <td></td> </tr> </tbody> </table> | | | Level of schooling completed | Some elementaryx | Mother | | Completed elementaryx | Father | | Some middle schoolx | Sister(s) | | Completed middle schoolx | Brother(s) | | Some secondaryx | Grandmother | | Completed secondaryx | Grandfather | | Post-secondaryx | Aunt(s) | | No formal schoolingx | Uncle(s) | | Don't know/refuse 888 | Other children | | | Other (specify) _____ | | | Don't know/Refuse | |
| | Level of schooling completed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some elementaryx | Mother | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Completed elementaryx | Father | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some middle schoolx | Sister(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Completed middle schoolx | Brother(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some secondaryx | Grandmother | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Completed secondaryx | Grandfather | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Post-secondaryx | Aunt(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No formal schoolingx | Uncle(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Don't know/refuse 888 | Other children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other (specify) _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Don't know/Refuse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Language(s) usually spoken in household | <div>Wolofx</div> <div>Pulaarx</div> <div>Frenchx</div> <div>Other (specify)x</div> <div>_____</div> <div>Don't know/Refuse 888</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Organization of Home | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21. | Number of rooms: | <div></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 22. | <p>Approximately how many of each of the following types of printed materials do you have in your home: [Ask respondent to show materials.]</p> | <p>Magazine(s)X Number _____</p> <p>Newspaper(s)X Number _____</p> <p>Adult book(s)X Number _____</p> <p>Children's book(s).....X Number _____</p> <p>Student book(s)X Number _____</p> <p>Student workbook(s).....X Number _____</p> <p>KoranX Number _____</p> <p>Bible.....X Number _____</p> <p>Other (specify).....X _____</p> <p>No print materials availableX</p> <p>Don't know/Refuse 888</p> |
| 23. | <p>Where does your child primarily study at home?</p> | <p>KitchenX</p> <p>Salon.....X</p> <p>Bedroom.....X</p> <p>OutsideX</p> <p>Other (specify):.....X _____</p> <p>Don't know/Refuse 888</p> |
| 24. | <p>Does your family have electricity in your home?</p> | <p>NoX</p> <p>YesX</p> <p>Don't know/Refuse 888</p> |

| 25. | <p>Where do you normally get your water from at home?</p> <p>[Read answer options aloud.  Point to appropriate pictograms. Tick only ONE response.]</p> | <p>River, stream, or lakeX</p> <p>Well or boreholeX</p> <p>Communal tapX</p> <p>Water pipe/tap in your homeX</p> <p>Water truck or tank.....X</p> <p>Other(specify).....X</p> <p>_____</p> <p>Don't know/Refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|---|--|-------------------------|----|-----|-------------------------|-------|---|---|-----|--------------|---|---|-----|------------|---|---|-----|----------|---|---|-----|--------------|---|---|-----|---------|---|---|-----|-----------|---|---|-----|-----------|---|---|-----|
| 26. | <p>Does your child fetch water for the household?</p> <p>If yes, when?</p> <p>How long does it take him/her to get water?</p> | <p>Yes_____ No_____</p> <p>Morning _____ Midday_____ Evening_____</p> <p>15 mn ?_____ 30 mn_____ more than 30 mn_____</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27. | <p>How is food most often cooked at your home?</p> <p>[Read answer options aloud.  Point to appropriate pictograms. Tick only ONE response.]</p> | <p>FirewoodX</p> <p>A charcoal burner.....X</p> <p>A kerosene stove.....X</p> <p>A gas stoveX</p> <p>An electric stove/cookerX</p> <p>Other (specify).....X</p> <p>_____</p> <p>Don't know/Refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28. | <p>Does your child prepare some of the meals for the family?</p> <p>If yes, which ones</p> | <p>Yes_____ No _____</p> <p>Breakfast_____ Lunch_____ Dinner_____</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29. | <p>Does your family have the following items in your home?</p> <p>[ Point to appropriate pictograms.]</p> | <table border="1"> <thead> <tr> <th></th> <th>No</th> <th>Yes</th> <th>Do not know/No response</th> </tr> </thead> <tbody> <tr> <td>Radio</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Mobile phone</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Television</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Computer</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Refrigerator</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Bicycle</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Motorbike</td> <td>0</td> <td>1</td> <td>888</td> </tr> <tr> <td>Car/truck</td> <td>0</td> <td>1</td> <td>888</td> </tr> </tbody> </table> | | 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 |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Attitudes toward Reading and Schooling

| | | |
|-----|---|---|
| 30. | <p>What is the most important subject for children to learn in school?</p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check only one.]</p> | <p>MathX</p> <p>ReadingX</p> <p>Civic and social scienceX</p> <p>Discipline and good behaviorX</p> <p>Other (specify).....X</p> <p>_____</p> <p>Don't know/refuse 888</p> |
| 31. | <p>At what grade level should a child be able to read well?</p> <p>[mark only one response]</p> | <p>CI (gr 1)X</p> <p>CP (gr 2)X</p> <p>CE 1 (gr 3)X</p> <p>CE 2 (gr 4)X</p> <p>Other (specify).....X</p> <p>_____</p> <p>Don't know/Refuse 888</p> |
| 32. | <p>Do you believe a child should be reading well by the end of CP 2?</p> | <p>NoX</p> <p>YesX</p> <p>Don't know/Refuse 888</p> |

| | | |
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| 33. | <p>What role can parents play to help their child with school?</p> <p>[Do not prompt or read list. Check only if mentioned by respondent. Check all that apply.]</p> | <p>Meet with teacher.....x</p> <p>Meet with principal.....x</p> <p>Check child's notebook (cahier)x</p> <p>Check child's homeworkx</p> <p>Make sure the child has a good breakfastx</p> <p>Read with the childx</p> <p>Have the child read aloud to youx</p> <p>Do homework with the child.....x</p> <p>Hire a tutor if the child is not doing well in schoolx</p> <p>Attend school assemblies.....x</p> <p>Buy school supplies (backpack, paper, pencils, ruler, compass...).....x</p> <p>Buy books and workbooksx</p> <p>Make sure the child attends school on time.....x</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/refuse 888</p> |
| 34. | <p>Do you feel you can help your child learn to read?</p> | <p>Nox</p> <p>Yesx</p> <p> ➔ If yes, continue to 35</p> <p> ➔ If, no, skip to 36</p> <p>Don't know/Refuse 888</p> |
| 35. | <p>If yes, what kinds of activities can you do to help your child? [Check all that apply.]</p> | <p>Reading with him/herx</p> <p>Having him/her read aloud to me.....x</p> <p>Making time for him/her to studyx</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/refuse Don't know/Refuse 888</p> |

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| 36. | <p>If no, what kind of obstacles make it difficult to help? [Check all that apply.]</p> | <p>He/she prefers watching televisionx</p> <p>He/she wants to play with other childrenx</p> <p>I am not a good teacherx</p> <p>I am too busy with work/household chores/taking care of other childrenx</p> <p>I can't read I can't read</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/Refuse 888</p> |
| 37. | <p>Do you think your child is interested in reading?</p> | <p>Nox</p> <p>Yesx</p> <p>Don't know/Refuse 888</p> |
| 38. | <p>Do you know of friends or neighbors who read with their children?</p> | <p>Nox</p> <p>Yesx</p> <p>Don't know/Refuse 888</p> |
| Home Literacy Environment | | |
| 39. | <p>What activities do you and your family usually do before school?</p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p> | <p>Prepare breakfast.....x</p> <p>Get ready for work and school.....x</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/Refuse 888</p> |
| 40. | <p>What activities does your child usually do before he/she goes to school in the morning?</p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p> | <p>Helps with household chores.....x</p> <p>Eats breakfast.....x</p> <p>Packs his/her school bagx</p> <p>Plays with other children siblings.....x</p> <p>Watches TVx</p> <p>Does homeworkx</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/refuse 888</p> |

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|--|--|---|------------------------------------|--------------------------------------|------------------------------------|----------------|---------------------------------|----------------|--------------|----------------|----------------------------|----------------|--------------------|----------------|-----------------------------|----------------|--|----------------|-------------------------|----------------|----------------------------|--|
| 41. | <p>What activities do you and your family typically do after school?</p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p> | <p>Household chores.....x</p> <p>Prepare the evening mealx</p> <p>Take care of the younger childrenx</p> <p>Read to my childrenx</p> <p>Children read to mex</p> <p>Other (specify)x</p> <p>Don't know/refuse 888</p> | | | | | | | | | | | | | | | | | | | | |
| 42. | <p>What does your child usually do when he/she returns from school? And for approximately how long (in minutes) does he/she do each activity?</p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p> | <table border="1"> <tr> <td>Helps with household chores..... x</td> <td>Format [MM] How long? ____</td> </tr> <tr> <td>Plays with brothers/sisters..... x</td> <td>How long? ____</td> </tr> <tr> <td>Does homework with classmate(s)</td> <td>How long? ____</td> </tr> <tr> <td>Reads..... x</td> <td>How long? ____</td> </tr> <tr> <td>Plays with friends x</td> <td>How long? ____</td> </tr> <tr> <td>Watches TV x</td> <td>How long? ____</td> </tr> <tr> <td>Does homework alone x</td> <td>How long? ____</td> </tr> <tr> <td>Studies the Koran/goes to Koranic school x</td> <td>How long? ____</td> </tr> <tr> <td>Other (specify) x</td> <td>How long? ____</td> </tr> <tr> <td colspan="2">Don't know/refuse888</td> </tr> </table> | Helps with household chores..... x | Format [MM] How long? ____ | Plays with brothers/sisters..... x | How long? ____ | Does homework with classmate(s) | How long? ____ | Reads..... x | How long? ____ | Plays with friends x | How long? ____ | Watches TV x | How long? ____ | Does homework alone x | How long? ____ | Studies the Koran/goes to Koranic school x | How long? ____ | Other (specify) x | How long? ____ | Don't know/refuse888 | |
| Helps with household chores..... x | Format [MM] How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Plays with brothers/sisters..... x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Does homework with classmate(s) | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Reads..... x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Plays with friends x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Watches TV x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Does homework alone x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Studies the Koran/goes to Koranic school x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Other (specify) x | How long? ____ | | | | | | | | | | | | | | | | | | | | | |
| Don't know/refuse888 | | | | | | | | | | | | | | | | | | | | | | |
| 43. | <p>Do you usually ask your child about his school day?</p> | <p>Nox</p> <p>Yesx</p> <p>Don't know/Refuse 888</p> | | | | | | | | | | | | | | | | | | | | |
| 44. | <p>Do you usually look at your child's school work?</p> | <p>Nox</p> <p>Yesx</p> <p>Don't know/Refuse 888</p> | | | | | | | | | | | | | | | | | | | | |
| 45. | <p>Do you help your child with his/her school work?</p> | <p>Nox</p> <p>→ If no, skip to 48</p> <p>Yesx</p> <p>Don't know/Refuse 888</p> | | | | | | | | | | | | | | | | | | | | |

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| 46. | If yes, how often? | Every dayX Once a weekX Once every 2 weeksX Once a month.....X |
| 47. | How do you help your child with school? [Do not prompt or read list below. Check if mentioned by respondent. Check all that apply.] | I tell him/her to do his/her work.....X I check his/her homework.....X I ask him/her questions about his day in schoolX I ask him/her to show me his workX I ask him/her to read to meX I ask someone to helpX I engage a tutorX I read to him/herX Other (specify)X _____ Don't know/refuse 888 |
| 48. | Does anyone in the household help your child with school work? | NoX ➔ If no, skip to 52. YesX |
| 49. | If yes, who? | MotherX FatherX Sister.....X BrotherX Aunt.....X UncleX Grandmother.....X Grandfather.....X Neighbor.....X Other(specify).....X _____ Don't know/Refuse 888 |

| | | |
|-----|---|--|
| 50. | <p>[If someone in the household helps the child, ask the following:]</p> <p>How do they help?</p> <p>[Do not prompt or read list below. Check only if mentioned by respondent. Check all that apply.]</p> | <p>Helps with homework 1</p> <p>Checks his/her cahier/workbook 1</p> <p>Read stories to him/her</p> <p>Has the child read to him/her 1</p> <p>Practices reading with him/her 1</p> <p>Helps to practice language skills (spelling, grammar, etc.) 1</p> <p>Other (specify) 1</p> <p>_____</p> <p>Don't know/refuse 888</p> |
| 51. | <p>[If someone in the household helps the child, ask the following:]</p> <p>On average, how much time do they spend helping the child with school work?</p> | <p>Every day x</p> <p>2-3 times per week.....x</p> <p>Once per weekx</p> <p>Once every 2 weeksx</p> <p>Once a monthx</p> <p>Don't know/refuse888</p> |
| 52. | <p>When was the last time you visited your child's school?</p> | <p>This week.....x</p> <p>Last week.....x</p> <p>This monthx</p> <p>More than a month agox</p> <p>Not at all this yearx</p> <p>Other (specify)x</p> <p>_____</p> <p>Don't know/refuse888</p> |

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| 53. | When was the last time you spoke to your child's teacher? | Within the last weekX Within the last two weeks.....X Within the last monthX Within the last 3 months.....X Within the last 6 months.....X Within the last yearX NeverX → If never, skip to 54. Other (specify)X <hr/> Don't know/refuse888 |
| 54. | If yes, What did you talk about? [Check all that apply.] | DisciplineX GradesX Concerns about learning achievementX School activities.....X Other (specify)X <hr/> Don't know/refuse888 |
| 55. | How often do you watch television? | Every dayX 3 -4 times a weekX Once every 2 weeksX Once a monthX NeverX Don't know/refuse888 |
| 56. | How often do you listen to the radio? | Every dayX 3 -4 times a weekX Once every 2 weeksX Once a monthX NeverX Don't know/refuse888 |

| | | |
|-----|--|--|
| 57. | How often does your child watch television? | Every dayX 3 -4 times a weekX Once every 2 weeksX Once a monthX NeverX Don't know/refuse888 |
| 58. | How often does your child listen to the radio? | Every dayX 3 -4 times a weekX Once every 2 weeksX Once a monthX NeverX Don't know/refuse888 |
| 59. | Do you and your family usually watch television? | NoX ➔ If no, skip to 61 YesX Don't know/Refuse 888 |
| 60. | If yes, where do you and your family usually watch television? | At homeX NeighborX Community centerX Other (Specify)X _____X Don't know/refuse888 |

Senegal Parent Questionnaire

| | | |
|--|---|--|
| 61. | <p>In the past three months, have you come across any advertisements or messages about children learning to read? [Read each item in the list to the right. Check all that apply.]</p> | <p>Newspapers or magazinesx</p> <p>On televisionx</p> <p>On the radiox</p> <p>On billboards, banners, signsx</p> <p>On the Internetx</p> <p>Community mobilizersx</p> <p>Drama groups.....x</p> <p>Any other place (specify).....x</p> <p>_____</p> <p>None of the above.....x</p> <p>Don't know/refuse888</p> |
| 62. | <p>Ending time [Use 24-hour time HH:MM]</p> | <p style="text-align: right;"> <input type="text"/> : <input type="text"/> </p> |
| <p style="text-align: center;">Thank you very much.</p> | | |

Indications pour remplir le questionnaire

- Demander à la personne enquêtée de répondre oralement à chaque question, comme dans un entretien.
- NE PAS LIRE LA LISTE DES REPONSES POSSIBLES SAUF SI LES CONSIGNES LE SPECIFIENT.
- Attendre que l'enquêté réponde à la question posée, puis cocher la réponse qui correspond à sa réponse. S'il n'y a pas de réponse après 30 secondes, demander à la personne enquêtée « Voulez-vous que je répète la question ? » (ou bien reformuler la question). S'il n'y a pas encore de réponse, passer à la question suivante.
- Pour la plupart des questions une seule réponse est permise. Si plusieurs réponses sont possibles, il est indiqué dans la consigne.
- Noter bien que toutes les consignes pour l'enquêteur sont en gras.
- La durée de l'interview est notée sur 24 heures : par exemple, 1 heure est notée 60 minutes.

NB : Donner la préférence à celui ou celle qui s'occupe directement du suivi scolaire de l'enfant.

Formulaire d'accord pour le répondant (A lire à haute voix au répondant)

Bonjour. Je m'appelle _____. Je travaille avec l'ACI en partenariat avec RTI et l'USAID

Nous conduisons une étude pour comprendre vos pensées sur l'éducation de vos enfants. Mon superviseur m'a informé que vous avez donné votre accord pour prendre du temps aujourd'hui pour me parler de l'éducation de vos enfants.

Est-ce que je peux entrer ? Est-ce que vous avez un peu de temps à m'accorder ? Le questionnaire prendra entre une heure et une heure trente minutes. Est-ce qu'il y a un endroit où nous pouvons nous asseoir pour parler tranquillement ?

L'enquêteur présente les points suivants :

- L'objectif de cette étude est d'aider à améliorer l'éducation des enfants de la région. Nous sommes particulièrement intéressés à apprendre plus sur la façon dont vos enfants apprennent à lire et le travail qu'ils font en matière de lecture à l'école et hors de l'école.
- Vous êtes sélectionné d'une façon aléatoire parmi les familles dont les enfants vont à l'école primaire et suivent le programme bilingue avec l'appui de l'ONG ARED. Votre participation à cet entretien est très importante mais vous n'êtes pas obligé de le faire si vous ne voulez pas. Si vous êtes d'accord pour participer à l'entretien, je vous poserai des questions concernant votre ménage et vos enfants et la façon dont les membres de votre ménage pourraient appuyer les apprentissages des enfants.
- J'ai un questionnaire que je vais remplir pendant que nous parlons. Le questionnaire prendra entre une heure et une heure trente. Soyez assuré que le questionnaire est anonyme. Vos réponses seront combinées avec les réponses d'autres participants. Si je dois noter des noms, je le ferai sur une feuille à part qui sera détruite à la fin de cette visite. Les résultats des entretiens seront partagés avec l'USAID et le Ministère afin de mieux comprendre comment les enfants apprennent à lire et le travail qu'ils font à l'école et en dehors de l'école.
- Nous croyons que votre participation à l'entretien ne vous poserait aucun inconvénient. Vous ne recevez aucun bénéfice de votre participation. Mais, vos réponses vont servir à améliorer l'éducation des enfants dans les classes de C1, CP et CE1 au Sénégal.
- Si vous avez des questions concernant cette enquête, vous pouvez contacter :
Nom du Superviseur de zone, adresses, téléphones, etc.
- Si vous ne voulez pas ou vous ne pourrez pas répondre à une question, il n'y a pas de problèmes.
- Vous n'êtes pas obligé de continuer l'entretien, si vous ne le souhaitez pas.
- Etes-vous d'accord pour continuer ? Très bien.
- Quel est le nom de votre enfant/vos enfants qui suit le programme bilingue à l'école ? S'ils sont plusieurs, pouvez-vous nous donner les noms et les classes des enfants ?

Accord de l'interviewé (pour indiquer que l'accord était reçu) : ☒ OUI

- Je vous remercie d'avance pour le temps que vous prenez pour nous aider. J'espère que vous trouverez l'entretien intéressant. Je vous prie de répondre aux questions avec autant de franchise que possible. Si vous ne pouvez pas répondre à une question, ce n'est pas un problème et nous avancerons à la prochaine question. Aussi, je vous prie de m'interrompre si vous avez une question à me poser ou si vous avez besoin de clarifications. Est-ce que nous pouvons commencer ?

| | | |
|-----------------------------------|---|--|
| 1. | L'heure du commencement de l'entretien [Noter HH:MM - l'heure sur 24 heures] | <input type="text"/> : <input type="text"/> |
| 2. | Date de l'entretien [JJ/MM/AA] | <input type="text"/> / <input type="text"/> / <input type="text"/> |
| 3. | Situation de l'entretien | Décliné → Remercier l'enquêté et terminer l'entretienX Partiellement complétéX ComplétéX |
| 4. | Nom de l'enquêteur [Nom de famille, prénom] | _____ |
| 5. | Lieu de l'entretien | _____ |
| INFORMATIONS DEMOGRAPHIQUE | | |
| 6. | Code de la personne enquêtée | _____ Numéro de l'enquêteur+Numéro d'ordre+Première lettre du quartier+Première lettre de la ville. Exemple : 101DK_____ |
| 7. | Age: (nombre d'années) | _____ |
| 8. | Genre de l'interviewé : | Homme..... Femme |
| 9. | Rapport à l'enfant: | MèreX PèreX Grand-mère.....X Grand-père.....X TanteX OncleX Frère/SœurX Autre (spécifier)X _____ Ne sait pas/refuse 888 |

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| 10. | Age de l'enfant ou des enfants: [années] | _____ |
| 11. | Nom de l'école de l'enfant | _____ Ne sait pas/refuse 888 |
| 12. | Niveau scolaire de l'enfant: | _____ |
| 13. | Langue d'enseignement dans la classe | Wolofx Françaisx Les deuxx Ne sait pas/refuse 888 |
| 14. | Niveau d'études achevé par l'interviewé: | Quelques années de l'école primairex Certificat d'études primairesx 1 -2 années du collège.....x Fin des études du CEMx 1 - 2 années d'école secondairex Fin d'études secondaires.....x Etudes post-secondairex Aucune éducation formellex Ne sait pas/refuse 888 |
| 15. | Occupation de la personne enquêtée ou le questionné : | _____ Ne sait pas/refuse 888 |
| 16. | Occupation de la mère de l'enfant: | _____ Ne sait pas/refuse 888 |
| 17. | Occupation du père de l'enfant: | _____ Ne sait pas/refuse 888 |
| 18. | Nombre de personnes qui résident dans la maison : | _____ Ne sait pas/refuse 888 |

| | | | |
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| 19. | Le niveau d'études achevé de chaque membre du ménage | | Niveau d'études achevé |
| | Quelques années de l'école primairex | Mère | |
| | Certificat d'études primairesx | Père | |
| | 1 – 2 années du collègex | Sœur(s) | |
| | Fin des études au CEMx | Frère(s) | |
| | 1 à 2 années d'école secondairex | Grand-mère | |
| | Fin d'études secondairesx | Grand-père | |
| | Etudes post-secondairex | Tante(s) | |
| | Aucune éducation formellex | Oncle(s) | |
| | Ne sait pas/refuse 888 | Autre(s) enfant(s) | |
| | | Autre (spécifier) | |
| | | Ne sait pas/refuse | |
| 20. | Lingue(s) habituellement parlée(s) à la maison | Wolof.....x | |
| | | Pulaarx | |
| | | Françaisx | |
| | | Autre (spécifier)x | |
| | | Ne sais pas/refuse 888 | |
| Organisation physique de la maison | | | |
| 21. | Nombre de pièces | | |

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| 22. | <p>A peu près combien de chaque type de matériel imprimé avez-vous dans la maison ? :</p> <p>[Lire la liste à droite. Demander au questionné de montrer le matériel.]</p> | <p>Magazine(s) revue(s).....X Nombre _____</p> <p>Journal (aux).....X Nombre _____</p> <p>Livre(s) d'adulte.....X Nombre _____</p> <p>Livre(s) d'enfantX Nombre _____</p> <p>Manuel(s) scolaire(s).....X Nombre _____</p> <p>Cahier(s) d'école.....X Nombre _____</p> <p>CoranX Nombre _____</p> <p>Bible.....X Nombre _____</p> <p>Autre(s) (spécifier).....X _____</p> <p>Aucun matériel imprimé disponible.....X</p> <p>Ne sais pas/refuse 888</p> |
| 23. | <p>En général, où est-ce que votre enfant étudie à la maison ?</p> | <p>CuisineX</p> <p>Salon.....X</p> <p>ChambreX</p> <p>DehorsX</p> <p>Autre (spécifier):X _____</p> <p>Ne sais pas/refuse 888</p> |
| 24. | <p>Avez-vous du courant électrique chez vous ? (Quelle est la source de lumière à la maison ?)</p> | <p>NonX</p> <p>OuiX</p> <p>Ne sais pas/refuse 888</p> |

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| 25. | <p>D'où vient l'eau chez vous?</p> <p>[Lire les réponses possibles à haute voix. Cocher une seule réponse.]</p> | <p>Rivière, ruisseau, lacX</p> <p>Puits.....X</p> <p>Point d'eau communalX</p> <p>Point d'eau/robinet dans la maisonX</p> <p>Camion de citerne d'eauX</p> <p>Autre (spécifier)X</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> | | | |
| 26. | <p>Est-ce que l'enfant va puiser de l'eau ?</p> <p>Si oui, à quel moment ?</p> <p>Combien de temps cela lui prend-t-il ?</p> | <p>Oui_____ Non_____</p> <p>Le matin _____ A midi_____ Le soir_____</p> <p>15 mn ?_____ 30 mn_____ Plus de 30 mn_____</p> | | | |
| 27. | <p>En général, comment la cuisine est préparée chez vous?</p> <p>[Lire les réponses possibles à haute voix. Cocher une seule réponse.]</p> | <p>Bois de chauffageX</p> <p>Fourneau à charbonX</p> <p>Poêle à pétroleX</p> <p>Cuisinière à gazX</p> <p>Cuisinière électriqueX</p> <p>Autre (spécifier)X</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> | | | |
| 28. | <p>Est-ce que l'enfant prépare le repas ?</p> <p>Si oui, quels sont les repas qu'il/elle prépare ?</p> | <p>Oui_____ Non_____</p> <p>Petit déjeuner_____ Déjeuner_____ Dîner_____</p> | | | |
| 29. | <p>Avez-vous les choses suivantes chez vous?</p> <p>[Lire les réponses possibles à haute voix. Encercler toutes les réponses mentionnées.]</p> | | Non | Oui | Ne sais pas/Pas de réponse |
| | | Radio | 0 | 1 | 888 |
| | | Téléphone mobile | 0 | 1 | 888 |
| | | Télévision | 0 | 1 | 888 |
| | | Ordinateur | 0 | 1 | 888 |
| | | Réfrigérateur | 0 | 1 | 888 |
| | | Vélo | 0 | 1 | 888 |
| | | Mobylette | 0 | 1 | 888 |
| | | Voiture/camion | 0 | 1 | 888 |
| Attitudes envers la lecture et l'école | | | | | |

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| 30. | <p>Quelle est la discipline la plus importante que l'enfant apprend à l'école?</p> <p>[Ne pas suggérer ou lire la liste. Cocher seulement si l'item est mentionné par le répondant. Ne cocher qu'un seul item.]</p> | <p>MathématiquesX</p> <p>LectureX</p> <p>Discipline et bon comportementX</p> <p>Autre (spécifier)X</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> |
| 31. | <p>A quel niveau les enfants devraient être en mesure de bien lire ?</p> <p>[Cocher une seule réponse.]</p> | <p>CIX</p> <p>CPX</p> <p>CE1X</p> <p>CE2X</p> <p>Autre (spécifier)X</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> |
| 32. | <p>Croyez-vous qu'un enfant devrait être capable de bien lire à la fin du CP ?</p> | <p>OuiX</p> <p>NonX</p> <p>Ne sais pas/refuse 888</p> |

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| 33. | <p>Quels rôles pourraient jouer les parents pour aider leurs enfants avec l'école?</p> <p>[Ne pas suggérer ou lire la liste à droite. Cocher seulement si l'item est mentionné par l'enquête. Cocher tous les items mentionnés.]</p> | <p>Rencontrer l'enseignant.....x</p> <p>Rencontrer le directeur d'écolex</p> <p>Vérifier le cahier de l'enfantx</p> <p>Vérifier les devoirs de l'enfantx</p> <p>S'assurer que l'enfant a pris son petit déjeunerx</p> <p>Lire avec l'enfantx</p> <p>Demander à l'enfant de lire à haute voixx</p> <p>Faire les devoirs avec l'enfantx</p> <p>Engager un tuteur si l'enfant a des difficultés avec ses études.....x</p> <p>Assister aux assembles généralesx</p> <p>Acheter des livres et des fournitures d'écolex</p> <p>S'assurer que l'enfant est à l'école à l'heure.....x</p> <p>Autre (spécifier)x</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> |
| 34. | <p>Pensez-vous que vous pouvez aider votre enfant à apprendre à lire?</p> | <p>Ouix</p> <p>Nonx</p> <p>➔ Si oui, continuer à 35</p> <p>➔ Si non, continuer à 36</p> <p>Ne sais pas/refuse 888</p> |
| 35. | <p>Si oui, quels types d'activités pourriez-vous faire pour aider votre enfant?</p> <p>[Ne pas suggérer une réponse ni lire la liste. Cocher toutes les réponses mentionnées.]</p> | <p>Lire avec l'enfantx</p> <p>L'écouter lire à haute voix.....x</p> <p>S'assurer qu'il a le temps d'étudier.....x</p> <p>Autre (spécifier)x</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> |

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| 36. | <p>Si non, quelles sortes d'obstacles vous empêchent de l'aider?</p> <p>[Ne suggérez pas de réponse. Ne lisez pas la liste. Cocher toutes les réponses mentionnées.]</p> | <p>Il/elle préfère regarder la téléx</p> <p>Il/elle préfère jouer avec d'autres enfantsx</p> <p>Il n'y a pas de livres.....x</p> <p>Je ne suis pas un bon enseignantx</p> <p>Je suis trop occupé avec le travail/les tâches à la maison/les autres enfants..... x</p> <p>Je ne sais pas lire..... x</p> <p>Autre (spécifier)x</p> <p>Ne sais pas/refuse 888</p> |
| 37. | <p>Pensez-vous que votre enfant s'intéresse à la lecture?</p> | <p>Ouix</p> <p>Nonx</p> <p>Ne sais pas/refuse 888</p> |
| 38. | <p>Connaissez-vous des amis ou bien des voisins qui lisent avec leurs enfants?</p> | <p>Ouix</p> <p>Nonx</p> <p>Ne sais pas/refuse 888</p> |
| Environnement d'appui à l'apprentissage à la maison | | |
| 39. | <p>Qu'est-ce que vous et votre famille avez l'habitude de faire le matin avant l'école ?</p> <p>[Ne suggérer ni une réponse ne lisez pas la liste. Cocher toutes les réponses mentionnées.]</p> | <p>Préparer le petit déjeuner.....x</p> <p>Se préparer pour l'école et le travail.....x</p> <p>Autre (spécifier)x</p> <p>Ne sais pas/refuse 888</p> |
| 40. | <p>Qu'est-ce que votre enfant a l'habitude de faire le matin avant d'aller à l'école ?</p> <p>[Ne suggérer ni une réponse ni la lecture de la liste. Cocher toutes les réponses mentionnées.]</p> | <p>Aider dans les tâches ménagères.....x</p> <p>Manger son petit déjeunerx</p> <p>Préparer son sac d'écolex</p> <p>Jouer avec ses frères et sœurs/d'autres enfantsx</p> <p>Regarder la téléx</p> <p>Faire ses devoirs.....x</p> <p>Autre (spécifier)x</p> <p>Ne sais pas/refuse 888</p> |

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|---|---|--|------------------------------------|--------------------------------------|-------------------------------------|----------------|---|----------------|-------------|----------------|----------------------------------|----------------|--------------------------|----------------|-----------------------------------|----------------|---|----------------|---------------------------|----------------|-------|--|------------------------------|--|
| 41. | <p>Qu'est-ce que vous et votre famille avez l'habitude de faire après l'école ?</p> <p>[Ne suggérer pas une réponse vous ne lisez pas la liste. Cocher toutes les réponses mentionnées.]</p> | <p>Tâches ménagères.....x</p> <p>Préparer le repas du soirx</p> <p>S'occuper des jeunes enfants.....x</p> <p>Aider les enfants avec leurs devoirs.....x</p> <p>Lire avec les enfantsx</p> <p>Ecouter les enfants lirex</p> <p>Autre (spécifier)x</p> <p>_____</p> <p>Ne sais pas/refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | |
| 42. | <p>Qu'est-ce que votre enfant a l'habitude de faire quand il/elle revient de l'école ? Et pour à peu près combien de minutes pour chaque activité?</p> <p>[Ne pas suggérer de réponse ni lire la liste. Cocher toutes les réponses mentionnées.]</p> | <table border="1"> <tr> <td>Aider dans les tâches ménagères. x</td> <td>Format [MM] Combien ? ____</td> </tr> <tr> <td>Jouer avec des frères/sœurs x</td> <td>Combien ? ____</td> </tr> <tr> <td>Faire ses devoirs avec un(e)/des camarade(s) de classes</td> <td>Combien ? ____</td> </tr> <tr> <td>Lire..... x</td> <td>Combien ? ____</td> </tr> <tr> <td>Jouer avec des ami(s/es) x</td> <td>Combien ? ____</td> </tr> <tr> <td>Regarder la télé x</td> <td>Combien ? ____</td> </tr> <tr> <td>Faire ses devoirs seul(e) x</td> <td>Combien ? ____</td> </tr> <tr> <td>Etudier le Coran/suivre l'école Coranique x</td> <td>Combien ? ____</td> </tr> <tr> <td>Autre (spécifier) x</td> <td>Combien ? ____</td> </tr> <tr> <td>_____</td> <td></td> </tr> <tr> <td>Ne sais pas/refuse 888</td> <td></td> </tr> </table> | Aider dans les tâches ménagères. x | Format [MM] Combien ? ____ | Jouer avec des frères/sœurs x | Combien ? ____ | Faire ses devoirs avec un(e)/des camarade(s) de classes | Combien ? ____ | Lire..... x | Combien ? ____ | Jouer avec des ami(s/es) x | Combien ? ____ | Regarder la télé x | Combien ? ____ | Faire ses devoirs seul(e) x | Combien ? ____ | Etudier le Coran/suivre l'école Coranique x | Combien ? ____ | Autre (spécifier) x | Combien ? ____ | _____ | | Ne sais pas/refuse 888 | |
| Aider dans les tâches ménagères. x | Format [MM] Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Jouer avec des frères/sœurs x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Faire ses devoirs avec un(e)/des camarade(s) de classes | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Lire..... x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Jouer avec des ami(s/es) x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Regarder la télé x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Faire ses devoirs seul(e) x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Etudier le Coran/suivre l'école Coranique x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| Autre (spécifier) x | Combien ? ____ | | | | | | | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | | | | | | | | |
| Ne sais pas/refuse 888 | | | | | | | | | | | | | | | | | | | | | | | | |
| 43. | <p>Avez-vous l'habitude de lui poser des questions sur sa journée à l'école ?</p> | <p>Ouix</p> <p>Nonx</p> <p>Ne sais pas/refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | |
| 44. | <p>Avez-vous l'habitude de regarder son travail d'école?</p> | <p>Ouix</p> <p>Nonx</p> <p>Ne sais pas/refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | |
| 45. | <p>Est-ce que vous aidez votre enfant à faire ses devoirs ?</p> | <p>Nonx</p> <p>➔ Si non, continuer à 48</p> <p>Ouix</p> <p>➔ Si oui, continuer à 47</p> <p>Ne sais pas/refuse 888</p> | | | | | | | | | | | | | | | | | | | | | | |

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| 46. | Si oui, combien de fois en moyenne ? | Tous les jours.....x Une fois par semaine.....x Une fois chaque 15 jours.....x Une fois par moisx |
| 47. | De quelle manière aidez-vous votre enfant qui fréquente l'école? [Ne pas suggérer de réponse ; ne pas lire la liste. Cocher toutes les réponses mentionnées.] | Je lui dis de faire ses devoirsx Je vérifie ses devoirs.....x Je lui pose des questions sur sa journée à l'école.....x Je lui demande de me montrer son travail d'école....x Je lui demande de me lire à haute voix.....x Je cherche quelqu'un pour l'aider.....x J'engage un tuteurx Je lui lisx Autre (spécifier)x <hr/> Ne sais pas/refuse 888 |
| 48. | Y-a-il quelqu'un à la maison qui aide votre enfant dans ses études ? | Nonx → Si non, continuer à 53. Ouix |
| 49. | Si oui, qui? | Mère.....x Pèrex Sœurx Frèrex Tantex Onclex Grand-mère.....x Grand-pèrex Voisin(e)x Autre (spécifier)x <hr/> Ne sais pas/refuse 888 |

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| 50. | <p>[Si quelqu'un de la maison aide l'enfant, poser la question suivante:]</p> <p>Que fait-il/elle pour l'aider?</p> <p>[Ne pas suggérer pas de réponse ; ne pas lire la liste. Cocher toutes les réponses mentionnées.]</p> | <p>L'aide à faire ses devoirs 1</p> <p>Vérifie son cahier 1</p> <p>Lit des histoires à l'enfant</p> <p>Ecoute l'enfant lire à haute voix 1</p> <p>Aide l'enfant à faire des exercices de lecture 1</p> <p>L'aide à faire des exercices de grammaire, d'orthographe, etc.) 1</p> <p>Autre (spécifier) 1</p> <hr/> <p>Ne sais pas/refuse 888</p> |
| 51. | <p>[Si quelqu'un de la maison aide l'enfant, poser la question suivante:]</p> <p>Combien de fois en moyenne il/elle aide l'enfant avec ses travaux d'école ?</p> <p>Indiquer pendant combien de temps (10 mn ; 30 mn ; 45 mn ; 1 heure ; plus d'une heure).</p> | <p>Tous les jours..... x</p> <p>2-3 fois par semainex</p> <p>1 fois par semainex</p> <p>1 fois chaque 15 joursx</p> <p>Une fois par moisx</p> <p>Ne sais pas/refuse888</p> |
| 52. | <p>Quand est-ce que vous avez visité l'école de votre enfant pour la dernière fois?</p> | <p>Pendant la semaine.....x</p> <p>La semaine dernière.....x</p> <p>Pendant le mois.....x</p> <p>Plus d'un moisx</p> <p>Pas du tout cette annéex</p> <p>Autre (spécifier)x</p> <hr/> <p>Ne sais pas/refuse888</p> |

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| 53. | <p>Quand est-ce que vous avez parlé pour la dernière fois avec l'enseignant de votre enfant?</p> | <p>Dans la semainex</p> <p>Dans les 2 dernières semainesx</p> <p>Dans le moisx</p> <p>Dans les 3 derniers moisx</p> <p>Dans les derniers 6 moisx</p> <p>Dans la dernière annéex</p> <p>Jamaisx</p> <p>→ Si jamais, continuer à 55.</p> <p>Autre (spécifier)x</p> <hr/> <p>Ne sais pas/refuse888</p> |
| 54. | <p>Si oui, De quoi avez-vous parlé?</p> <p>[Cocher toutes les réponses mentionnées.]</p> | <p>Disciplinex</p> <p>Notesx</p> <p>Soucis concernant son progrèsx</p> <p>Activités scolairesx</p> <p>Autre (spécifier)x</p> <hr/> <p>Ne sais pas/refuse888</p> |
| 55. | <p>Combien de fois en moyenne regardez-vous la télé?</p> | <p>Tous les joursx</p> <p>3-4 fois par semainex</p> <p>1 fois chaque 2 semainesx</p> <p>1 fois par moisx</p> <p>Jamaisx</p> <hr/> <p>Ne sais pas/refuse888</p> |
| 56. | <p>Combien de fois en moyenne écoutez-vous la radio?</p> | <p>Tous les joursx</p> <p>3-4 fois par semainex</p> <p>1 fois chaque 2 semainesx</p> <p>1 fois par moisx</p> <p>Jamaisx</p> <hr/> <p>Ne sais pas/refuse888</p> |

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|-----|--|---|
| 57. | Combien de fois en moyenne votre enfant regarde la télé? | Tous les joursx 3 4 fois par semainex 1 fois chaque 2 semainesx 1 fois par moisx Jamaisx Ne sais pas/refuse888 |
| 58. | Combien de fois en moyenne votre enfant écoute la radio? | Tous les joursx 3-4 fois par semainex 1 fois chaque 2 semainesx 1 fois par moisx Jamaisx Ne sais pas/refuse888 |
| 59. | Est-ce que vous et votre famille avez l'habitude de regarder la télé ? | Nonx ➔ Si non, continue à 62 Ouix Ne sais pas/Refuse 888 |
| 60. | Si oui , en général où est-ce que vous et votre famille avez l'habitude de regarder la télé ? [Cocher une seule réponse.] | Chez nousx Chez un(e) voisin(e)x Centre communautairex Autre (Spécifier)x Ne sais pas/refuse888 |

| | | |
|------------------------|--|---|
| 61. | <p>Pendant les 3 derniers mois, avez-vous vu ou entendu des publicités ou des messages sur l'apprentissage de la lecture des enfants?</p> <p>[Lire chaque item de la liste à droit. Cocher les réponses mentionnées.]</p> | <p>Journaux, revues, magazinesx</p> <p>Sur la téléx</p> <p>Sur la radiox</p> <p>Sur des affiches, posters, panneaux.....x</p> <p>Sur l'Internetx</p> <p>Animateurs communautaires.....x</p> <p>Troupes théâtralesx</p> <p>Autre endroit (spécifier).....x</p> <p>_____</p> <p>Aucunes de ces réponsesx</p> <p>Ne sais pas/refuse888</p> |
| | Fin de l'entretien [HH:MM] | <div style="text-align: right;"> <input type="text"/> : <input type="text"/> </div> |
| Merci beaucoup. | | |

Annex C: Summaries of Radio Spots

Liifantu (Reading) Radio Spots, SBCC Campaign, Kaolack, Senegal
(translated from Wolof via French)

Spot 1: READING IS THE KEY TO KNOWLEDGE

FATHER:

- Oh!!! So many regrets!!
- If I only knew what a handicap it would be that I did not accompany my little Keba in his reading, I would have changed my behavior before.
- All of my neighbors' children can read. And How? I think the solution is that their parents accompany them in reading.
- My friends, do as they did and accompany your children in reading, because reading is the key of knowledge.
- *Child (tag line): Reading is the root of knowledge. Dear parents, read with me!*

Spot 2: HELP ME READ EVEN IF YOU ARE NOT EDUCATED

BOY:

- Oh, my parents!!!
- I, your son, need someone to help me in reading! I am the only one in my class who can't read!
- My classmates' parents pay attention to their reading.
- Mama, can you listen to me read while you're cooking?
- And you, Papa, can you look at my books and ask me questions about the pictures and the story?
- The time that you give me will help me succeed in reading!
- *Child (tag line): Reading is the root of knowledge. Dear parents, read with me!*

Spot 3: READING WITH GRANDMOTHER IS FUN

GRANDMOTHER [MAAM BOOY]: (singing) "Jangal xaleyi len ..."

(The children arrive, calling out "Grandmother is here! Maam Booy is here!")

MAAM: I'm very happy, whenever I sing my song you all come running! Did you bring your school bags?

CHILD 1: Maam, look at this book. It is both interesting and funny.

MAAM: Really? That's what we call mixing business and pleasure! Tell me, what is that tree in the picture?

CHILD 1 (reading: Ta-ma-rind.

MAAM: Tamarind! What do we use tamarind for?

CHILDREN: Njambaan, juice, maccaat ...

MAAM: Bravo, children!

MAAM: My children, it is true that I am not educated but I have my little recipe to help you in reading. Dear grandparents, do what I do, because reading is the key to knowledge!

Child (tag line): Reading is the root of knowledge. Dear parents, read with me!

SPOT 4: HOUSEHOLD CHORE SHOULD NOT HINDER READING

(SFX: sweeping)

PAPA: Mbossé what are you doing?

MBOSSÉ: I'm sweeping the yard.

PAPA: Bring your bag so that I can help you with your reading.

MBOSSÉ: Papa, look at the new books we were given!

MAMA: Am I dreaming or what?! Mbossé, I asked you to sweep the yard and wash the dishes, didn't I?

MBOSSÉ: Yes, Mama, but I want to finish my reading time first.

MAMA: Stop that! Close the book, and now you have to wash the clothes, too.

MBOSSÉ: Please Mama, let me at least finish my reading.

PAPA: Stop bothering this child. We have to help Mbossé in reading, because she is just starting to learn we have to help her by devoting a little of our time.

PAPA: Dear Parents, I invite you to do the same because reading is the key of knowledge.

Child (tag line): Reading is the root of knowledge. Dear parents, read with me!

SPOT 5: WHY BE ASHAMED?

(Kéba comes home crying)

PAPA: Little Kéba, why are you crying

KEBA: My classmates make fun of me because I don't know how to read. They are all Chanting "Kéba can't read! Kéba can't read!"

PAPA: Dry your tears! From now on I'm going to take all my time to help you learn to read. And I'm going to tell your brother, your sister, your uncle, your aunt, and your grandmother to spend some time with you, even if it's just 20 minutes a day.

PAPA (to audience): Dear parents, I urge you take some time to accompany your children in reading.

Child (tag line): Reading is the root of knowledge. Dear parents, read with me!